

Physical Education Grades K-6

Developed By: Dara Moscaritola **Effective Date:** September 2022

Introduction

Physical Education is an integral part of the total education of every child from kindergarten through grade 12. Physical Education instruction provides a positive impact that can help students achieve in all curricular areas. Through this curriculum, students will build character, communication, decision-making, motor, and fitness skills that can be transferred to all other subject areas.

The physical education curriculum, written to the New Jersey Student Learning Standards, addresses various components of physical education instruction that build from year to year. Each curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

Physical Education

Grade: Kindergarten

| Kindergarten: Unit 1 Locomotor Skills |
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| Summary and Rationale |
| Locomotor skills form the foundation of gross motor coordination and involve large muscle movement. They are a group of movements in which the feet move the body from one place to another. Kindergarten students will perform locomotor skills including, hopping, galloping, running, sliding, and skipping while maintaining balance. |
| Recommended Pacing |
| 8 sessions |

| Standards | | |
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| Physical We | llness: Movement Skills and Concepts | |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) | |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). | |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. | |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. | |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, | |
| | games, sports, and other events to contribute to a safe environment. | |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and | |
| | caring environment. | |
| 2.2.2.MSC.8 | MSC.8 Explain the difference between offense and defense. | |
| Physical Fitness | | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). | |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities | |
| | that promote movement (e.g., games, challenges, team building). | |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | |

| Lifelong Fitness | | |
|--|---|--|
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to | |
| | increase positive behaviors. | |
| Interdiscipli | nary Connections | |
| Standard x.: | K | |
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| Integration | of Technology | |
| Standard x.: | X | |
| CPI # | Cumulative Progress Indicator (CPI) | |
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| | Instructional Focus | |
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| Enduring Understandings | | |
| | | |
| Efficient movement improves performance. | | |
| Physical movement can be creative, enjoyable and individually | | |
| rewarding. To achieve a healthy lifestyle, you must value physical | | |

activity. Repetition of proper technique leads to improvement. **Essential Ouestion** What is movement? How can I move effectively and efficiently? How can movement skills and concepts help you become a better mover? Can students move their body in a variety of ways in open space with control? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future? Evidence of Learning (Assessments) Teacher Observation. Participation **Rubrics - COMPETENCY I: COLLABORATION** • Working Cooperatively • Building Relationships **COMPETENCY II:** COMMUNICATION • Expression of oneself Skill tests

Objectives

Students will know or learn:

- Variety of locomotive skills
- Understand and use the concepts of pathway levels and directions with locomotor skills.
- Understand the effects of activity on the body and the risks associated with inactivity
- Identify body parts and demonstrate safe movement to personal and general space

Students will be able to:

- Demonstrate fundamental motor skills while maintaining balance
- Perform movement skills with developmentally appropriate control in isolated and applied settings
- Perform jumping/landing actions with balance
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

• Expression of oneself

Suggested Resources

Activities:

• Soap Bubbles

Using a specified locomotor movement identified by the teacher, students will move in general space with control. Each student will pretend that they are a "bubble", traveling in their own personal space. Students who "pop" someone's bubble (tagging another student) will go to the designated re-entry zone to perform a re-entry task and then return to the game.

• Pathways

- Move and Stop students perform a movement and stop on various cues
- Sharks and minnows
- Follow the leader
- Locomotor cue cards

Kindergarten: Unit 2

Movement Concepts

Summary and Rationale

This unit builds on the previous unit of movement skills. Movement concepts are how we change or vary movement skills. Movement concepts develop three categories of awareness:

- 1. Effort awareness the muscular effort to produce, sustain, stop and regulate a movement
- 2. Space awareness an understanding of personal space and general space and to move safely within space
- 3. Body awareness deals with the relationship created between the mover and other movers, and

| between | mover and | objects |
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| Recommended Pac | ing |
|-----------------|-----|
|-----------------|-----|

| 8 sessions | | | |
|---|--|--|--|
| Standards | | | |
| | | | |
| Physical Wellness: Movement Skills and Concepts | | | |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) | | |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight | | |

| | (e.g., stretching, bending, twisting, curling). |
|------------------|---|
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) |
| | while moving in personal and general space, time, directions, pathways and ranges. |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, |
| | games, sports, and other events to contribute to a safe environment. |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and |
| | caring environment. |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. |
| Physical Fitness | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in |
| | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong |
| | muscles). |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities |
| | that promote movement (e.g., games, challenges, team building). |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| Lifelong Fitr | less |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to |
| | increase positive behaviors. |

| Interdisciplinary Connections | |
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| tegration of Technology | |
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| PI # Cumulative Progress Indicator (CPI) | |
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| Instructional Focus | |
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| nduring Understandings | |
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| You must know what your body is doing | |
| Research shows that people who participate in regular physical activity, no matter what the form, are more likely to | |
| do so because they feel comfortable and competent in movement skills. | |
| To achieve a healthy lifestyle, you must value physical activity. | |
| Essential Question | |
| | |
| ow can I move effectively and efficiently? | |

How can I move effectively and efficiently? How can movement skills and concepts help you become a better mover? Can students move their body in a variety of ways in open space with control? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future?

Evidence of Learning (Assessments)

| Teacher |
|--|
| Observation. |
| Participation |
| Rubrics - COMPETENCY I: COLLABORATION |
| Working Cooperatively |
| Building Relationships |
| COMPETENCY II: |
| COMMUNICATION |
| • Expression of |
| oneself Skill tests |
| Objectives |
| Students will know or learn: Demonstrate an understanding of body awareness concepts by identifying large and small body parts Demonstrate understanding of space concepts by identifying personal and general space |

- onstrate understanding of space concepts by identifying personal and general space
- Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some • for outdoors/ large spaces
- Follow safety and age-appropriate classroom and playground rules and procedures •

Students will be able to:

- Differentiate between personal space and general space
- Travel in three different pathways (low, middle, high)
- Travel in general space with different speeds •
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills. •
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative • movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively •
- **Building Relationships** •

COMPETENCY II:

COMMUNICATION

Expression of oneself ٠

Suggested Resources

- CD player/music
- 1 portable chalk/white board
- long rope •

- agility ladder
- scooters

Activities:

- Individual and Class Activities Over, Under, Through
- Crawling Through Tunnels/hoops
- Scooters
- Hurdles
- Jump the Creek
- Agility Ladder
- Begin basic jumps through hoop

*Safety - Travel in the right direction, wait your turn, follow teacher's directions

Kindergarten Unit 3: Rhythm and Dance

Summary and Rationale

During this unit the student will explore self-expression through rhythm and be introduced to organized patterns of movement. Participation in rhythm and dance will allow self-expression through rhythmic and creative/expressive movement forms. Students will be encouraged to use but not limited to defined movement forms, levels and pathways. Activities will include various rhythmic movements, group and individual movements and repetitive patterns.

Recommended Pacing

| | 8 sessions | | |
|------------------|---|--|--|
| | Standards | | |
| | | | |
| Physical We | Ilness: Movement Skills and Concepts | | |
| 2.2.2.MSC.1 | | | |
| | walking, skipping, balancing, hopping, running) | | |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight | | |
| | (e.g., stretching, bending, twisting, curling). | | |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) | | |
| | while moving in personal and general space, time, directions, pathways and ranges. | | |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). | | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. | | |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, | | |
| | games, sports, and other events to contribute to a safe environment. | | |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and | | |
| | caring environment. | | |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. | | |
| Physical Fitness | | | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in | | |
| | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong | | |
| | muscles). | | |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | | |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities | | |
| | that promote movement (e.g., games, challenges, team building). | | |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | | |
| Lifelong Fitn | less | | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to | | |
| | increase positive behaviors. | | |

Interdisciplinary Connections

| Standard x.x | | |
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| Integration of | f Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | Instructional Focus | |
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| Enduring Une | derstandings | |
| Physical movement can be creative, enjoyable and individually rewarding Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. | | |
| Essential Que | | |
| How can music and rhythm help you become a better mover? Can students move their body in a variety of ways in open space with control? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future? Evidence of Learning (Assessments) | | |
| Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION • Expression of oneself Skill tests Objectives | | |
| • How | know or learn: to apply movements to music | |

- How to express self through movement
- The importance of cooperation while working with others
- Follow safety and age-appropriate classroom and playground rules and procedures

Students will be able to:

- Move to rhythms
- Recognize and move to rhythm/beat in music
- Demonstrate a variety of movements to music
- Display body control while moving to music
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative

movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships
- COMPETENCY II:

COMMUNICATION

• Expression of oneself

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

- Locomotor Movements to Music
- 1. Jumping
- 2. Galloping
- 3. Skipping
- 4. Hopping
- 5. "Sneaking" Tip Toes
- 6. "Flying"
- 7. "Swimming"
- 8. Walking
- 9. Jogging
- 10. "Climbing"
- 11. "Bicycle Pedaling"
- *Safety Work in your own space, move in the same direction
- same direction
- Simple Dances, Patterns
- 1. Hokey Pokey
- 2. Monster Mash
- 3. Alley Cat

1. Peppermint Twist

2. YMCA

3. Hamster Dance

4. Tony Chestnut

*Safety – Stay on your spot, look where you are going

Kindergarten Unit 4: Manipulative Skills Throwing and Catching

Summary and Rationale

Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space. Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments. Kindergarten students will begin with throwing and catching.

Recommended Pacing

| 8 | sessions |
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Standards

| Physical Wellness: Movement Skills and Concepts | | |
|---|--|--|
| Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) | | |
| Differentiate non-locomotor and locomotor movements as well transferring body weight | | |
| (e.g., stretching, bending, twisting, curling). | | |
| Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. | | |
| Differentiate manipulative movements (e.g., throwing, catching, dribbling). | | |
| Adjust and correct movements and skill in response to feedback. | | |
| Execute appropriate behaviors and etiquette while participating in and viewing activities, | | |
| games, sports, and other events to contribute to a safe environment. | | |
| Demonstrate kindness towards self and others during physical activity to create a safe and | | |
| caring environment. | | |
| Explain the difference between offense and defense. | | |
| Physical Fitness | | |
| Explain the benefits of regular physical activity and what it means to be physically fit in | | |
| relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong | | |
| muscles). | | |
| Explore how to move different body parts in a controlled manner. | | |
| Engage in moderate to vigorous age-appropriate physical movement and physical activities | | |
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| | that promote movement (e.g., games, challenges, team building). |
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| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| Lifelong Fitness | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to |
| | increase positive behaviors. |

| Interdiscipli | inary Connections | |
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| Standard x.x | | |
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| Integration | of Technology | |
| Standard x.z | X | |
| CPI # | Cumulative Progress Indicator (CPI) | |
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| | Instructional Focus | |
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| Enduring U | nderstandings | |
| Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. | | |
| Essential Q | | |
| Can students throw and toss under simple conditions? What are the key cues to throwing a ball? What are the key cues to catching a ball? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future? Evidence of Learning (Assessments) | | |
| Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION | | |

| • | Expression of |
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| 0 | neself Skill tests |
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Objectives

Students will know or learn:

- Develop competency and confidence in performing manipulative skills
- Learn and improve manipulative skills of throwing a ball underhand while applying three critical elements of this throw: step with opposite foot, swing a throwing arm, and point a target.
- How to catch a ball.
- How to throw a ball.
- Understand the effects of activity on the body and the risks associated with inactivity
- Identify body parts and demonstrate safe movement to personal and general space

Students will be able to:

- Underhand throw with oppositional foot
- Drop a ball and catch it before it bounces twice
- Catch a large ball by a skilled thrower
- Describe how to properly throw and catch a ball.
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships
- COMPETENCY II:

COMMUNICATION

• Expression of oneself

Suggested Resources

- portable chalk/white board
- balloons
- bean bags
- foam balls
- rubber balls various sizes
- bowling

pins Activities:

• Pinball - The class is divided into two teams. Each team will stand on opposite sides of the court facing one another. The object of the game is to knock down all five of the other teams pins while defending your own team pins. Each student begins with a ball, following teacher signals, students will begin to throw at opponent's pins from their own side of the court. Once one team's pins are knocked down, the game is over. All pins get set up and the game starts again.

Kindergarten: Unit 5 Manipulative Skills Striking

Summary and Rationale

Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space. Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

8 sessions

Standards

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| Physical Fitness | | |
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| al activities | | |
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| | that promote movement (e.g., games, challenges, team building). |
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| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| Lifelong Fitness | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to |
| | increase positive behaviors. |

| Interdisciplin | ary Connections | |
|---|--|--|
| Standard x.x | | |
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| Integration of | of Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| | | |
| Enduring Un | nderstandings | |
| Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. | | |
| Essential Qu | | |
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| | s strike an object in a control manner using hand, paddle, foot or other implements? | |
| | to to be physically active and why is this important? | |
| Why is it important to be physically fit and how can I stay fit? | | |
| How will physical activity help me now and in the future? | | |
| Evidence of | Learning (Assessments) | |
| Teacher Observation – COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Participation Rubrics - COMPETENCY I: COLLABORATION Working Cooperatively Building Relationships | | |
| COMPETENCY II: | | |
| COMMUNICATION | | |
| • Exp | ression of oneself | |
| C1-:11 44 | | |
| Skill tests | | |

Objectives

Students will know or learn:

- Develop competency and confidence in performing manipulative skills
- Steps to striking with hands
- Steps to striking with feet
- Striking with implements
- Understand the effects of activity on the body and the risks associated with inactivity

• Identify body parts and demonstrate safe movement to personal and general space

Students will be able to:

- Dribble a ball with one hand, attempting the second contact
- Tap a ball using the inside of the foot, sending in it forward
- Kick a stationary ball from a stationary position
- Volley a lightweight object, sending it upward
- Strike a lightweight object with an implement
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

- COMMUNICATION
 - Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determination

Suggested Resources

- portable chalk/white board
- balloons
- bean bags
- foam balls
- rubber balls various sizes
- paddles
- bats

Activities

Kicking

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- 1. Stationary Balls
- 2. Moving Balls
- 3. Kicking into a Goal

Kindergarten: Unit 6

Jumping Rope/Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students will begin to develop higher levels of basic fitness and physical competence needed for active leisure participation. Health-related fitness components will be introduced. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. In addition, this unit will introduce the activity of rope jumping which helps improve muscular coordination, balance, and rhythm.

Recommended Pacing

8 sessions

Standards

| Physical We | Physical Wellness: Movement Skills and Concepts | | |
|------------------|---|--|--|
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) | | |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). | | |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. | | |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). | | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. | | |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. | | |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. | | |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. | | |
| Physical Fitness | | | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). | | |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | | |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). | | |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | | |
| Lifelong Fitr | Lifelong Fitness | | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. | | |

| Interdisciplina | ary Connections | |
|---|--|--|
| Standard x.x | | |
| Sturiaura Ain | | |
| | | |
| | | |
| Integration of | Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| | | |
| Enduring Und | lerstandings | |
| Research show do so because To achieve a | cess, not a product ws that people who participate in regular physical activity, no matter what the form, are more likely to they feel comfortable and competent in movement skills. healthy lifestyle, you must value physical activity. proper technique leads to improvement. | |
| Essential Que | | |
| What is the difference between hopping and jumping? What are the key elements of jumping a rope? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future? Evidence of Learning (Assessments) | | |
| Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION • Expression of oneself Skill tests Objectives | | |
| • Differenc | know or learn: e between hopping and jumping | |
| • Hold a ju | mp rope | |

| • Effects of activity on the body and the risks associated with inac | tivity |
|--|--------|
|--|--------|

Students will be able to:

- Jump and land with a single bounce
- Jump over a stationary or moving rope
- Swing a long rope
- Recognize that when you move fast, you heart beats faster and you breathe faster
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

• Expression of oneself

Suggested Resources

- portable chalk/white board
- jump ropes
- poly spots
- Drum

Kindergarten: Unit 7

Low Organized Games / Cooperative Games

Summary and Rationale

The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Recommended Pacing

12 sessions

Standards

| Character Developme 2.2.2.C.1 Explai | ent in the meaning of character and how it is reflected in the thoughts, feelings, and actions of |
|---|--|
| 2.2.2.C.1 Explai | in the meaning of character and how it is reflected in the thoughts feelings and actions of |
| onesel | If and others. |
| 2.2.2.C.2 Identia disabi | fy types of disabilities and demonstrate appropriate behavior when interacting with people with lities. |
| Physical Wellness: | Movement Skills and Concepts |
| | rm a combination of sequences of locomotor movement and rhythmic activities (e.g. ng, skipping, balancing, hopping, running) |
| | rentiate non-locomotor and locomotor movements as well transferring body weight stretching, bending, twisting, curling). |
| | onstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) moving in personal and general space, time, directions, pathways and ranges. |
| 2.2.2.MSC.4 Differ | rentiate manipulative movements (e.g., throwing, catching, dribbling). |
| 2.2.2.MSC.5 Adjus | st and correct movements and skill in response to feedback. |
| 2.2.2.MSC.6 Execu | ate appropriate behaviors and etiquette while participating in and viewing activities, |
| game | s, sports, and other events to contribute to a safe environment. |
| | onstrate kindness towards self and others during physical activity to create a safe and g environment. |
| 2.2.2.MSC.8 Expla | in the difference between offense and defense. |
| Physical Fitness | |
| - | in the benefits of regular physical activity and what it means to be physically fit in on to personal health. (e.g., healthy heart, strong bones, increased energy, strong les). |
| 2.2.2.PF.2 Explo | bre how to move different body parts in a controlled manner. |
| | ge in moderate to vigorous age-appropriate physical movement and physical activities romote movement (e.g., games, challenges, team building). |
| 2.2.2.PF.4 Demo | onstrate strategies and skills that enable team and group members to achieve goals. |

| Lifelong Fitness | |
|------------------|---|
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to |
| | increase positive behaviors. |

| Interdisciplin | ary Connections |
|---|---|
| Standard x.x | |
| | |
| | |
| - | |
| | f Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | Instructional Focus |
| | |
| Enduring Un | derstandings |
| | · · · · · · · · · · · · · · · · · · · |
| • | Il is as important as playing well. |
| | in physical activities/sports can provide an opportunity for developing an understanding and respect es among people. |
| | by that people who participate in regular physical activity, no matter what the form, are more likely to |
| do so becaus | e they feel comfortable and competent in movement skills. |
| | healthy lifestyle, you must value physical activity. |
| | F proper technique leads to improvement. |
| Essential Questions | |
| | |
| How do I int | eract with others during physical activity? |
| | o to be physically active and why is this important? |
| | portant to be physically fit and how can I stay fit? |
| How will physical activity help me now and in the future? | |
| Evidence of | Learning (Assessments) |
| Teacher | |
| Observation. | |
| Participation | |
| Rubrics - COMPETENCY I: COLLABORATION | |
| Working Cooperatively | |
| Building Relationships | |
| COMPETENCY II: | |
| COMMUNI | |
| | ression of |
| oneself Skill | tests |
| Objectives | |
| Students will | know or learn: |
| | d safety procedures |
| | a safety procedures |

- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Follow directions in group settings (follow rules, safe behaviors, taking turns)
- Follow teacher directions for safe participation and proper use of equipment with minimal reminders
- Acknowledge appropriate behavior during class activities
- Share equipment and space with others
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

• Expression of oneself

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters

Hundredth Monkey Project Adventure Curriculum Competency Framework

Activities:

Tag Games, Cooperative Games, Parachute, Relays

- 1. Hill Dill
- 2. Midnight
- 3. Freeze Tag
- 4. Pound Puppies
- 5. Moon Monster
- 6. The Blob

- Frogger
 Marching Ponies
 Animal Tag
 Clean Up Your Backyard
 Parachute Ollie the Octopus
- 6. Pin Ball
- 7. Popper Tag

Physical Education

Grade 1

| | C 1. 1. II'4 1 | |
|--|--|--|
| Grade 1: Unit 1 | | |
| | Locomotor Skills | |
| | | |
| | Summary and Rationale | |
| | | |
| Locomotor skills form the foundation of gross motor coordination and involve large muscle movement. They are a group of movements in which the feet move the body from one place to another. During this unit first grade students will review locomotor skills including walking, hopping, leaping, sliding, skipping and galloping while maintaining balance and using a mature pattern. Jogging and jumping will be introduced. Building the foundational ability to transfer learning into a variety of fitness and cooperative based activities/games takes place during this time in a child's movement development. | | |
| | Recommended Pacing | |
| | | |
| | 8 sessions | |
| | Standards | |
| | | |
| Physical We | Ilness: Movement Skills and Concepts | |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) | |
| 2.2.2.MSC.2 | | |
| | (e.g., stretching, bending, twisting, curling). | |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) | |
| | while moving in personal and general space, time, directions, pathways and ranges. | |
| 2.2.2.MSC.4 | | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. | |
| 2.2.2.MSC.6 | | |
| | games, sports, and other events to contribute to a safe environment. | |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and | |
| | caring environment. | |
| | Explain the difference between offense and defense. | |
| Physical Fit | | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in | |
| | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong | |
| | muscles). | |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities | |
| | that promote movement (e.g., games, challenges, team building). | |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | |
| Lifelong Fitn | less | |

| 2.2.2 | LF.1 | Express one's feeling and emotions when involved in movement and physical activities to |
|-------|------|---|
| | | increase positive behaviors. |

| | nary Connections | |
|---|--|--|
| Standard x.x | 1 | |
| | | |
| | | |
| T | | |
| | f Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | Instructional Focus | |
| | | |
| Enduring Un | derstandings | |
| Efficient mo | vement improves performance. | |
| | vement can be creative, enjoyable and individually rewarding. | |
| | healthy lifestyle, you must value physical activity. | |
| | f proper technique leads to improvement. | |
| Essential Qu | estion | |
| Why is it important to learn different motor skills? What are the important skills you use to play a game? What different ways can the body move given a specific purpose? How can movement skills and concepts help you become a better mover? Evidence of Learning (Assessments) | | |
| Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION • Expression of oneself COMPETENCY V: SELF AWARENESS and DIRECTION • Determinatio n Skill tests | | |
| Objectives | | |
| • Variety of | l know or learn: of locomotive skills and and use the concepts of pathway leyels and directions with locomotor skills. | |

- Understand and use the concepts of pathway levels and directions with locomotor skills.
- Understand the effects of activity on the body and the risks associated with inactivity

| • Identify body parts and demonstrate safe movement to personal and gen | nonstrate safe movement to personal and g | genera |
|---|---|--------|
|---|---|--------|

space Students will be able to:

- Demonstrate fundamental motor skills while maintaining balance
- Perform movement skills with developmentally appropriate control in isolated and applied settings
- Perform jumping/landing actions with balance
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.
- Travel in different directions, and freeze at different levels.
- Develop the ability to construct locomotor sequences.
- Explore concepts used in chasing, fleeing, and dodging activities.
- Understand the cues needed to jump and land using basic patterns, obstacles, and turned ropes, as well as, jumping for distance and height.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

• Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determination

Suggested Resources

Activities:

- Tag Games
- Relay
- Animal Shapes

Grade 1: Unit 2

Movement Concepts

Summary and Rationale

First grade students will continue their movement concepts exploration. Movement concepts are how we change or vary movement skills. Movement concepts develop three categories of awareness:

- Effort awareness the muscular effort to produce, sustain, stop and regulate a movement
- Space awareness an understanding of personal space and general space and to move safely within space
- Body awareness deals with the relationship created between the mover and other movers, and between mover and objects

| Recommend | led P | acing |
|-----------|-------|-------|
|-----------|-------|-------|

8 sessions

Standards

| | Ilness: Movement Skills and Concepts |
|---------------|---|
| 2.2.2.MSC.1 | |
| | walking, skipping, balancing, hopping, running) |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight |
| | (e.g., stretching, bending, twisting, curling). |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) |
| | while moving in personal and general space, time, directions, pathways and ranges. |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, |
| | games, sports, and other events to contribute to a safe environment. |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and |
| | caring environment. |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. |
| Physical Fitt | ness |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in |
| | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong |
| | muscles). |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities |
| | that promote movement (e.g., games, challenges, team building). |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| Lifelong Fitr | less |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to |
| | increase positive behaviors. |

| | nary Connections | |
|--|---|--|
| Standard x.x | · · · · · · · · · · · · · · · · · · · | |
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| | | |
| | | |
| | f Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | Instructional Focus | |
| | | |
| Enduring Un | Iderstandings | |
| V 1 | | |
| | ow what your body is doing | |
| | ows that people who participate in regular physical activity, no matter what the form, are more likely to e they feel comfortable and competent in movement skills. | |
| | healthy lifestyle, you must value physical activity. | |
| Essential Qu | | |
| | | |
| How can I m | ove effectively and efficiently? | |
| | vement skills and concepts help you become a better mover? | |
| | move their body in a variety of ways in open space with control? | |
| What can I do to be physically active and why is this important? | | |
| Why is it important to be physically fit and how can I stay fit? | | |
| <u> </u> | ysical activity help me now and in the future? | |
| Evidence of | Learning (Assessments) | |
| Teacher | | |
| Observation. | | |
| Participation. | | |
| Rubrics - COMPETENCY I: COLLABORATION | | |
| Working Cooperatively | | |
| Building Relationships | | |
| COMPETENCY II: | | |
| COMMUNICATION | | |
| | ression of oneself | |
| COMPETENCY V: SELF AWARENESS and DIRECTION | | |
| • Dete | rminatio | |
| n Skill tests | | |
| | | |

- Body awareness concepts by identifying large and small body parts
- Space concepts by identifying personal and general space

- Which movements, activities and noises are appropriate for indoors/small spaces, and which are for outdoors/ large spaces
- Follow safety and age-appropriate classroom and playground rules and procedures

Students will be able to:

- Differentiate between personal space and general space
- Travel in three different pathways (low, middle, high)
- Travel in general space with different speeds
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships
- COMPETENCY II:

COMMUNICATION

• Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board
- long rope
- agility ladder
- scooters

Competency

Framework Activities:

- Individual and Class Activities Over, Under, Through
- Limbo
- Crawling Through Tunnels
- Scooters
- Hurdles
- Jump the Creek
- Agility Ladder

*Safety - Travel in the right direction, wait your turn, follow teacher's directions

| | Rhythm and Dance |
|-----------------------------|--|
| | |
| | Summary and Rationale |
| Participation forms. Studer | udents will continue to explore self-expression through rhythm and organized patterns of movement. in rhythm and dance will allow self-expression through rhythmic and creative/expressive movement its will be encouraged to use but not limited to defined movement forms, levels and pathways. l include various rhythmic movements, group and individual movements and repetitive patterns. |
| | Recommended Pacing |
| | |
| | 8 sessions Standards |
| | Standards |
| Dhyrical Wa | ellness: Movement Skills and Concepts |
| 2.2.2.MSC.1 | 1 |
| 2.2.2.10150.1 | walking, skipping, balancing, hopping, running) |
| 2.2.2.MSC.2 | |
| | (e.g., stretching, bending, twisting, curling). |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. |
| 2.2.2.MSC.4 | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. |
| 2.2.2.MSC.8 | |
| Physical Fit | ness |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| Lifelong Fitr | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. |

| Interdisciplinary Connections | | |
|-------------------------------|--|--|
| Standard x.x | | |
| | | |
| | | |
| | | |

| Integration | of Technology | | |
|--|-------------------------------------|--|--|
| Standard x.x | X | | |
| CPI # | Cumulative Progress Indicator (CPI) | | |
| | | | |
| | Instructional Focus | | |
| | | | |
| Enduring U | nderstandings | | |
| Physical movement can be creative, enjoyable and individually rewarding Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. | | | |
| Essential Qu | uestion | | |
| How can music and rhythm help you become a better mover? Can students move their body in a variety of ways in open space with control? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future? | | | |
| Evidence of Learning (Assessments) | | | |
| Teacher Observation. Participation Rubrics – COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION | | | |
| Expression of oneself COMPETENCY V: SELF AWARENESS and DIRECTION Personal Management Social Responsibility Determinatio n Skill tests | | | |
| Objectives | | | |
| Students wi | ll know or learn: | | |

- How to apply movements to music
- How to express self through movement
- The importance of cooperation while working with others
- Follow safety and age-appropriate classroom and playground rules and procedures

Students will be able to:

- Move to rhythms
- Recognize and move to rhythm/beat in music
- Demonstrate a variety of movements to music
- Display body control while moving to music
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

• Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

• CD player/music

• 1 portable chalk/white

board Competency Framework

Activities:

Locomotor Movements to Music

- 1. Jumping
- 2. Galloping
- 3. Skipping
- 4. Hopping
- 5. "Sneaking" Tip Toes
- 6. "Flying" airplane
- 7. "Swimming"
- 8. Walking
- 9. Jogging

1. "Climbing"

"Bicycle Pedaling"
 Imagination actions pretend you are a ________
 *Safety - Work in your own space, move in the same direction
 Simple Dances, Patterns
 Hokey Pokey
 Monster Mash
 Alley Cat
 Twist
 YMCA
 FLoss
 *Safety – Stay on your spot, look where you are gong

Grade 1: Unit 4 Manipulative Skills Throwing and Catching

Summary and Rationale

First grade students will continue to develop manipulative skills building on the previous year. Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space.

Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. This unit will focus on the manipulative skills of throwing and catching.

Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

| 8 sessions | |
|------------------|---|
| | Standards |
| | |
| Physical We | ellness: Movement Skills and Concepts |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. |
| Physical Fitness | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in |
| | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong |
| | muscles). |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities |

| | that promote movement (e.g., games, challenges, team building). |
|---------------|---|
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| Lifelong Fitr | ness |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to |
| | increase positive behaviors. |

| Interdisciplinary | Connections | | |
|--|---|--|--|
| Standard x.x | | | |
| | | | |
| | | | |
| | | | |
| Integration of Te | chnology | | |
| Standard x.x | | | |
| CPI # C | umulative Progress Indicator (CPI) | | |
| | | | |
| | Instructional Focus | | |
| | | | |
| Enduring Unders | standings | | |
| do so because the To achieve a hea | Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. | | |
| Essential Question | ons | | |
| What are the key ball? What can I do to Why is it import How will physic | ow and toss under simple conditions? v cues to throwing and catching a be physically active and why is this important? ant to be physically fit and how can I stay fit? al activity help me now and in the future? rning (Assessments) | | |
| Teacher Observation. Participation Rubrics - COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships COMPETENCY II: COMMUNICATION • Expression of oneself | | | |

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determinatio

n Skill tests

Objectives

Students will know or learn:

- Develop competency and confidence in performing manipulative skills
- Learn and improve manipulative skills of throwing a ball underhand while applying three critical elements of this throw: step with opposite foot, swing a throwing arm, and point at a target.
- How to throw and catch a ball.
- Understand the effects of activity on the body and the risks associated with inactivity
- Identify body parts and demonstrate safe movement to personal and general space

Students will be able to:

- Underhand throw with oppositional foot
- Drop a ball and catch it before it bounces twice
- Catch a large ball by a skilled thrower
- Describe how to properly throw and catch a ball.
- Describe how to properly kick a ball.
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships
- COMPETENCY II:

COMMUNICATION

• Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determination

Suggested Resources

- portable chalk/white board
- balloons
- bean bags
- foam balls
- rubber balls various sizes

• bowling

pins Activities:

• Pinball - The class is divided into two teams. Each team will stand on opposite sides of the court facing one another. The object of the game is to knock down all five of the other teams pins while defending your own team pins. Each student begins with a ball, following teacher signals, students will begin to throw at

opponent's pins from their own side of the court. Once one team's pins are knocked down, the game is over. All pins get set up and the game starts again.

Grade 1: Unit 5 Manipulative Skills

Striking

Summary and Rationale

During this unit first grade students will be introduced to the manipulative skill of striking. Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space.

Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

| | 8 sessions | |
|---------------|---|--|
| | Standards | |
| | | |
| Physical We | Ilness: Movement Skills and Concepts | |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. | |
| | walking, skipping, balancing, hopping, running) | |
| 2.2.2.MSC.2 | | |
| | (e.g., stretching, bending, twisting, curling). | |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) | |
| | while moving in personal and general space, time, directions, pathways and ranges. | |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. | |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, | |
| | games, sports, and other events to contribute to a safe environment. | |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and | |
| | caring environment. | |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. | |
| Physical Fitr | Physical Fitness | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in | |
| | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong | |
| | muscles). | |

| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | |
|---------------|--|--|
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities | |
| | that promote movement (e.g., games, challenges, team building). | |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | |
| Lifelong Fitr | Lifelong Fitness | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to | |
| | increase positive behaviors. | |

| Interdiscipli | | |
|---|---|--|
| Interdisciplinary Connections | | |
| Standard x.x | | |
| | | |
| | | |
| | | |
| | of Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | Instructional Focus | |
| | | |
| Enduring U | nderstandings | |
| | ows that people who participate in regular physical activity, no matter what the form, are more likely to | |
| do so becaus | se they feel comfortable and competent in movement skills. | |
| | a healthy lifestyle, you must value physical activity. | |
| 1 | Repetition of proper technique leads to improvement. | |
| Essential Questions | | |
| Essential Qu | lestions | |
| | | |
| Can students | s strike an object in a control manner using hand, paddle, foot or other implements? | |
| Can students What can I c | s strike an object in a control manner using hand, paddle, foot or other implements? to to be physically active and why is this important? | |
| Can students What can I c Why is it im | s strike an object in a control manner using hand, paddle, foot or other implements? to to be physically active and why is this important? portant to be physically fit and how can I stay fit? | |
| Can students What can I c Why is it im How will ph | s strike an object in a control manner using hand, paddle, foot or other implements? to to be physically active and why is this important? portant to be physically fit and how can I stay fit? ysical activity help me now and in the future? | |
| Can students What can I c Why is it im How will ph | s strike an object in a control manner using hand, paddle, foot or other implements? to to be physically active and why is this important? portant to be physically fit and how can I stay fit? | |
| Can students What can I c Why is it im How will ph Evidence of | s strike an object in a control manner using hand, paddle, foot or other implements? to to be physically active and why is this important? portant to be physically fit and how can I stay fit? ysical activity help me now and in the future? | |
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| Can students What can I c Why is it im How will ph Evidence of Teacher Observation | s strike an object in a control manner using hand, paddle, foot or other implements? to to be physically active and why is this important? portant to be physically fit and how can I stay fit? ysical activity help me now and in the future? Learning (Assessments) | |
| Can students What can I of Why is it im How will ph Evidence of Teacher Observation Participatior | s strike an object in a control manner using hand, paddle, foot or other implements? lo to be physically active and why is this important? portant to be physically fit and how can I stay fit? ysical activity help me now and in the future? Learning (Assessments) | |
| Can students What can I of Why is it im How will ph Evidence of Teacher Observation Participation Rubrics - CO | s strike an object in a control manner using hand, paddle, foot or other implements? to to be physically active and why is this important? portant to be physically fit and how can I stay fit? ysical activity help me now and in the future? Learning (Assessments) | |
| Can students What can I of Why is it im How will ph Evidence of Teacher Observation Participation Rubrics - CO • Wor | s strike an object in a control manner using hand, paddle, foot or other implements? to to be physically active and why is this important? portant to be physically fit and how can I stay fit? ysical activity help me now and in the future? Learning (Assessments) | |
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| Can students What can I of Why is it im How will ph Evidence of Teacher Observation Participation Rubrics - CO • Won • Buil COMPETEN COMMUNI • Exp | s strike an object in a control manner using hand, paddle, foot or other implements? lo to be physically active and why is this important? portant to be physically fit and how can I stay fit? ysical activity help me now and in the future? Learning (Assessments) | |
| Can students What can I of Why is it im How will ph Evidence of Teacher Observation Participation Rubrics - CO • Won • Buil COMPETEN COMMUNI • Exp | s strike an object in a control manner using hand, paddle, foot or other implements? lo to be physically active and why is this important? portant to be physically fit and how can I stay fit? ysical activity help me now and in the future? Learning (Assessments) | |
| Can students What can I of Why is it im How will ph Evidence of Teacher Observation Participation Rubrics - CO • Won • Buil COMPETEN COMMUNI • Exp COMPETEN | s strike an object in a control manner using hand, paddle, foot or other implements? lo to be physically active and why is this important? portant to be physically fit and how can I stay fit? ysical activity help me now and in the future? Learning (Assessments) | |
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Students will know or learn:

- Develop competency and confidence in performing manipulative skills
- Steps to striking with hands
- Steps to striking with feet
- Striking with implements
- Understand the effects of activity on the body and the risks associated with inactivity
- Identify body parts and demonstrate safe movement to personal and general

space Students will be able to:

- Dribble a ball with one hand, attempting the second contact
- Tap a ball using the inside of the foot, sending in it forward
- Kick a stationary ball from a stationary position
- Volley a lightweight object, sending it upward
- Strike a lightweight object with an implement
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

• Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determination

Suggested Resources

- portable chalk/white board
- balloons
- bean bags
- foam balls
- rubber balls various sizes
- paddles
- bat

s Activities:

Kicking

- 1. Stationary Balls
- 2. Moving Balls
- 3. Kicking into a Goal

Jumping Rope/Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. First grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Health-related fitness components will be introduced. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. In addition, this unit will introduce the activity of rope jumping which helps improve muscular coordination, balance, and rhythm.

Recommended Pacing

| | 8 sessions | |
|---------------|---|--|
| | Standards | |
| | | |
| Physical We | Ilness: Movement Skills and Concepts | |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) | |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). | |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. | |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. | |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. | |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. | |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. | |
| Physical Fitt | ness | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). | |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). | |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | |
| Lifelong Fitr | less | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. | |

|] | Interdisciplinary Connections |
|---|-------------------------------|
| ; | Standard x.x |

| Integration | n of Technology | |
|---|--|--|
| Standard x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| Endurina | Indepetendings | |
| Enduring | Understandings | |
| Research s do so beca To achieve | Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. | |
| Essential (| Questions | |
| rope? What can I Why is it i How will J | jumping? What are the key elements of jumping a rope? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future? Evidence of Learning (Assessments) | |
| W Bu COMPET COMMUN Ex COMPET Date n Skill test | on COMPETENCY I: COLLABORATION orking Cooperatively ailding Relationships ENCY II: NICATION apression of oneself ENCY V: SELF AWARENESS and DIRECTION eterminatio | |
| Objectives | | |
| • Differe | vill know or learn: ence between hopping and jumping 1 jump rope | |

| • Effects of activity on the body and the risks associated with inac | ctivity |
|--|---------|
|--|---------|

Students will be able to:

- Jump and land with a single bounce
- Jump over a stationary or moving rope
- Swing a long rope
- Recognize that when you move fast, you heart beats faster and you breathe faster
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

- COMMUNICATION
- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determination

Suggested Resources

• portable chalk/white board

- jump ropes
- Hula hoops
- poly spots

Grade 1: Unit 7

Low Organized Games / Cooperative Games

Summary and Rationale

This unit continues for first grade students building upon previous participation. The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Recommended Pacing

12 sessions

Standards

| walking, skipping, balancing, hopping, running)2.2.2.MSC.2Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).2.2.2.MSC.3Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.2.2.2.MSC.4Differentiate manipulative movements (e.g., throwing, catching, dribbling).2.2.2.MSC.5Adjust and correct movements and skill in response to feedback.2.2.2.MSC.6Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.2.2.2.MSC.7Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. | | | |
|---|--------------|---|--|
| oneself and others. 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. Physical Wellness: Movement Skills and Concepts 2.2.2.MSC.1 Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) 2.2.2.MSC.2 Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.3 Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.5 Adjust and correct movements and skill in response to feedback. 2.2.2.MSC.6 Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.8 Explain the difference between offense and defense. Physical Fitness 2.2.2.PF.1 Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2 Explore how to move different body parts in a controlled manner. 2.2.2.PF.3 Engage in moderate to vigorous age-appropriate physical movement and physical activities | Character De | velopment | |
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| 2.2.2.MSC.6 Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.7 Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. 2.2.2.MSC.8 Explain the difference between offense and defense. Physical Fitness 2.2.2.PF.1 Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2 Explore how to move different body parts in a controlled manner. 2.2.2.PF.3 Engage in moderate to vigorous age-appropriate physical movement and physical activities | 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). | |
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| 2.2.2.MSC.7 Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. 2.2.2.MSC.8 Explain the difference between offense and defense. Physical Fitness 2.2.2.PF.1 Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2 Explore how to move different body parts in a controlled manner. 2.2.2.PF.3 Engage in moderate to vigorous age-appropriate physical movement and physical activities | 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, | |
| caring environment.2.2.2.MSC.8Explain the difference between offense and defense.Physical Fitness2.2.2.PF.1Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).2.2.2.PF.2Explore how to move different body parts in a controlled manner.2.2.2.PF.3Engage in moderate to vigorous age-appropriate physical movement and physical activities | | games, sports, and other events to contribute to a safe environment. | |
| Physical Fitness 2.2.2.PF.1 Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2 Explore how to move different body parts in a controlled manner. 2.2.2.PF.3 Engage in moderate to vigorous age-appropriate physical movement and physical activities | 2.2.2.MSC.7 | | |
| 2.2.2.PF.1Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).2.2.2.PF.2Explore how to move different body parts in a controlled manner.2.2.2.PF.3Engage in moderate to vigorous age-appropriate physical movement and physical activities | 2.2.2.MSC.8 | Explain the difference between offense and defense. | |
| relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).2.2.2.PF.2Explore how to move different body parts in a controlled manner.2.2.2.PF.3Engage in moderate to vigorous age-appropriate physical movement and physical activities | | | |
| muscles).2.2.2.PF.2Explore how to move different body parts in a controlled manner.2.2.2.PF.3Engage in moderate to vigorous age-appropriate physical movement and physical activities | 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in | |
| 2.2.2.PF.2Explore how to move different body parts in a controlled manner.2.2.2.PF.3Engage in moderate to vigorous age-appropriate physical movement and physical activities | | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong | |
| 2.2.2.PF.3 Engage in moderate to vigorous age-appropriate physical movement and physical activities | | muscles). | |
| | 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | |
| that promote movement (e.g., games, challenges, team building). | 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities | |
| | | that promote movement (e.g., games, challenges, team building). | |

| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | |
|---------------|---|--|
| Lifelong Fitr | Lifelong Fitness | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to | |
| | increase positive behaviors. | |

| Interdisciplin | nary Connections | |
|--|--|--|
| Standard x.x | | |
| | | |
| | | |
| | | |
| Integration c | f Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| | | |
| Enduring Ur | nderstandings | |
| Rehaving W | ell is as important as playing well. | |
| - | in physical activities/sports can provide an opportunity for developing an understanding and respect | |
| | es among people. | |
| | by that people who participate in regular physical activity, no matter what the form, are more likely to | |
| | e they feel comfortable and competent in movement skills. | |
| To achieve a | healthy lifestyle, you must value physical activity. | |
| | f proper technique leads to improvement. | |
| Essential Qu | estions | |
| | | |
| | reract with others during physical activity? | |
| | to be physically active and why is this important? | |
| | Why is it important to be physically fit and how can I stay fit? | |
| | ysical activity help me now and in the future? | |
| Evidence of | Learning (Assessments) | |
| Teacher | | |
| Observation | | |
| Participation | | |
| | OMPETENCY I: COLLABORATION | |
| | king Cooperatively | |
| Building Relationships | | |
| COMPETENCY II: | | |
| COMMUNICATION | | |
| | ression of oneself | |
| - | NCY V: SELF AWARENESS and DIRECTION | |
| | onal Management | |
| | al Responsibility | |
| | | |
| • Dete | erminatio | |
| n Skill tests | | |
| | | |

Objectives

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Follow directions in group settings (follow rules, safe behaviors, taking turns)
- Follow teacher directions for safe participation and proper use of equipment with minimal reminders
- Acknowledge appropriate behavior during class activities
- Share equipment and space with others
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

| Picture Prompts | | |
|--|--|--|
| Competencies | | |
| COMPETENCY I: COLLABORATION | | |
| Working Cooperatively | | |
| Building Relationships | | |
| COMPETENCY II: | | |
| COMMUNICATION | | |
| • Expression of oneself | | |
| COMPETENCY V: SELF AWARENESS and DIRECTION | | |
| Personal Management | | |
| Social Responsibility | | |
| Determination | | |
| Suggested Resources | | |
| • portable chalk/white board | | |
| • parachute | | |
| Hula Hoops | | |
| • Scooters | | |
| Hundredth Monkey | | |
| Project Adventure Curriculum | | |
| Competency Framework | | |
| | | |

Activities: Tag Games, Cooperative Games, Parachute, Relays 1. Hill Dill 2. Midnight 3. Freeze Tag 4. Pound Puppies 5. Moon Monster 6. The Blob 7. Frogger 8. Marching Ponies 9. Animal Tag 10. Clean Up Your Backyard 11. Parachute – Ollie the Octopus 12. Pin Ball 13. Popper Tag

Physical Education

Grade 2

| | Grade 2: Unit 1 | |
|---|--|--|
| | Locomotor Skills | |
| | | |
| | Summary and Rationale | |
| group of mov students will sprinting will | Locomotor skills form the foundation of gross motor coordination and involve large muscle movement. They are a group of movements in which the feet move the body from one place to another. During this unit second grade students will concentrate on running and skipping using a mature pattern. Differentiation between jogging and sprinting will be identified. Building the foundational ability to transfer learning into a variety of fitness and cooperative based activities/games takes place during this time in a child's movement development. | |
| | Recommended Pacing | |
| | | |
| | 8 sessions | |
| | Standards | |
| | | |
| - | Iness: Movement Skills and Concepts | |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) | |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight | |
| | (e.g., stretching, bending, twisting, curling). | |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. | |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. | |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. | |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and | |
| 2.2.2.MSC.8 | caring environment. Explain the difference between offense and defense. | |
| Physical Fit | | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in | |
| 2.2.2.11.1 | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong | |
| | muscles). | |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities | |
| | that promote movement (e.g., games, challenges, team building). | |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | |
| Lifelong Fitr 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to | |
| 2.2.2.LΓ.1 | Express one s reening and emotions when involved in movement and physical activities to | |

increase positive behaviors.

| | nary Connections |
|--|--|
| Standard x.x | T |
| | |
| | |
| | |
| | f Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | Instructional Focus |
| | |
| Enduring Un | derstandings |
| Physical activ | vity involves using movement and motor skills throughout a lifetime. |
| | vement improves performance. |
| | healthy lifestyle, you must value physical activity. |
| Repetition of | proper technique leads to improvement. |
| Essential Que | estion |
| | |
| | differences between the locomotor movements? |
| How do these locomotor skills transfer to other activities and sports? | |
| What different ways can the body move given a specific purpose? | |
| How can movement skills and concepts help you become a better mover? Evidence of Learning (Assessments) | |
| Evidence of I | Learning (Assessments) |
| Teacher Obse | ervation |
| Participation | |
| Skill tests | |
| Peer Assessm | nent |
| | nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) |
| Rubrics – | |
| COMPETENCY I: COLLABORATION | |
| • Worl | king Cooperatively |
| • Build | ding Relationships |
| COMPETEN | |
| COMMUNIC | |
| • Eynr | ression of oneself |
| г | |

Students will know or learn:

- Apply different pathways, tempo, and directionality to locomotive and non-locomotor skills.
- Incorporate locomotor and non-locomotor movements into low organized games and activities.
- Understand the effects of activity on the body and the risks associated with inactivity.

• Identify body parts and demonstrate safe movement to personal and general space.

Students will be able to:

- Demonstrate locomotor and non-locomotor skills using different pathways, directionality, levels and tempo.
- Apply locomotor and non-locomotor movements to low organized games and activities
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

• Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determination

Suggested Resources

Materials:

- Poly spots
- Hoops
- Ropes
- Movement cubes
- "Soft " balls
- Bean bags
- Scarves

Activities:

- Relay
- Animal Shapes
- Creative Movement in General Space
- Locomotor Skills, Levels
- In the Middle
- Snakes and Lizards
- Everybody's It Tag
- Junk Food Tag
- Gathering Coconuts

Grade 2: Unit 2

Movement Concepts

Summary and Rationale

Movement concepts are how we change or vary movement skills. Movement concepts develop three categories of awareness:

- Effort awareness the muscular effort to produce, sustain, stop and regulate a movement
- Space awareness an understanding of personal space and general space and to move safely within space
- Body awareness deals with the relationship created between the mover and other movers, and between mover and objects

Second grade students will be introduced to activities that will combine shapes, levels and pathways into simple travel that vary speed, direction and force.

Recommended Pacing

| 8 sessions | |
|------------------|---|
| | Standards |
| | |
| Physical We | Ilness: Movement Skills and Concepts |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. |
| Physical Fitness | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| Lifelong Fitr | less |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. |

| Interdisciplinary Connect Standard x.x Integration of Technolog Standard x.x CPI # Cumulativ | | |
|--|---|--|
| Standard x.x Integration of Technolog Standard x.x | | |
| Standard x.x | у | |
| Standard x.x | У | |
| Standard x.x | у | |
| Standard x.x | <u>у</u> | |
| Standard x.x | | |
| CPI # Cumulativ | | |
| | ve Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| Enduring Understandings | s | |
| Enduring Onderstandings | 3 | |
| Different skill can be cor | nbined to create new movements. | |
| | mponents that are necessary for | |
| success | 1 | |
| | ple who participate in regular physical activity, no matter what the form, are more likely to | |
| | comfortable and competent in movement skills. | |
| | style, you must value physical activity. | |
| Essential Question | | |
| With a tailing make was a se | | |
| What skills make up a co | Is and concepts help you become a better mover? | |
| | body in a variety of ways in open space with control? | |
| | | |
| What can I do to be physically active and why is this important? | | |
| Why is it important to be physically fit and how can I stay fit? | | |
| How will physical activity help me now and in the future? Evidence of Learning (Assessments) | | |
| Evidence of Learning (74 | 55655ment5) | |
| Teacher Observation | | |
| Participation | | |
| Skill tests | | |
| Peer Assessment | | |
| Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) | | |
| Determination | | |
| Rubrics – | | |
| COMPETENCY I: COLLABORATION | | |
| Working Cooper | | |
| • Building Relationships | | |

COMPETENCY II: COMMUNICATION

Expression of oneself

Objectives

Students will know or learn:

- Body awareness concepts by identifying large and small body parts
- Space concepts by identifying personal and general space
- Safety and age-appropriate classroom and playground rules and procedures

Students will be able to:

- Demonstrate the ability to combine skills to achieve a higher level or more complex movement pattern
- Travel in general space with different speeds
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, and activities.

Integration Technology Integration Writing Integration Picture Prompts Competencies COMPETENCY I: COLLABORATION Working Cooperatively • **Building Relationships** COMPETENCY II: COMMUNICATION COMPETENCY V: SELF AWARENESS and DIRECTION • Determination Suggested Resources • CD player/music 1 portable chalk/white board • long rope agility ladder scooters • Competency Framework Activities: • Limbo • Crawling Through Tunnels • Hurdles • Jump the Creek • Agility Ladder

Grade 2: Unit 3 Rhythm and Dance Summary and Rationale The rhythms and dance unit is designed to help to promote the development of basic movements to specific

rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for second grade students.

| Recommended Pacing | |
|--------------------|--|
| | |
| | 6 sessions |
| | Standards |
| | |
| Physical We | Ilness: Movement Skills and Concepts |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. |
| | walking, skipping, balancing, hopping, running) |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight |
| | (e.g., stretching, bending, twisting, curling). |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) |
| | while moving in personal and general space, time, directions, pathways and ranges. |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, |
| | games, sports, and other events to contribute to a safe environment. |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and |
| | caring environment. |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. |
| Physical Fitr | less |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in |
| | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong |
| | muscles). |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities |
| | that promote movement (e.g., games, challenges, team building). |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| Lifelong Fitn | less |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. |

| Interdisciplinary Connections | |
|-------------------------------|-------------------------------------|
| Standard x.x | |
| | |
| | |
| | |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| Instructional Focus | |

Enduring Understandings Physical movement can be creative, enjoyable and individually rewarding Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Essential Ouestion What are the connections between Dance and Health? What is rhythm? How does rhythmic movement benefit the body? Evidence of Learning (Assessments) Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Rubrics – COMPETENCY I: COLLABORATION ٠ Working Cooperatively **Building Relationships** • COMPETENCY II: COMMUNICATION Expression of oneself ٠ Objectives Students will know or learn: • How to apply movements to music

- How to express self through movement
- The importance of cooperation while working with others

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps.
- Identify connections between dance and healthy living.
- Design expressive movement sequences with and without a defined rhythm.

Integration Technology Integration Writing Integration Competencies COMPETENCY I: COLLABORATION Working Cooperatively ٠ **Building Relationships** ٠ COMPETENCY II: COMMUNICATION COMPETENCY V: SELF AWARENESS and DIRECTION Personal Management • Social Responsibility • • Determination Suggested Resources • CD player/music • 1 portable chalk/white board Competency Framework Activities: Simple Dances, Patterns Bunny Hop Mexican Hat Dance Hokey Pokey Conga Hokey Pokey Ball Routine Seven Jumps Muffin Man Shoemaker's Dance Tarantella Mayonesa Alley Cat Hully Gully Cha Cha Slide Create a Dance

Grade 2: Unit 4 Manipulative Skills Throwing and Catching

Summary and Rationale

Second grade students will continue to develop manipulative skills building on the previous year. Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space.

Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. This unit will focus on helping students develop a mature pattern of throwing overhand. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

| | 8 sessions | |
|------------------|---|--|
| | Standards | |
| | | |
| Physical We | Ilness: Movement Skills and Concepts | |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) | |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). | |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. | |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. | |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. | |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. | |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. | |
| Physical Fitness | | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in | |
| | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). | |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities | |

| | that promote movement (e.g., games, challenges, team building). | |
|------------------|---|--|
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | |
| Lifelong Fitness | | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to | |
| | increase positive behaviors. | |

| | iplinary Connections | |
|---|-------------------------------------|--|
| Standard | X.X | |
| | | |
| | | |
| | | |
| | on of Technology | |
| Standard | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| _ | | |
| Enduring | g Understandings | |
| Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. | | |
| Essential Questions | | |
| What is the concept used when throwing? What are the key elements you should remember when catching? What is the difference between rolling the ball and the underhand throw? What is similar between rolling the ball and the underhand throw? | | |
| Evidence | e of Learning (Assessments) | |
| Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Determination Rubrics – | | |
| COMPETENCY I: COLLABORATION • Working Cooperatively | | |

Building Relationships
COMPETENCY II:
COMMUNICATION
 Expression of oneself
Objectives

Students will know or learn:

- Learn and improve manipulative skills of throwing a ball underhand and overhand while applying three critical elements of this throw: step with opposite foot, swing a throwing arm, and point a target.
- How to throw and catch a ball.

Students will be able to:

- Demonstrate how to throw overhand with various manipulatives using proper form.
- Demonstrate how to throw underhand with various manipulatives using proper form.
- Show how to catch various types of manipulative.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determination

Suggested Resources

- portable chalk/white board
- balloons
- bean bags
- foam balls
- rubber balls various sizes
- bowling

pins Activities:

- Self- toss and Catch
- Partner Throw and Catch
- Overhand/Underhand

| | Grade 2: Unit 5 | |
|---|---|--|
| | Manipulative Skills | |
| | Kicking and | |
| | C | |
| | Trapping | |
| | | |
| | Summary and Rationale | |
| trapping. Foo develop autor competent wi actively invol | During this unit second grade students will continue to develop the manipulative skills of kicking, dribbling and trapping. Foot-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments. | |
| | Recommended Pacing | |
| | | |
| | 6 sessions | |
| | Standards | |
| | | |
| | ellness: Movement Skills and Concepts | |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. walking, skipping, balancing, hopping, running) | |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight | |
| | (e.g., stretching, bending, twisting, curling). | |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. | |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. | |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, | |
| | games, sports, and other events to contribute to a safe environment. | |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and | |
| 222 MSC 9 | caring environment. | |
| 2.2.2.MSC.8 Explain the difference between offense and defense. Physical Fitness | | |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in | |
| Δ.Δ.Ζ.ΓΓ.Ι | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). | |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). | |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | |
| L | 6 6 | |

| Lifelong Fitness | |
|------------------|---|
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to |
| | increase positive behaviors. |

| | nary Connections | |
|--|--|--|
| Standard x.x | | |
| | | |
| | | |
| | | |
| | of Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | Instructional Focus | |
| | | |
| Enduring Ur | nderstandings | |
| | l cognitive skills are necessary to successfully participate in a variety of physical activities/sports. | |
| | healthy lifestyle, you must value physical activity. | |
| | f proper technique leads to improvement. | |
| Essential Qu | lestions | |
| W 71 | | |
| | are used when passing with your feet? trapping techniques using your feet? | |
| | | |
| Why is it important to keep the ball close to you when dribbling? Evidence of Learning (Assessments) | | |
| | Ecanning (Assessments) | |
| Teacher Obs | servation | |
| Participation | | |
| Skill tests | | |
| | Peer Assessment | |
| Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) | | |
| Determination | | |
| Rubrics – | | |
| COMPETENCY I: COLLABORATION | | |
| Working Cooperatively | | |
| • Building Relationships | | |
| COMPETENCY II: | | |
| | COMMUNICATION | |
| COMMUNI | | |
| COMMUNI | CATION ression of oneself | |

- Develop competency and confidence in performing manipulative skillsSteps to striking with feet

Students will be able to:

• Demonstrate the proper techniques of kicking.

- Apply skill knowledge when performing games and activities.
- Perform proper techniques when passing and trapping.
- Adjust performance of skill as a result of monitoring or assessing previous performance.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

| Integration | |
|--|--|
| | |
| Technology Integration | |
| | |
| Writing Integration | |
| | |
| Competencies | |
| COMPETENCY I: COLLABORATION | |
| Working Cooperatively | |
| Building Relationships | |
| COMPETENCY II: | |
| COMMUNICATION COMPETENCY V: SELF AWARENESS and DIRECTION | |
| | |
| Personal Management Social Responsibility | |
| Determination | |
| | |
| Suggested Resources | |
| • portable chalk/white board | |
| • bean bags | |
| • foam balls | |
| • rubber balls – various | |
| sizes Activities: | |
| Dribbling Soccer Style" | |
| Indy 500 | |
| Control Dribble | |
| Around Obstacles | |
| Sharks and Minnows | |
| What's My Line | |
| Dribbling Dinos | |
| Pass and Trap | |
| Partner Step Back | |
| Shadow Dribble Threesomes | |
| Tunnel Dribble | |
| Close The Tunnels Shot on Goal | |
| Passing on the | |
| Move Soccer Golf | |
| Hoop Course | |
| Wall Pass | |
| 3 Player Kick and Score | |
| Keep Away | |
| | |

Physical Education

Grade: 2

Unit 6: Manipulative Skills Dribbling, Volleying, Striking

Summary and Rationale

During this unit second grade students will continue to develop the manipulative skills of dribbling, volleying and striking. Hand-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

| 6 sessions | |
|---------------|---|
| | Standards |
| | |
| Physical We | ellness: Movement Skills and Concepts |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. |
| | walking, skipping, balancing, hopping, running) |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight |
| | (e.g., stretching, bending, twisting, curling). |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) |
| | while moving in personal and general space, time, directions, pathways and ranges. |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, |
| | games, sports, and other events to contribute to a safe environment. |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and |
| | caring environment. |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. |
| Physical Fitt | ness |
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in |
| | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong |
| | muscles). |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities |
| | that promote movement (e.g., games, challenges, team building). |

| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
|------------------|---|
| Lifelong Fitness | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to |
| | increase positive behaviors. |

| Standard x.x | nary Connections |
|---|--|
| | |
| | |
| | |
| | |
| Integration o | fTechnology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| | Instructional Focus |
| | 1 1 |
| Enduring Un | Iderstandings |
| Efficient mo | vement improves performance. |
| | vement can be creative, enjoyable and individually rewarding. |
| | f proper technique leads to improvement. |
| Essential Qu | |
| Lissential Qu | |
| What are the | steps and techniques used when dribbling, volleying, and striking? |
| | Learning (Assessments) |
| | |
| | |
| Teacher Obs | ervation |
| | |
| | |
| Participation Skill tests | |
| Participation Skill tests Peer Assessr | nent |
| Participation Skill tests Peer Assess Self-Assessn | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) |
| Participation Skill tests Peer Assessn Self-Assessn Determination | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) |
| Participation Skill tests Peer Assessn Self-Assessn Determinatic Rubrics – | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) |
| Participation Skill tests Peer Assessm Self-Assessm Determination Rubrics – COMPETEN | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) on NCY I: COLLABORATION |
| Participation Skill tests Peer Assesser Self-Assessen Determination Rubrics – COMPETEN • Wor | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) on VCY I: COLLABORATION king Cooperatively |
| Participation Skill tests Peer Assesses Self-Assesses Determination Rubrics – COMPETEN • Wor • Build | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) on NCY I: COLLABORATION king Cooperatively ding Relationships |
| Participation Skill tests Peer Assesser Self-Assessen Determination Rubrics – COMPETEN • Wor | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) on NCY I: COLLABORATION king Cooperatively ding Relationships NCY II: |
| Participation Skill tests Peer Assessm Self-Assessm Determinatio Rubrics – COMPETEN • Wor • Build COMPETEN COMMUNIO | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) on NCY I: COLLABORATION king Cooperatively ding Relationships NCY II: |
| Participation Skill tests Peer Assess Self-Assess Determinatio Rubrics – COMPETEN • Wor • Build COMPETEN COMMUNIO | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) on NCY I: COLLABORATION king Cooperatively ding Relationships NCY II: CATION |
| Participation Skill tests Peer Assesses Determination Rubrics – COMPETEN • Wor • Build COMPETEN COMMUNIO | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) on NCY I: COLLABORATION king Cooperatively ding Relationships NCY II: CATION |
| Participation Skill tests Peer Assessm Self-Assessm Determinatio Rubrics – COMPETEN • Wor • Build COMPETEN COMMUNIO • Expr Objectives | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) on NCY I: COLLABORATION king Cooperatively ding Relationships NCY II: CATION |

- Steps to dribbling
- Steps to volleying
- Striking technique

Students will be able to:

- Demonstrate the proper dribbling, volleying, and striking techniques.
- Apply skill knowledge when performing games and activities.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships
- COMPETENCY II:

COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determination

Suggested Resources

- Playground balls
- Fluff balls
- Hoops
- Cones
- Foam balls
- Balloons
- Spot markers
- Bonker ball
- Lollipop paddles
- Batting tees -

• Beach

balls Activities:

- Dribbling, Volleying, Striking
- Ball Handling Challenges
- Bounce and Catch
- Wall Bounce
- Dribbling Introduction
- Count on Me
- Dash and Dribble
- Squirrels and Acorns
- Dribble Keep Away
- Volleying Challenges/Striking
- Volleying on the Move
- Double Trouble
- Keep It Up

Nutley Public Schools

Physical Education

Grade: 2

Unit 7:

Jumping Rope/Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Second grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Health-related fitness components will be introduced. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. Second grade students will continue with rope jumping which helps improve muscular coordination, balance, and rhythm.

Recommended Pacing

6 sessions

Standards

| Physical We | Ilness: Movement Skills and Concepts |
|---------------|--|
| 2.2.2.MSC.1 | |
| | walking, skipping, balancing, hopping, running) |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight |
| | (e.g., stretching, bending, twisting, curling). |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) |
| | while moving in personal and general space, time, directions, pathways and ranges. |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, |
| | games, sports, and other events to contribute to a safe environment. |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and |
| | caring environment. |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. |
| Physical Fitr | ness |

| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). |
|------------------|---|
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| Lifelong Fitness | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. |

| Interdisciplin | hary Connections | |
|--|-------------------------------------|--|
| Standard x.x | | |
| | | |
| | | |
| | · | |
| Integration of | f Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| | | |
| Enduring Un | derstandings | |
| Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. | | |
| | Essential Questions | |
| Why is physical activity important? What are the components of fitness? What are two exercises that can improve each component of fitness? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future? | | |
| | Learning (Assessments) | |
| Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Determination Rubrics – COMPETENCY I: COLLABORATION | | |

Working Cooperatively

• Building Relationships

COMPETENCY II:

COMMUNICATION

• Expression of oneself

Objectives

Students will know or learn:

- Components of fitness
- What contributes to cardiovascular fitness
- Effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Participate in activities to increase muscular strength and endurance.
- Define cardiovascular endurance.
- Participate in activities to increase aerobic exercise.
- Demonstrate basic jump rope skills. Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

Suggested Resources

- portable chalk/white board
- jump ropes
- poly spots
- Drum

Activities:

Aerobic Games:

- Builders and Bulldozers
- Aerobic Bowling
- Aerobic Golf
- Hearty Hoopla

Chasing and

Fleeing:

- Basic Tag
- Safe Tag
- Re-Entry Tag

- Tunnel Tag
- Side by Side Tag
- Hospital

Tag Fitness

Circuits:

- Aerobic Capacity Circuit
- Muscular Strength
- Flexibility Circuit
- Mixed Fitness Circuit

Group Fitness:

- Fitness in the Middle
- Aerobic Dance
- Walk Jog
- Snake
- Pass the Hat

• Figure 8 Walk

Jog Jump Rope

- Intro to Jump Rope
- Jump the Circuit
- Long Rope Turning in Paris
- Long Rope Jumping I
- Long Rope Jumping II
- Jump Rope Chants

Nutley Public Schools

Physical Education

Grade: 2

Unit: 8

Low Organized Games / Cooperative Games

Summary and Rationale

This unit continues for second grade students building upon previous participation. The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Recommended Pacing

| 12 sessions | | |
|--------------|---|--|
| | Standards | |
| | | |
| Character De | velopment | |
| 2.2.2.C.1 | Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. | |
| 2.2.2.C.2 | Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. | |
| Physical We | ellness: Movement Skills and Concepts | |
| 2.2.2.MSC.1 | Perform a combination of sequences of locomotor movement and rhythmic activities (e.g. | |
| | walking, skipping, balancing, hopping, running) | |
| 2.2.2.MSC.2 | Differentiate non-locomotor and locomotor movements as well transferring body weight | |
| | (e.g., stretching, bending, twisting, curling). | |
| 2.2.2.MSC.3 | Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. | |
| 2.2.2.MSC.4 | Differentiate manipulative movements (e.g., throwing, catching, dribbling). | |
| 2.2.2.MSC.5 | Adjust and correct movements and skill in response to feedback. | |
| 2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in and viewing activities, | |
| | games, sports, and other events to contribute to a safe environment. | |
| 2.2.2.MSC.7 | Demonstrate kindness towards self and others during physical activity to create a safe and | |
| | caring environment. | |
| 2.2.2.MSC.8 | Explain the difference between offense and defense. | |

| Physical Fitness | | |
|------------------|---|--|
| 2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in | |
| | relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong | |
| | muscles). | |
| 2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. | |
| 2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities | |
| | that promote movement (e.g., games, challenges, team building). | |
| 2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. | |
| Lifelong Fitness | | |
| 2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to | |
| | increase positive behaviors. | |

| Interdisciplinary Connections | | |
|--|--|--|
| Standard x. | | |
| | | |
| | | |
| | | |
| Integration | of Technology | |
| Standard x. | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| Enduring U | Inderstandings | |
| Linuuring U | navistanangs | |
| Behaving w | vell is as important as playing well. | |
| | on in physical activities/sports can provide an opportunity for developing an understanding and respect | |
| | ces among people. | |
| | nows that people who participate in regular physical activity, no matter what the form, are more likely to | |
| | use they feel comfortable and competent in movement skills. | |
| To achieve a healthy lifestyle, you must value physical activity. | | |
| Repetition of proper technique leads to improvement. | | |
| Essential Q | uestions | |
| | | |
| | peration important? | |
| Why is it important to be in control of your body and understand spatial awareness? | | |
| How can Fun games contribute to the development of cardiovascular endurance and muscular strength and endurance? | | |
| Evidence of Learning (Assessments) | | |
| | | |
| Teacher Observation | | |
| Participation | | |
| Skill tests | | |
| Peer Assessment | | |
| Self-Assess | Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) | |
| Determination | | |
| Rubrics – | | |
| | ENCY I: COLLABORATION | |

- Working Cooperatively Building Relationship •

| Building Relationship |
|---|
| COMPETENCY II: COMMUNICATION |
| Expression of oneself |
| Objectives |
| |
| Students will know or learn: |
| Rules and safety procedures |
| Cooperative learning techniques |
| Appropriate behavior towards peers and equipment |
| • Understand the effects of activity on the body and the risks associated with inactivity |
| |
| Students will be able to: |
| • Apply concepts of body and spatial awareness in general space. |
| • Demonstrate cooperation and teamwork while participating in games and cooperative activities. |
| Participate in physical activities that develop physical fitness skills. |
| • Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play. |
| movement, dance and play. |
| Integration |
| 5 |
| Technology Integration |
| |
| Writing Integration |
| |
| Picture Prompts |
| Competencies |
| COMPETENCY I: COLLABORATION |
| Working Cooperatively |
| Building Relationships |
| COMPETENCY II: |
| COMMUNICATION |
| COMPETENCY V: SELF AWARENESS and DIRECTION |
| Personal Management Seciel Demonsibility |
| Social ResponsibilityDetermination |
| Suggested Resources |
| |
| portable chalk/white board portable chalk/white board |
| parachute Lula Lla and |
| Hula Hoops |
| • Scooters |
| Hundredth Monkey |
| Project Adventure Curriculum |
| Competency Framework |
| |
| Activities: |
| Tag Games, Cooperative Games, Relays |
| |

1. Hill Dill

- 1. Midnight
- 2. Freeze Tag
- 3. Pound Puppies
- 4. Moon Monster
- 5. The Blob
- 6. Frogger
- 7. Marching Ponies
- 8. Animal Tag
- 9. Clean Up Your Backyard
- 10. Pin Ball
- 11. Popper Tag

Parachute Games

- Chute Shapes
- Surfing the Wave
- Move and Groove
- Routine
- Show Time
- Catch the Orb
- Oxygen Boogie
- Frog Crossing
- Pond Pathways

Grade 3

| Unit 1: | | |
|--|---|--|
| | Locomotor Skills | |
| | | |
| | Summary and Rationale | |
| | Summary and Rationale | |
| Locomotor skills form the foundation of gross motor coordination and involve large muscle movement. They are a group of movements in which the feet move the body from one place to another. During this unit third grade students will concentrate on performing a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation. Building the foundational ability to transfer learning into a variety of fitness and cooperative based activities/games takes place during this time in a child's movement development. | | |
| | Recommended Pacing | |
| | | |
| | 8 sessions | |
| | Standards | |
| | | |
| Movement Sk | xills and Concepts | |
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and | |
| | boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). | |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. | |
| 2.2.5.MSC.3 | | |
| | settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). | |
| 2.2.5.MSC.4 | Develop the necessary body control to improve stability and balance during movement and physical | |
| : | activity. | |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. | |
| 2.2.5.MSC.6 | with understanding and demonstrating how the change improves performance. Execute appropriate behaviors and etiquette while participating as a player and viewing as an | |
| 2.2.3.10150.0 | observer during physical activity, games, and other events, contributes to a safe environment. | |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a | |
| | safe active environment. | |
| Physical Fitne | | |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect | |
| | personal health. | |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation | |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, | |
| | balance). | |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance | |
| | 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to | |
| | evaluate personal health. | |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., | |
| Lifelone Eite | heredity, physical activity, nutrition, sleep, technology). | |
| Lifelong Fitne | | |

| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
|-------------|--|
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

| Interdisciplin | any Connections |
|--|---|
| | |
| Standard x.x | |
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| Integration of | Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | Instructional Focus |
| | |
| Enduring Un | derstandings |
| Physical activ | vity involves using movement and motor skills throughout a lifetime. |
| | ement improves performance. |
| | healthy lifestyle, you must value physical activity. |
| | proper technique leads to improvement. |
| Essential Que | |
| How does us | ng proper form improve my skill level? |
| How does us What are the | ing proper form improve my skill level? ing proper form increase my enjoyment of the activity? key elements of a given skill? |
| How does us What are the | ng proper form increase my enjoyment of the activity? |
| How does us What are the | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) |
| How does us What are the Evidence of I | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) |
| How does us What are the Evidence of I Teacher Obse | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) |
| How does us What are the Evidence of I Teacher Obse Participation | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) ervation |
| How does us What are the Evidence of I Teacher Obse Participation Skill tests Peer Assessm | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) ervation |
| How does us What are the Evidence of I Teacher Obse Participation Skill tests Peer Assessm Self-Assessm Rubrics – | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) ervation hent hent hent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) |
| How does us What are the Evidence of I Teacher Obse Participation Skill tests Peer Assessm Self-Assessm Rubrics – COMPETEN | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) ervation hent hent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) CY I: COLLABORATION |
| How does us What are the Evidence of I Teacher Obse Participation Skill tests Peer Assessm Self-Assessm Rubrics – COMPETEN • Worl | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) ervation hent hent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) CY I: COLLABORATION king Cooperatively |
| How does us What are the Evidence of I Teacher Obse Participation Skill tests Peer Assessm Self-Assessm Rubrics – COMPETEN • Worl • Build | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) ervation hent hent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) CY I: COLLABORATION king Cooperatively ling Relationships |
| How does us What are the Evidence of I Teacher Obse Participation Skill tests Peer Assessm Self-Assessm Rubrics – COMPETEN • Work • Build COMPETEN | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) ervation hent hent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) CY I: COLLABORATION king Cooperatively ling Relationships CY II: |
| How does us What are the Evidence of I Teacher Obse Participation Skill tests Peer Assessm Self-Assessm Rubrics – COMPETEN • Worl • Build COMPETEN COMMUNIC | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) ervation ent eent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) CY I: COLLABORATION king Cooperatively ling Relationships CY II: CATION |
| How does us What are the Evidence of I Teacher Obse Participation Skill tests Peer Assessm Self-Assessm Rubrics – COMPETEN • Worl • Build COMPETEN COMMUNIC | ing proper form increase my enjoyment of the activity? key elements of a given skill? Learning (Assessments) ervation hent hent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) CY I: COLLABORATION king Cooperatively ling Relationships CY II: |

• Apply different pathways, tempo, and directionality to locomotive and non-locomotor skills.

- Incorporate locomotor and non-locomotor movements into low organized games and activities.
- Understand the effects of activity on the body and the risks associated with inactivity.
- Identify body parts and demonstrate safe movement to personal and general space.

Students will be able to:

- Demonstrate locomotor and non-locomotor skills using different pathways, directionality, levels and tempo.
- Apply locomotor and non-locomotor movements to low organized games and activities
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

• Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determination

Suggested Resources

Materials:

- Poly spots
- Hoops
- Ropes
- Movement cubes
- "Soft " balls
- Bean bags
- Scarves

Activities:

- Relay
- Locomotor Skills, Levels
- In the Middle
- Snakes and Lizards
- Everybody's It Tag
- Junk Food Tag
- Gathering Coconuts
- Switcheroo

- Here Come the Fox
- Snow Shoeing
- Musical Hoop Challenge
- Math Magic

Grade: 3

Unit 2:

Movement Concepts

Summary and Rationale

Movement concepts are how we change or vary movement skills. Movement concepts develop three categories of awareness:

- Effort awareness the muscular effort to produce, sustain, stop and regulate a movement
- Space awareness an understanding of personal space and general space and to move safely within space
- Body awareness deals with the relationship created between the mover and other movers, and between mover and objects

Third grade students will be introduced to activities that will combine movement concepts (direction, levels, force, and time) and skills specific to a wide variety of physical activities.

Recommended Pacing

| 6 | sess | 510f | ıs |
|----|------|------|----|
| St | and | lar | ds |

| Movement Skills and Concepts | |
|------------------------------|--|
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.5.MSC.4 : | Develop the necessary body control to improve stability and balance during movement and physical activity. |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. |

| Physical Fitness | | |
|------------------|---|--|
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. | |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation | |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). | |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. | |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). | |
| Lifelong Fitr | Lifelong Fitness | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. | |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. | |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. | |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). | |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. | |

| | ary Connections | | |
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| Standard x.x | | | |
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| Integration of | fTechnology | | |
| Standard x.x | | | |
| CPI # | Cumulative Progress Indicator (CPI) | | |
| | | | |
| Instructional Focus | | | |
| | | | |
| Enduring Un | derstandings | | |
| Different skill can be combined to create new movements. Skills have important components that are necessary for success | | | |
| Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. | | | |
| To achieve a | To achieve a healthy lifestyle, you must value physical activity. | | |
| Essential Que | estion | | |
| | | | |

What skills make up a complex movement? How can movement skills and concepts help you become a better mover? Can students move their body in a variety of ways in open space with control? What can I do to be physically active and why is this important? Why is it important to be physically fit and how can I stay fit? How will physical activity help me now and in the future? Evidence of Learning (Assessments)

Teacher Observation Participation Skill tests Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Rubrics – COMPETENCY I: COLLABORATION • Working Cooperatively • Building Relationships

COMPETENCY II: COMMUNICATION

• Expression of oneself

Objectives

Students will know or learn:

- Body awareness concepts by identifying large and small body parts
- Space concepts by identifying personal and general space
- Safety and age-appropriate classroom and playground rules and procedures

Students will be able to:

- Demonstrate the ability to combine skills to achieve a higher level or more complex movement pattern
- Travel in general space with different speeds
- Adjust performance of skill as a result of monitoring or assessing previous performance
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, and activities.

Integration

Technology Integration

Writing Integration

Picture Prompts

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships
- COMPETENCY II:

COMMUNICATION

- Expression of oneself
- COMPETENCY V: SELF AWARENESS and DIRECTION

| • Determination | on |
|-----------------|----|
|-----------------|----|

Suggested Resources

- CD player/music
- 1 portable chalk/white board
- long rope
- agility ladder
- scooters

Activities:

- Limbo
- Crawling Through Tunnels
- Hurdles
- Jump the Creek
- Agility Ladder

Physical Education

Grade: 3

Unit 3:

Rhythm and Dance

Summary and Rationale

The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for third grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts.

Recommended Pacing

6 sessions Standards

| Movement Skills and Concepts | | |
|------------------------------|--|--|
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). | |
| 2.2.5.MSC.2 | | |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). | |
| 2.2.5.MSC.4 : | Develop the necessary body control to improve stability and balance during movement and physical activity. | |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. | |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an | |

| | observer during physical activity, games, and other events, contributes to a safe environment. | |
|----------------|---|--|
| 2.2.5.MSC.7 | | |
| Physical Fitne | ess | |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. | |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation | |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). | |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. | |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). | |
| Lifelong Fitne | ess | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. | |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. | |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. | |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). | |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. | |

| Interdisciplinar | v Connections |
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| Standard x.x | |
| Standard Ann | |
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| Integration of T | Teehnelegy |
| Integration of T Standard x.x | echnology |
| | Completing Decores Indicator (CDI) |
| CPI# | Cumulative Progress Indicator (CPI) |
| | Instructional Focus |
| | |
| Enduring Under | rstandings |
| Research shows do so because the | nent can be creative, enjoyable and individually rewarding s that people who participate in regular physical activity, no matter what the form, are more likely to hey feel comfortable and competent in movement skills. ealthy lifestyle, you must value physical activity. |
| Essential Quest | tion |
| What is rhythm How does rhyth | onnections between Dance and Health? hmic movement benefit the body? arning (Assessments) |
| Rubrics – COMPETENC • Workin • Buildin COMPETENC COMMUNICA | nt nt - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Y I: COLLABORATION ng Cooperatively ng Relationships Y II: |
| <u>J</u> | |
| • How to | now or learn: • apply movements to music • express self through movement portance of cooperation while working with others |
| Students will be Demonstrat | e able to: te awareness of movement in relation to body, space, and time. |

| • | Produce | multiple | dance | steps. |
|---|---------|----------|-------|--------|
|---|---------|----------|-------|--------|

- Identify connections between dance and healthy living.
- Design expressive movement sequences with and without a defined rhythm.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships
- COMPETENCY II:

COMMUNICATION

• Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

Simple Dances, Patterns Bunny Hop Mexican Hat Dance Hokey Pokey Conga Hokey Pokey Ball Routine Seven Jumps Muffin Man Shoemaker's Dance Tarantella Mayonesa Alley Cat Hully Gully Cha Cha Slide Create a Dance

Physical Education

Grade: 3

Unit 4: Manipulative Skills Throwing and Catching

Summary and Rationale

Third grade students will continue to develop manipulative skills building on the previous year. Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and Frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space.

Manipulative skills include throwing, catching, kicking, and trapping, striking, volleying, rolling, and dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns are required to track and intercept a moving object. Students during this unit will demonstrate the critical elements of a mature pattern to throwing and catching.

Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

| Recommended Pacing | | | |
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| | 8 sessions | | |
| | Standards | | |
| | | | |
| Movement Sk | sills and Concepts | | |
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). | | |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. | | |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). | | |
| 2.2.5.MSC.4 : | Develop the necessary body control to improve stability and balance during movement and physical activity. | | |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. | | |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. | | |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. | | |
| Physical Fitne | ess | | |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. | | |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation | | |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, | | |

| | balance). | |
|---------------|---|--|
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. | |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). | |
| Lifelong Fitr | less | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. | |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. | |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. | |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). | |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. | |

| Interdisciplin | nary Connections | | |
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| Standard x.x | · · | | |
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| e e e e e e e e e e e e e e e e e e e | of Technology | | |
| Standard x.x | | | |
| CPI # | Cumulative Progress Indicator (CPI) | | |
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| | Instructional Focus | | |
| | | | |
| Enduring Un | nderstandings | | |
| Research sho do so becaus To achieve a | Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. | | |
| Essential Qu | lestions | | |
| What is the concept used when throwing? What are the key elements you should remember when catching? What is the difference between rolling the ball and the underhand throw? What is similar between rolling the ball and the underhand throw? | | | |
| Evidence of | Learning (Assessments) | | |
| Teacher Obs Participation Skill tests Peer Assessr Self-Assessr | 1 | | |

Rubrics -COMPETENCY I: COLLABORATION Working Cooperatively • • **Building Relationships COMPETENCY II:** COMMUNICATION Expression of oneself Objectives Students will know or learn: Learn and improve manipulative skills of throwing a ball underhand and overhand while applying three critical • elements of this throw: step with opposite foot, swing a throwing arm, and point a target. How to throw and catch a ball. • Students will be able to: Demonstrate how to throw overhand with various manipulatives using proper form. • Demonstrate how to throw underhand with various manipulatives using proper form. • Show how to catch various types of manipulative. • Integration Technology Integration Writing Integration **Picture Prompts** Competencies Suggested Resources portable chalk/white board • balloons bean bags foam balls rubber balls - various sizes bowling • pins Activities: Self- toss and Catch •

- Sell- loss and Calch
- Partner Throw and Catch
- Overhand/Underhand

Physical Education

Grade: 3

Unit 5: Manipulative Skills Kicking and

Trapping

Summary and Rationale

During this unit third grade students will continue to develop the manipulative skills of kicking, dribbling and trapping. Maintaining body and ball control in general space will be a focus of this unit. Foot-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

6 sessions

Standards

| Movement Sl | cills and Concepts | |
|------------------|---|--|
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). | |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. | |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). | |
| 2.2.5.MSC.4 : | Develop the necessary body control to improve stability and balance during movement and physical activity. | |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. | |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. | |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. | |
| Physical Fitne | ess | |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. | |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation | |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). | |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. | |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., | |

| | heredity, physical activity, nutrition, sleep, technology). | |
|---------------|--|--|
| Lifelong Fitr | ness | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. | |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. | |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. | |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). | |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. | |

| Interdisciplin | ary Connections |
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| Standard x.x | |
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| Integration of | fTechnology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
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| | Instructional Focus |
| En dunin - II. | danatan din as |
| Enduring Un | uerstandings |
| To achieve a Repetition of | cognitive skills are necessary to successfully participate in a variety of physical activities/sports. healthy lifestyle, you must value physical activity. proper technique leads to improvement. |
| Essential Que | estions |
| What are the | re used when passing with your feet? trapping techniques using your feet? portant to keep the ball close to you when dribbling? |
| Evidence of I | Learning (Assessments) |
| Rubrics – COMPETEN • Work • Build COMPETEN COMMUNIC | nent nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) ICY I: COLLABORATION king Cooperatively ding Relationships ICY II: |
| | |
| Students will | know or learn: |

- Kicking and trapping skills.
- How to incorporate kicking and trapping skills into low organized games and activities.

Students will be able to:

- Demonstrate the proper techniques of kicking.
- Apply skill knowledge when performing games and activities.
- Perform proper techniques when passing and trapping.
- Adjust performance of skill as a result of monitoring or assessing previous performance.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

Suggested Resources

- portable chalk/white board
- balloons
- foam balls
- rubber balls various

sizes Activities:

Dribbling Soccer Style" Indy 500 **Control Dribble** Around Obstacles Sharks and Minnows What's My Line Dribbling Dinos Pass and Trap Partner Step Back Shadow Dribble Threesomes **Tunnel** Dribble Close The Tunnels Shot on Goal Passing on the Move Soccer Golf Hoop Course Wall Pass 3 Player Kick and Score Keep Away

Grade: 3

Unit 6: Manipulative Skills Dribbling, Volleying, Striking

Summary and Rationale

During this unit third grade students will continue to develop the manipulative skills of dribbling, volleying and striking. Maintaining body and ball control will be a focus of this unit. Hand-eye coordination is particularly important for tracking objects in space. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance and ease transition into local community and other outside school environments.

Recommended Pacing

6 sessions

Standards

| Movement Sk | tills and Concepts | |
|------------------|---|--|
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). | |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. | |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). | |
| 2.2.5.MSC.4 : | Develop the necessary body control to improve stability and balance during movement and physical activity. | |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. | |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. | |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. | |
| Physical Fitne | ess | |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. | |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation | |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). | |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to | |

| | evaluate personal health. | |
|---------------|--|--|
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). | |
| Lifelong Fitn | less | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. | |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. | |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. | |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). | |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. | |

| | nary Connections |
|---------------------------------|---|
| Standard x.x | |
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| | |
| <u> </u> | f Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | Instructional Focus |
| | |
| Enduring Un | derstandings |
| | Vement can be creative, enjoyable and individually rewarding. Eproper technique leads to improvement. estions |
| | steps and techniques used when dribbling, volleying, and striking? |
| | Learning (Assessments) |
| Teacher Obs | ervation |
| Participation | |
| Skill tests | |
| Peer Assessm | nent |
| Self-Assessn | nent - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) |
| Rubrics – | |
| COMPETENCY I: COLLABORATION | |
| Working Cooperatively | |
| Building Relationships | |
| COMPETENCY II: COMMUNICATION | |
| Expression of oneself | |
| Objectives | |
| Objectives | |
| | |

Students will know or learn:

- Develop competency and confidence in performing manipulative skills
- Steps to dribbling
- Steps to volleying
- Striking technique

Students will be able to:

- Demonstrate the proper dribbling, volleying, and striking techniques.
- Apply skill knowledge when performing games and activities.

Integration

Technology Integration

Writing Integration

Competencies

Suggested Resources

- Playground balls
- Fluff balls
- Hoops
- Cones
- Foam balls
- Balloons
- Spot markers
- Bonker ball
- Lollipop paddles
- Batting tees -
- Beach

balls Activities:

Dribbling, Volleying, Striking

- Ball Handling Challenges
- Bounce and Catch
- Wall Bounce
- Dribbling Introduction
- Count on Me
- Dash and Dribble
- Squirrels and Acorns
- Dribble Keep Away
- Volleying Challenges/Striking
- Volleying on the Move
- Double Trouble
- Keep It Up

Grade: 3

| | Unit 7: | |
|---|---|--|
| | Jumping Rope/Fitness | |
| | | |
| | Summary and Rationale | |
| | | |
| personal fitner of basic fitnes will be introdu endurance, fle | this unit is the development of students' knowledge, skills and willingness to accept responsibility for ss, leading to an active, healthy lifestyle. Third grade students will continue to develop higher levels and physical competence needed for active leisure participation. Health-related fitness components uced. Health-related fitness components include cardio-respiratory endurance, muscular strength and exibility and body composition. Third grade student will continue with the activity of rope jumping mprove muscular coordination, balance, and rhythm. | |
| | Recommended Pacing | |
| | | |
| | 6 sessions | |
| | Standards | |
| | | |
| | tills and Concepts | |
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). | |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. | |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). | |
| 2.2.5.MSC.4 | Develop the necessary body control to improve stability and balance during movement and physical activity. | |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. | |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. | |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. | |
| Physical Fitne | | |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. | |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation | |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). | |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. | |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., | |

| | heredity, physical activity, nutrition, sleep, technology). |
|---------------|--|
| Lifelong Fitr | less |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

Т

| | ary Connections |
|--|--|
| Standard x.x | |
| | |
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| | |
| Integration of | f Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| | Instructional Focus |
| | |
| Enduring Un | derstandings |
| Research sho do so because To achieve a Repetition of | sion making about fitness contributes to a healthy lifestyle. ws that people who participate in regular physical activity, no matter what the form, are more likely to e they feel comfortable and competent in movement skills. healthy lifestyle, you must value physical activity. proper technique leads to improvement. |
| Essential Que | estions |
| What are the fitness? What are two What can I do Why is it imp How will phy | cal activity important? components of exercises that can improve each component of fitness? to to be physically active and why is this important? portant to be physically fit and how can I stay fit? vsical activity help me now and in the future? |
| Evidence of I | Learning (Assessments) |
| Rubrics – COMPETEN • Work | |

COMPETENCY II: COMMUNICATION

Expression of oneself

Objectives

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Students will know or learn:

- Components of fitness
- What contributes to cardiovascular fitness
- Effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Participate in activities to increase muscular strength and endurance.
- Define cardiovascular endurance.
- Participate in activities to increase aerobic exercise.
- Demonstrate basic jump rope skills. Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- jump ropes
- poly spots
- Drum

Activities:

Aerobic Games:

- Builders and Bulldozers
- Aerobic Bowling
- Aerobic Golf
- Hearty Hoopla
- Chasing and

Fleeing:

- Basic Tag
- Safe Tag
- Re-Entry Tag
- Tunnel Tag
- Side by Side Tag
- Hospital Tag

Fitness Circuits:

- Aerobic Capacity Circuit
- Muscular Strength
- Flexibility Circuit
- Mixed Fitness Circuit

Group Fitness:

- Fitness in the Middle
- Aerobic Dance
- Walk Jog
- Snake
- Pass the Hat
- Figure 8 Walk Jog

Jump Rope

- Intro to Jump Rope
- Jump the Circuit
- Long Rope Turning in Paris
- Long Rope Jumping I
- Long Rope Jumping II
- Jump Rope Chants

Grade: 3

Unit: 8

Low Organized Games / Cooperative Games

Summary and Rationale

This unit continues for third grade students building upon previous participation. The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Recommended Pacing

12 sessions Standards

| Character De | velopment |
|--------------|--|
| 2.2.4.C.1 | Determine how an individual's character develops over time and impacts personal health. |
| 2.2.4.C.2 | Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) |
| | are important in the local and world community. |
| 2.2.4.C.3 | Determine how attitudes and assumptions toward individuals with disabilities may negatively or |
| | positively impact them. |
| Movement Sl | kills and Concepts |
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and |
| | boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various |
| | tempos, rhythms, and musical styles. |

| | tempos, rhythms, and musical styles. |
|----------------|--|
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated |
| | settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.5.MSC.4 | Develop the necessary body control to improve stability and balance during movement and physical |
| : | activity. |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation |
| | with understanding and demonstrating how the change improves performance. |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer |
| | during physical activity, games, and other events, contributes to a safe environment. |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a |
| | safe active environment. |
| Physical Fitne | ess |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect |
| | personal health. |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation |

| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). |
|---------------|---|
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). |
| Lifelong Fitn | iess |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

| Interdisciplina | ary Connections |
|-----------------|--|
| Standard x.x | |
| | |
| | |
| | |
| Integration of | Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| | Instructional Focus |
| | |
| Enduring Und | erstandings |
| | |
| Behaving well | l is as important as playing well. |
| | n physical activities/sports can provide an opportunity for developing an understanding and respect |
| | s among people. |
| | vs that people who participate in regular physical activity, no matter what the form, are more likely to |
| | they feel comfortable and competent in movement skills. |
| | nealthy lifestyle, you must value physical activity. proper technique leads to improvement. |
| Essential Que | |
| | stons |
| Why is cooper | ration important? |
| | ortant to be in control of your body and understand spatial awareness? |
| | games contribute to the development of cardiovascular endurance and muscular strength and |
| endurance? | 8 |
| Evidence of L | earning (Assessments) |
| | |
| Teacher Obser | rvation |
| Participation | |
| Skill tests | |

Peer Assessment Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION (Determination) Rubrics –

- COMPETENCY I: COLLABORATION
- Working Cooperatively

• Building Relationships COMPETENCY II: COMMUNICATION

• Expression of oneself

Objectives

Students will know or learn:

- Rules and safety procedures
- Cooperative learning techniques
- Appropriate behavior towards peers and equipment
- Understand the effects of activity on the body and the risks associated with inactivity

Students will be able to:

- Apply concepts of body and spatial awareness in general space.
- Demonstrate cooperation and teamwork while participating in games and cooperative activities.
- Participate in physical activities that develop physical fitness skills.
- Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.

Integration

Technology Integration

Writing Integration

Reflection

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively
- Building Relationships

COMPETENCY II:

COMMUNICATION

- Expression of oneself
- COMPETENCY V: SELF AWARENESS and DIRECTION
- Personal Management
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters

Hundredth Monkey Project Adventure Curriculum Competency Framework

Activities:

- Tag Games, Cooperative Games, Relays
- 1. Hill Dill
- 2. Midnight
- 3. Freeze Tag
- 4. Pound Puppies
- 5. Moon Monster
- 6. The Blob
- 7. Frogger
- 8. Marching Ponies
- 9. Animal Tag
- 10. Clean Up Your Backyard
- 11. Pin Ball
- 12. Popper Tag

Parachute Games

- Chute Shapes
- Surfing the Wave
- Move and Groove
- Routine
- Show Time
- Catch the Orb
- Oxygen Boogie
- Frog Crossing
- Pond Pathways

Grade: 4

Unit: 1 **Cooperative Games** Summary and Rationale The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status. **Recommended Pacing** 10 sessions Standards Character Development 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health. 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. Movement Skills and Concepts 2.2.5.MSC.1 Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 2.2.5.MSC.4 Develop the necessary body control to improve stability and balance during movement and physical activity. 2.2.5.MSC.5 Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. Execute appropriate behaviors and etiquette while participating as a player and viewing as an 2.2.5.MSC.6 observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.MSC.7 Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. **Physical Fitness** 2.2.5.PF.1 Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. 2.2.5.PF.2 Accept and respect others of all skill levels and abilities during participation 2.2.5.PF.3 Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility,

| | balance). |
|---------------|---|
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). |
| Lifelong Fitn | ess |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

| Interdisciplinary Connections |
|---|
| Standard x.x |
| |
| |
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| Integration of Technology |
| Standard x.x |
| CPI # Cumulative Progress Indicator (CPI) |
| |
| Instructional Focus |
| |
| Enduring Understandings |
| goal. Physical activity will enhance your overall health and wellness. Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle. Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity. |
| Essential Questions |
| If the movement can already be performed why is important to understand the concepts of the movement? To what extent does strategy influence performance in games and activities? |
| Evidence of Learning (Assessments) |
| Teacher Observation Participation Rubrics – COMPETENCY I: COLLABORATION • Teamwork |
| Working Cooperatively |

Building Relationships

Managing Conflict/Differences

| | r Assessment -Assessment |
|------|---|
| Sell | -Assessment |
| | MPETENCY V: SELF AWARENESS and DIRECTION |
| • | Personal management |
| • | Personal wellness and relationships |
| • | Social Responsibility |
| • | Determination |
| Obj | ectives |
| ~ | |
| | lents will know or learn: |
| | Rules and safety procedures |
| | Cooperative learning techniques |
| | Appropriate behavior towards peers and equipment |
| | Understand the effects of activity on the body and the risks associated with inactivity |
| • | The benefits of team building |
| Stuc | lents will be able to: |
| • | Explain the safety rules and cooperative expectations. |
| • | Develop cooperative skills that improve life skills. |
| • | Help build relationships and communication skills. |
| • | Work together and solve challenges. |
| • | Identify the importance of building relationships. |
| | |
| | Integration |
| | |
| Tec | hnology Integration |
| | |
| Wri | ting Integration |

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:

COMMUNICATION

• Expression of oneself COMPETENCY IV: PROBLEM SOLVING

- Use of information
- Approach to Solving

COMPETENCY V: SELF AWARENESS and DIRECTION

• Personal management

- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters

Hundredth Monkey Project Adventure Curriculum Competency Framework

Activities:

Small Group Activities

- Stick with Me
- Stepping Stone
- Log Jam

Whole Group

Activities

- Beat the Clock
- Pass It
- Around Cooperative

Activities

- Twist and Turn/Bend and Stretch
- Designated Driver
- Houdini Hoops
- Partner Ball Challenges

Grade: 4

Unit 2: **Fitness Testing** Summary and Rationale Fitnessgram is a fitness assessment and reporting program for youth. The assessment includes a variety of healthrelated physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related components of fitness, to report the scores to students and parents and finally, to use the information to educate students. Test results are presented in a broader context of what it means to be physically fit, and suggest ways that students can be more physically active and improve their level of fitness to help them reach the Healthy Fitness Zone standards for each test measure. **Recommended Pacing** 6 sessions Standards Movement Skills and Concepts 2.2.5.MSC.1 Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). Explain and demonstrate movement sequences, individually and with others, in response to various 2.2.5.MSC.2 tempos, rhythms, and musical styles. Demonstrate and perform movement skills with developmentally appropriate control in isolated 2.2.5.MSC.3 settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 2.2.5.MSC.4 Develop the necessary body control to improve stability and balance during movement and physical activity. 2.2.5.MSC.5 Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6 Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a 2.2.5.MSC.7 safe active environment. **Physical Fitness** 2.2.5.PF.1 Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. Accept and respect others of all skill levels and abilities during participation 2.2.5.PF.2 2.2.5.PF.3 Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 2.2.5.PF.4 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). | |
|---------------|--|--|
| Lifelong Fitn | Lifelong Fitness | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. | |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. | |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. | |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). | |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. | |

| Interdisciplinary Standard x.x | y Connections | | |
|--|---|--|--|
| | <u>, </u> | | |
| | | | |
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| | | | |
| Integration of T | Fechnology | | |
| Standard x.x | | | |
| CPI # C | Cumulative Progress Indicator (CPI) | | |
| | | | |
| | Instructional Focus | | |
| | | | |
| Enduring Under | rstandings | | |
| Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. | | | |
| Essential Questi | Essential Questions | | |
| Why is physical activity important? What skills need to be developed to maintain fitness? Why would a fitness plan help to develop fitness skills? Evidence of Learning (Assessments) | | | |
| Teacher Observation Participation Rubrics- COMPETENCY III: RESEARCH • Learning and Evaluation Skills Tests Self-Assessment – • COMPETENCY V: SELF AWARENESS and DIRECTION • Determinatio n Peer Assessment | | | |

Written Tests

Objectives

Students will know or learn:

- Fitnessgram tests
- Benefits of fitness
- Effects of activity on the body and the risks associated with inactivity
- How technology can assist in fitness

Students will be able to:

- Demonstrate proper technique in fitness skills and activities.
- Discuss how test standards build fitness for life.
- Identify what component of fitness each test of Fitnessgram measures.
- Explain the benefits of each test and how they relate to fitness.

Integration

Technology Integration

Writing Integration

Journal

•

Competencies

COMPETENCY III: RESEARCH

• Learning and Evaluation

COMPETENCY V: SELF AWARENESS and DIRECTION

Determination

Suggested Resources

- Stopwatch
- Fitnessgram Software
- Mats
- Clipboards
- Cones

Activities:

Fitnessgram

Tests

Grade: 4

| | Unit 3: |
|---|---|
| | Fitness |
| | |
| Summary and Rationale | |
| for personal fi levels of basic identify health | this unit is the development of students' knowledge, skills and willingness to accept responsibility itness, leading to an active, healthy lifestyle. Fourth grade students will continue to develop higher is fitness and physical competence needed for active leisure participation. Fourth grade students will n-related fitness components and physical activities that address each component. Health-related nents include cardio-respiratory endurance, muscular strength and endurance, flexibility and body |
| | Recommended Pacing |
| | |
| | 8 sessions |
| | Standards |
| | |
| | ills and Concepts |
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). |
| 2.2.5.MSC.2 | tempos, rhythms, and musical styles. |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.5.MSC.4 : | |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. |
| Physical Fitne | |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills th address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility balance). |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. |
| | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., |

| | heredity, physical activity, nutrition, sleep, technology). |
|------------------|--|
| Lifelong Fitness | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

Т

| Interdiscipl Standard x. | inary Connections | | |
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| Ctourdand m | | | |
| Standard X. | X | | |
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| | | | |
| | | | |
| | of Technology | | |
| Standard x. | X | | |
| CPI # | Cumulative Progress Indicator (CPI) | | |
| | | | |
| | Instructional Focus | | |
| D 1 | | | |
| Enduring U | Inderstandings | | |
| Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. | | | |
| Essential Q | | | |
| Why is physical activity important? What are the health-related components of physical fitness? How can technology assist in fitness development? | | | |
| | chnology assist in fitness development? | | |
| What are th | chnology assist in fitness development? e benefits of maintaining a physically fit lifestyle? | | |
| What are the Evidence of | chnology assist in fitness development? e benefits of maintaining a physically fit lifestyle? f Learning (Assessments) | | |
| What are the Evidence of Teacher Ob Rubrics - C • Det | chnology assist in fitness development? e benefits of maintaining a physically fit lifestyle? f Learning (Assessments) oservations OMPETENCY V: SELF AWARENESS and DIRECTION termination | | |
| What are the Evidence of Teacher Ob Rubrics - C • Det • Per Management Skills Tests | chnology assist in fitness development? e benefits of maintaining a physically fit lifestyle? f Learning (Assessments) servations OMPETENCY V: SELF AWARENESS and DIRECTION termination sonal nt Written Tests | | |
| What are the Evidence of Teacher Ob Rubrics - C • Det • Per Managemen Skills Tests Self-Assess | chnology assist in fitness development? e benefits of maintaining a physically fit lifestyle? f Learning (Assessments) servations OMPETENCY V: SELF AWARENESS and DIRECTION termination sonal nt Written Tests ment - COMPETENCY V: SELF AWARENESS and DIRECTION terminatio | | |
| What are the Evidence of Teacher Ob Rubrics - C • Det • Per Management Skills Tests Self-Assess • Det | chnology assist in fitness development? e benefits of maintaining a physically fit lifestyle? f Learning (Assessments) servations OMPETENCY V: SELF AWARENESS and DIRECTION termination sonal nt Written Tests ment - COMPETENCY V: SELF AWARENESS and DIRECTION terminatio essment | | |
| What are the Evidence of Teacher Ob Rubrics - C • Det • Per Managemen Skills Tests Self-Assess • Det n Peer Asses | chnology assist in fitness development? e benefits of maintaining a physically fit lifestyle? f Learning (Assessments) servations OMPETENCY V: SELF AWARENESS and DIRECTION termination sonal nt Written Tests ment - COMPETENCY V: SELF AWARENESS and DIRECTION terminatio essment | | |

- Components of fitness
- What contributes to cardiovascular fitness
- Effects of activity on the body and the risks associated with inactivity
- How technology can assist in fitness

Students will be able to:

- Demonstrate jumps over a stationary rope several times using a forward and back and side to side movement pattern.
- Identify the five health-related components of physical fitness.
- Identify several physical activities related to each component of health-related physical fitness
- Demonstrate skill-related components of physical fitness.

Integration

Technology Integration

Writing Integration

Journal

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Determination

Suggested Resources

- Cones
- Jump ropes
- Hoops
- Poly spots
- Resistance
- Bands Activities:

Jump the Circuit

- Individual Tricks
- Partner Tricks

Group Jump Rope

Challenge Small Group

Activities

- Fitness Tag Team Traveling Challenge
- Fitness in the Middle
- Moving for

Time Whole Group Activities

- Roll the Dice
- Aerobic

Dance Aerobic

Games

- Aerobic Bowling
- Track & Field

Chasing and Fleeing

Games

- Elbow Tag
- Side by Side
- Tag Fitness Challenges
 - Partner Muscular
 - Strength and Endurance
 - Fun and Flexibility

Nutley Public Schools

Physical Education

Grade: 4

| Unit 4: | |
|--|--|
| Rhythm and Dance | |
| | |
| Summary and Rationale | |
| The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for fourth grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts. | |
| | Recommended Pacing |
| | 6 sessions |
| | Standards |
| | |
| | ills and Concepts |
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.5.MSC.4 : | Develop the necessary body control to improve stability and balance during movement and physical activity. |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. |
| Physical Fitne | SS |

| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. |
|---------------|---|
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). |
| Lifelong Fitn | less |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

| Interdisciplinary Connections | | | |
|---|---|--|--|
| Standard x.x | | | |
| | | | |
| | | | |
| | | | |
| Integration of | Technology | | |
| Standard x.x | | | |
| CPI # | Cumulative Progress Indicator (CPI) | | |
| | | | |
| | Instructional Focus | | |
| | | | |
| Enduring Un | derstandings | | |
| Research sho do so because | Physical movement can be creative, enjoyable and individually rewarding Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. | | |
| Essential Question | | | |
| How can dance improve your fitness? What are the benefits of maintaining a physically fit lifestyle? | | | |
| Evidence of Learning (Assessments) | | | |
| Teacher Observation Participation | | | |
| Rubrics – | | | |
| | | | |

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing

Conflict/Differences Self-Assessment

COMPETENCY V: SELF AWARENESS and DIRECTION

- Social Responsibility
- Determinatio

n Skill tests

Written Tests

Objectives

Students will know or learn:

- How to apply movements to music
- The importance of cooperation while working with others
- How dance can contribute to healthy living

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps in sequence.
- Identify connections between dance and healthy living.

Integration

Technology Integration

Writing Integration

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:

- COMMUNICATION
- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

- Line Dance 5, 6, 7, 8
- Rocky Top
- Square Dance
- Hot Time
- Virginia Reel
- Cultural Dances
- Cotton Eyed Joe
- Irish Jig

Physical Education

Grade: 4

| 0111000 | Unit | 5: | |
|---------|------|----|--|
|---------|------|----|--|

Base Games

Summary and Rationale

The primary goal of this unit is to develop students' fundamental movement skills, rules knowledge, and game strategy within a variety of developmentally appropriate games. The unit will also enhance students' personal fitness and provide them with the knowledge and skills necessary to engage in a variety of physical activities outside of the school day. Personal and social responsibility, self-directed learning, and problem solving skills are also reinforced throughout the unit.

Recommended Pacing

6 sessions

Standards

| Movement Skills and Concepts | |
|------------------------------|---|
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and |
| | boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various |
| | tempos, rhythms, and musical styles. |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated |
| | settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.5.MSC.4 | Develop the necessary body control to improve stability and balance during movement and physical |
| : | activity. |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation |
| | with understanding and demonstrating how the change improves performance. |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an |
| | observer during physical activity, games, and other events, contributes to a safe environment. |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a |
| | safe active environment. |

| Physical Fitn | Physical Fitness | |
|---------------|---|--|
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. | |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation | |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). | |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. | |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). | |
| Lifelong Fitn | Lifelong Fitness | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. | |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. | |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. | |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). | |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. | |

| Interdisciplin | nary Connections | |
|---|--|--|
| Standard x.x | | |
| | | |
| | | |
| | | |
| Integration o | f Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| | | |
| Enduring Un | derstandings | |
| Enduring On | derstandings | |
| Physical and | cognitive skills are necessary to successfully participate in a variety of physical activities/sports. | |
| | by that people who participate in regular physical activity, no matter what the form, are more likely to | |
| | do so because they feel comfortable and competent in movement skills. | |
| | To achieve a healthy lifestyle, you must value physical activity. | |
| Repetition of | Repetition of proper technique leads to improvement. | |
| Essential Que | estions | |
| | | |
| | Why is physical activity important? | |
| How can physical activity/sports provide a wide range of lifelong benefits? | | |
| What are the basic mechanics of throwing, catching, fielding, base running, batting, and kicking? | | |
| Evidence of | Learning (Assessments) | |
| | | |
| Teacher Observation | | |
| | | |

Participation Peer Assessment Self-Assessment- COMPETENCY I: COLLABORATION • Teamwork • Working Cooperatively

• Managing

Conflict/Differences Written Tests Rubrics - COMPETENCY I: COLLABORATION

• Teamwork

Objectives

Students will know or learn:

- Base running foundations
- How to pivot

Students will be able to:

• Demonstrate fundamental skills such as throwing, catching, fielding, and base running, pitching, and batting or kicking.

Integration Technology Integration Writing Integration Journal Competencies COMPETENCY I: COLLABORATION • Teamwork • Working Cooperatively Managing Conflict/Differences • Suggested Resources Bases • Balls • • Bats Cones Activities: • Out At Home • Triangle Fielding • Beat the Ball • Whack O • All-Run Softball Whiffle Ball •

• Kickball

Grade: 4

| Unit: 6 | | | |
|---|--|--|--|
| Lead-Up Games | | | |
| | | | |
| | | | |
| | Summary and Rationale | | |
| strategy with fitness and pr outside of the games in the Lead-up gam combination | goal of this unit is to develop students' fundamental movement skills, rules knowledge, and game in a variety of developmentally appropriate games. The unit will also enhance students' personal rovide them with the knowledge and skills necessary to engage in a variety of physical activities e school day. The games in this unit were designed to promote tactics and logic that can transfer across same category. The students will understand how, why, and when, to use skills within a game setting. thes provide an opportunity for students to practice skills in a simulated game situation. The of games and drills provides optimal learning experiences for the students. Personal and social <i>y</i> , self-directed learning, and problem solving skills are also reinforced throughout the unit. | | |
| | Recommended Pacing | | |
| | 12 sessions Standards | | |
| | | | |
| Matar Shilla | and Concepts | | |
| 2.5.4.A.1 | Explain and perform movement skills with developmentally appropriate control in isolated settings | | |
| 2.3.1.1.1 | (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). | | |
| 2.5.4.A.2 | Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. | | |
| 2.5.4.A.3 | Respond in movement to changes in tempo, beat, rhythm, or musical style. | | |
| 2.5.4.A.4 | Correct movement errors in response to feedback. | | |
| Strategy | | | |
| 2.5.4.B.1 | Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). | | |
| 2.5.4.B.2 | Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. | | |
| Sportsmansh | ip, Rules, and Safety | | |
| 2.5.4.C.1 | Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. | | |
| 2.5.4.C.2 | Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. | | |
| Fitness and P | Physical Activity | | |
| 2.6.4.A.1 | Determine the physical, social, emotional, and intellectual benefits of regular physical activity. | | |

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-

| | related and skill-related fitness. | |
|---------------------------------------|--|--|
| 2.6.4.A.3 | Develop a health-related fitness goal and track progress using health/fitness indicators. | |
| 2.6.4.A.4 | Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. | |
| Interdiscipli | nary Connections | |
| Standard x.x | | |
| Standard Am | <u></u> | |
| | | |
| Integration (| of Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| Enduring U | nderstandings | |
| Linuaring of | | |
| | v educated person is aware of the skills necessary to contribute to a group working towards a common | |
| goal. | | |
| | ivity will enhance your overall health and wellness. | |
| | ly fundamental movement concepts to incorporate a variety of activities to improve performance and | |
| | active and healthy lifestyle. | |
| | tion of effective strategies and techniques is necessary for students to be able to enhance physical | |
| activity. Essential Qu | | |
| Essential Qu | | |
| | and any almost the manfamored order is increased to understand the concepts of the marrow and | |
| | nent can already be performed why is important to understand the concepts of the movement? ent does strategy influence performance in games and activities? | |
| | importance of safety rules in lead-up games? | |
| | ent does strategy influence performance in games and activities? | |
| | s are needed to perform at a higher level in various games? | |
| | Learning (Assessments) | |
| Lvidence of | Learning (Assessments) | |
| Teacher Obs | servation | |
| Participation | | |
| Peer Assess | | |
| | ment- COMPETENCY I: COLLABORATION | |
| | mwork | |
| Working Cooperatively | | |
| Managing | | |
| Conflict/Differences Written Tests | | |
| Rubrics - COMPETENCY I: COLLABORATION | | |
| | mwork | |
| Objectives | | |
| Students wil | ll know or learn: | |
| | | |
| | nd safety procedures | |
| Manual a au | | |

• Strategies necessary for success in lead-up games

| • | Fundamental | skills | necessary for | successful | game | play | , |
|---|-------------|--------|---------------|------------|------|------|---|
|---|-------------|--------|---------------|------------|------|------|---|

Students will be able to:

- Explain the safety rules and cooperative expectations.
- Develop strategies on using locomotor patterns with other skills; such as hand-eye coordination, balance, throwing, and catching.
- Demonstrate the fundamental skills required for successful game play.
- Implement communication, trust, and teamwork skills within a group to solve challenges.

Integration Technology Integration Writing Integration Reflection Journal Competencies COMPETENCY I: COLLABORATION Teamwork Working Cooperatively • Managing Conflict/Differences • Suggested Resources Balls • Hoops Poly spots Cone • s Activities: Football Golf • Centipede • • Football Grab **Bag Small Group** Activities Around the Court • Stepping Stones • Defense • Whole Group Activities Group Basketball Hunt •

• Pass It Around

Grade: 4

| Unit 7: | | | | |
|------------------|---|--|--|--|
| | Team Sports | | | |
| | | | | |
| | Summary and Rationale | | | |
| of team sport | promote skill development, teamwork, sportsmanship, game strategies and terminologies in a variety activities. Students will also learn to incorporate rules and safety. Fourth grade students will be a variety of team sports in this unit. | | | |
| | Recommended Pacing | | | |
| | | | | |
| | 12 sessions | | | |
| | Standards | | | |
| | | | | |
| Movement Sk | cills and Concepts | | | |
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). | | | |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. | | | |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). | | | |
| 2.2.5.MSC.4 : | Develop the necessary body control to improve stability and balance during movement and physical activity. | | | |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. | | | |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. | | | |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. | | | |
| Physical Fitne | ess | | | |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. | | | |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation | | | |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). | | | |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. | | | |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). | | | |
| Lifelong Fitne | | | | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical | | | |

| | enjoyment. |
|-------------|--|
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

| | ary Connections | |
|--|---|--|
| Standard x.x | | |
| | | |
| | | |
| | | |
| Integration of | Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| | | |
| Enduring Und | erstandings | |
| Participation i | uette in physical activities/ sports can make the experience both enjoyable and successful. n physical activities/sports can provide an opportunity for developing an understanding and respect s among people. | |
| | 50010 | |
| Why is it impo How is teamw How can you What are diffe losing? What a What opportun What location | al activity important in team sports? ortant to understand the different levels of competition? ork important to achieving a common goal? be a good teammate? erent mature ways to respond to winning and are characteristics of good sportsmanship? nities are there to play sports outside of school? s are available for students to play sports outside of school? | |
| Evidence of L | earning (Assessments) | |
| Teacher Observation Participation Peer Assessment Self-Assessment- COMPETENCY I: COLLABORATION • Teamwork • Working Cooperatively • Managing | | |
| | rences Written Tests | |
| | MPETENCY I: COLLABORATION | |
| • Team | work | |
| Objectives | | |
| Students will 1 | know or learn: | |

- Rules and safety procedures
- Strategies necessary for success in team sports games
- Fundamental skills necessary for successful game play

• Acceptable behavior associated with winning and losing

Students will be able to:

- Demonstrate basic skills of the game
- Recognize basic skills.
- Participate in moderately vigorous physical activity in team sports.
- Practice and develop fundamental skills to improve team participation.
- Encourage positive attitudes in a competitive environment.
- Explain safety rules.

| Integration | | | |
|---|---------------------|--|--|
| | | | |
| Technology Integration | | | |
| | | | |
| Writing Integration | | | |
| Reflection | | | |
| Journal | | | |
| Competencies | | | |
| COMPETENCY I: COLLABORATION | | | |
| • Teamwork | | | |
| Working Cooperatively | | | |
| Managing Conflict/Differences | a | | |
| | Suggested Resources | | |
| • Cones | | | |
| • Flags | | | |
| • Balls | | | |
| • Goals | | | |
| Activities | | | |
| | | | |
| Football Drills | | | |
| • Passing and Receiving | | | |
| Catching and Ball Carrying | | | |
| Punting Flue welling | | | |
| Flag pulling Gadarase (sin it) | | | |
| • Cadence (air it out) Soccer Drills | | | |
| Dribbling | | | |
| Passing | | | |
| Shooting, Throw-in, and Punts | | | |
| - Shooting, Throw in, and Tunis | | | |
| Basketball | | | |
| Ball Handling | | | |

- Dribbling
- Shooting
- Passing
- Figure 8
- Switcheroo
- Hot Potato
- Dribbling Drills
- Around the World

Volleyball

- Forearm Pass
- Bumping Buddies
- Overhead Pass
- Underhand Pass
- Underhand Serve
- Forearm 21
- Cooperative Countdown
- Serving Shower
- Mini-Volleyball

Grade: 5

Unit: 1

Cooperative Games

Summary and Rationale

The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Recommended Pacing

12 sessions Standards

| 2.2.6.C.2 Predict situations that may challeng | cal values can be useful in addressing challenging situations | | |
|--|---|--|--|
| 2.2.6.C.2 Predict situations that may challeng | cal values can be useful in addressing challenging situations | | |
| i | Explain how character and core ethical values can be useful in addressing challenging situations. | | |
| | Predict situations that may challenge an individual's core ethical values. | | |
| 2.2.6.C.3 Develop ways to proactively include | Develop ways to proactively include peers with disabilities at home, at school, and in community | | |
| activities. | | | |
| Movement Skills and Concepts | | | |
| 2.2.5.MSC.1 Demonstrate body management skill | lls and control when moving in relation to others, objects, and | | |
| boundaries in personal and general | space (e.g., coordination, balance, flexibility, agility). | | |
| * | t sequences, individually and with others, in response to various | | |
| | tempos, rhythms, and musical styles. | | |
| | Demonstrate and perform movement skills with developmentally appropriate control in isolated | | |
| | settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). | | |
| 1 · · · | Develop the necessary body control to improve stability and balance during movement and physical | | |
| : activity. | | | |
| | | | |
| | ng how the change improves performance. | | |
| | | | |
| | ames, and other events, contributes to a safe environment. | | |
| | | | |
| safe active environment. | | | |
| Physical Fitness | | | |
| | nal, and intellectual benefits of regular physical activity that effect | | |
| personal health. | | | |
| · · · | l levels and abilities during participation | | |
| 2.2.5.PF.3 Participate in moderate to vigorous | age-appropriate physical fitness activities and build the skills that | | |

| | address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). | |
|---------------|---|--|
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. | |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). | |
| Lifelong Fitr | less | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. | |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. | |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. | |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). | |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. | |

| Interdisciplin | ary Connections | | |
|----------------|---|--|--|
| Standard x.x | | | |
| | | | |
| | | | |
| | | | |
| Integration of | f Technology | | |
| Standard x.x | | | |
| CPI # | Cumulative Progress Indicator (CPI) | | |
| | | | |
| | Instructional Focus | | |
| | | | |
| En dunin a Ha | damatan din sa | | |
| Enduring Un | derstandings | | |
| A physically | educated person is aware of the skills necessary to contribute to a group working towards a common | | |
| goal. | educated person is aware of the skins necessary to contribute to a group working towards a common | | |
| | vity will enhance your overall health and wellness. | | |
| - | Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and | | |
| | ctive and healthy lifestyle. | | |
| | ion of effective strategies and techniques is necessary for students to be able to enhance physical | | |
| activity. | | | |
| Essential Que | estions | | |
| | | | |
| If the movem | nent can already be performed why is important to understand the concepts of the movement? | | |
| | nt does strategy influence performance in games and activities? | | |
| | Learning (Assessments) | | |
| | | | |

Teacher Observation Participation

Rubrics -COMPETENCY I: COLLABORATION

| • Teamwork |
|---|
| Working Cooperatively |
| Building Relationships |
| • Managing |
| Conflict/Differences Skill tests |
| Peer Assessment Self-Assessment |
| Sell-Assessment |
| COMPETENCY V: SELF AWARENESS and DIRECTION |
| Personal management |
| Personal wellness and relationships |
| Social Responsibility |
| Determination |
| Objectives |
| Students will know or learn: |
| Rules and safety procedures |
| Cooperative learning techniques |
| Appropriate behavior towards peers and equipment |
| |
| • Understand the effects of activity on the body and the risks associated with inactivity |
| • The benefits of team building |
| Students will be able to: |
| |
| • Explain the safety rules and cooperative expectations. |
| • Develop cooperative skills that improve life skills. |
| Help build relationships and communication skills. |
| • Work together and solve challenges. |
| Identify the importance of building relationships. |
| Lute queti e a |
| Integration |
| |
| Technology Integration |
| |
| Writing Integration |
| |
| Reflection |
| Competencies |
| COMPETENCY I: COLLABORATION |
| Teamwork Washing Coordinates |
| Working Cooperatively |
| Building Relationships |
| Managing Conflict/Differences COMPETENCY II: |
| COMPETENCY II: COMMUNICATION |
| Expression of oneself |
| COMPETENCY IV: PROBLEM |
| SOLVING |
| |
| • Use of information |

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters
- Adventure Pack

Hundredth Monkey Project Adventure Curriculum Competency Framework

http://mrgym.com/CooperativeGames.htm http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html

Grade: 5

| | Unit 2: | |
|---|--|--|
| | | |
| | Fitness Testing | |
| | | |
| | Summary and Rationale | |
| related physic improvement components of students. Test students can be | s a fitness assessment and reporting program for youth. The assessment includes a variety of health- cal fitness tests that are used to determine students' overall physical fitness and suggest areas for when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related of fitness, to report the scores to students and parents and finally, to use the information to educate results are presented in a broader context of what it means to be physically fit, and suggest ways that be more physically active and improve their level of fitness to help them reach the Healthy Fitness ds for each test measure. | |
| | Recommended Pacing | |
| | | |
| | 6 sessions | |
| | Standards | |
| | | |
| Movement Sk | cills and Concepts | |
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and | |
| 212101112011 | boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). | |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various | |
| | tempos, rhythms, and musical styles. | |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated | |
| 2.2.5.MSC.4 | settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). Develop the necessary body control to improve stability and balance during movement and physical | |
| 2.2.3.MSC.4 | activity. | |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation | |
| | with understanding and demonstrating how the change improves performance. | |
| 2.2.5.MSC.6 | | |
| | observer during physical activity, games, and other events, contributes to a safe environment. | |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. | |
| Physical Fitne | | |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect | |
| | personal health. | |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation | |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). | |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. | |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., | |

| | heredity, physical activity, nutrition, sleep, technology). |
|---------------|--|
| Lifelong Fitr | less |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

| Interdiscipli | nary Connections |
|--|---|
| Standard x.x | X |
| | |
| | |
| | |
| ¥ | of Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| | Instructional Focus |
| | |
| Enduring U | nderstandings |
| Enduring Of | nderstandings |
| Positiva dag | ision making about fitness contributes to a healthy lifestyle. |
| | ows that people who participate in regular physical activity, no matter what the form, are more likely to |
| | se they feel comfortable and competent in movement skills. |
| | |
| | a healthy lifestyle, you must value physical activity. |
| <u>+</u> | of proper technique leads to improvement. |
| Essential Qu | lestions |
| Why is nhw | vical activity important? |
| Why is physical activity important? What skills need to be developed to maintain fitness? | |
| | a fitness plan help to develop fitness |
| skills? | a nuless plan help to develop nuless |
| | Learning (Assessments) |
| | |
| Teacher | |
| Observation | L Contraction of the second |
| Participation | 1 |
| Rubrics- | |
| COMPETE | NCY III: RESEARCH |
| • Lea | rning and Evaluation |

Skills Tests

Self-Assessment -

- COMPETENCY V: SELF AWARENESS and DIRECTION
- Determinatio
- n Peer Assessment

Written Tests

Objectives

Students will know or learn:

- Fitnessgram tests
- Benefits of fitness
- Effects of activity on the body and the risks associated with inactivity
- How technology can assist in fitness

Students will be able to:

- Demonstrate proper technique in fitness skills and activities.
- Discuss how test standards build fitness for life.
- Identify what component of fitness each test of Fitnessgram measures.
- Explain the benefits of each test and how they relate to fitness.

Integration

Technology Integration

Writing Integration

Journal

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Competencies

COMPETENCY III: RESEARCH

• Learning and Evaluation

COMPETENCY V: SELF AWARENESS and DIRECTION

Determination

Suggested Resources

- Stopwatch
- Fitnessgram Software
- Mats
- Clipboards
- Cones

Activities: Fitnessgram

Tests

Physical Education

Grade: 5

Unit 3:

Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Fourth grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Fifth grade students will identify health-related fitness components and physical activities that address each component. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.

Recommended Pacing

8 sessions

Standards

| Movement Sl | cills and Concepts |
|----------------|--|
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and |
| | boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various |
| | tempos, rhythms, and musical styles. |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated |
| | settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.5.MSC.4 | Develop the necessary body control to improve stability and balance during movement and physical |
| : | activity. |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation |
| | with understanding and demonstrating how the change improves performance. |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an |
| | observer during physical activity, games, and other events, contributes to a safe environment. |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a |
| | safe active environment. |
| Physical Fitne | ess |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect |
| | personal health. |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that |
| | address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, |
| | balance). |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance |
| | 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to |
| | evaluate personal health. |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., |
| | heredity, physical activity, nutrition, sleep, technology). |
| Lifelong Fitn | |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical |

| | enjoyment. |
|-------------|--|
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

| hterdisciplinary Connections tandard x.x htegration of Technology tandard x.x CPI # Cumulative Progress Indicator (CPI) Instructional Focus induring Understandings costive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to o so because they feel comfortable and competent in movement skills. 'o achieve a healthy lifestyle, you must value physical activity. Resential Questions Vhy is physical activity important? Vhy is physical activity important? Vhy are the health-related components of physical fitness? |
|---|
| Integration of Technology Itandard x.x PI # Cumulative Progress Indicator (CPI) Instructional Focus Instructional Focus I |
| Itandard x.x Image: Cumulative Progress Indicator (CPI) Instructional Focus Instructional Focus Enduring Understandings Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to o so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. Essential Questions Why is physical activity important? |
| Itandard x.x Image: Cumulative Progress Indicator (CPI) Instructional Focus Instructional Focus Enduring Understandings Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to o so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. Essential Questions Why is physical activity important? |
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| Enduring Understandings Costive decision making about fitness contributes to a healthy lifestyle. Costive decision making about fitness contributes to a healthy lifestyle. Costesearch shows that people who participate in regular physical activity, no matter what the form, are more likely to o so because they feel comfortable and competent in movement skills. Co achieve a healthy lifestyle, you must value physical activity. Costepetition of proper technique leads to improvement. Costenent Questions Why is physical activity important? |
| Enduring Understandings Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to o so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. Essential Questions Why is physical activity important? |
| Enduring Understandings Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to o so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. Essential Questions Why is physical activity important? |
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| Essential Questions Why is physical activity important? |
| Why is physical activity important? |
| |
| |
| V DALARE THE DEALD-RELATED COMMONENTS OF DRVSTCAL TIMESS / |
| Iow can technology assist in fitness development? |
| What are the benefits of maintaining a physically fit lifestyle? |
| Evidence of Learning (Assessments) |
| |
| Seacher Observations |
| Rubrics - COMPETENCY V: SELF AWARENESS and DIRECTION |
| Determination |
| Personal |
| Aanagement Written Tests |
| kills Tests |
| elf-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION |
| Determination |

| Peer Assessment | |
|-----------------|--|
| Written Tests | |
| Objectives | |
| | |

Students will know or learn:

- Proper warm-up and cool-down methods
- Muscular strength is the body's ability to generate force in a short amount of time
- Muscular endurance is the measure of how well muscles can repeatedly generate force and the amount of time they can maintain activity
- Cardiovascular endurance is the body's ability to exercise continuously for extended periods of time
- Target Heart Rate is a measure of cardiovascular endurance
- Flexibility is the ability to move through a full range of motion
- Balance is the state of equal distribution of weight
- Making healthy lifestyle choices now and in the future plays a role in decreasing obesity, cardiovascular disease, stroke, diabetes, hypertension, and various other medical conditions

Students will be able to:

- Describe the five components of fitness.
- Discuss the importance of a quality warm up and cool down
- Demonstrate skill-related components of physical fitness
- Demonstrate how to monitor pulse during exercise

Integration

Technology Integration

Writing Integration

Journal

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Determination

Suggested Resources

- Cones
- Jump ropes
- Hoops
- Poly spots
- Resistance
- Bands Jump Rope

Activities:

Jump the Circuit

- Individual Tricks
- Partner Tricks

Group Jump Rope Challenge

Activities: Muscle Hustle Stations It's Your Move Stretch Wave Fortune Cookie Running Mania Fruits and Vegetables

Classroom Based Physical Activities – (classroom days) http://www.ecu.edu/cshhp/exss/upload/energizers_for_grades_3_5.pdf

Grade: 5

Unit 4: Rhythm and Dance Summary and Rationale The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for fifth grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts. Fifth grade students will explore varying rhythm, tempo and beat found in dance. **Recommended Pacing** 6 sessions Standards Movement Skills and Concepts 2.2.5.MSC.1 Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). Explain and demonstrate movement sequences, individually and with others, in response to various 2.2.5.MSC.2 tempos, rhythms, and musical styles. 2.2.5.MSC.3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). Develop the necessary body control to improve stability and balance during movement and physical 2.2.5.MSC.4 activity. Correct movement skills and analyze concepts in response to external feedback and self-evaluation 2.2.5.MSC.5 with understanding and demonstrating how the change improves performance. Execute appropriate behaviors and etiquette while participating as a player and viewing as an 2.2.5.MSC.6 observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.MSC.7 Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. **Physical Fitness** 2.2.5.PF.1 Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. 2.2.5.PF.2 Accept and respect others of all skill levels and abilities during participation Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that 2.2.5.PF.3 address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). 2.2.5.PF.4 Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., 2.2.5.PF.5 heredity, physical activity, nutrition, sleep, technology). Lifelong Fitness

| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
|-------------|--|
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

| | nary Connections |
|---|--|
| Standard x.x | |
| | |
| | |
| | |
| Integration of | of Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| | Instructional Focus |
| | |
| Enduring Ur | iderstandings |
| Research sho do so becaus To achieve a | vement can be creative, enjoyable and individually rewarding ows that people who participate in regular physical activity, no matter what the form, are more likely to se they feel comfortable and competent in movement skills. In healthy lifestyle, you must value physical activity. |
| Essential Qu | lestion |
| How can dat | /thmic skills be used in other activities? nce improve one's level of fitness? Learning (Assessments) |
| Evidence of | Learning (Assessments) |
| TeanWorBuil | NCY I: COLLABORATION mwork king Cooperatively ding Relationships |
| Conflict/Dif Peer Assess Self-Assess | |

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determinatio

n Written Tests

Objectives

Students will know or learn:

- How to apply movements to music
- The importance of cooperation while working with others
- Movement to music can promote fitness
- Tempo and beat

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps in sequence.
- Identify connections between dance and healthy living
- Define tempo and beat
- Create and perform a series of combined movements

Integration

Technology Integration

Writing Integration

Reflection

Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:

- COMMUNICATION
- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

- Line Dance 5, 6, 7, 8
- Rocky Top
- Square Dance
- Hot Time
- Virginia Reel
- Cultural Dances
- Cotton Eyed Joe
- Irish Jig
- Electric Slide

Unit: 6

Lead-Up Games

Summary and Rationale

Fifth grade students will continue to develop skills associated with lead-up games. The primary goal of this unit is to develop students' fundamental movement skills, rules knowledge, and game strategy within a variety of developmentally appropriate games. The unit will also enhance students' personal fitness and provide them with the knowledge and skills necessary to engage in a variety of physical activities outside of the school day. The games in this unit were designed to promote tactics and logic that can transfer across games in the same category. The students will understand how, why, and when, to use skills within a game setting. Lead-up games provide an opportunity for students to practice skills in a simulated game situation. The combination of games and drills provides optimal learning experiences for the students. Personal and social responsibility, self-directed learning, and problem solving skills are also reinforced throughout the unit.

Recommended Pacing

12 sessions Standards

| Movement Sk | sills and Concepts | |
|------------------|--|--|
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). | |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. | |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). | |
| 2.2.5.MSC.4 : | Develop the necessary body control to improve stability and balance during movement and physical activity. | |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. | |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. | |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. | |
| Physical Fitne | Physical Fitness | |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect | |

| | personal health. |
|---------------|---|
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). |
| Lifelong Fitr | less |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF.5 | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |

| Interdisciplin | ary Connections | |
|---|--|--|
| Standard x.x | | |
| | | |
| | | |
| | | |
| Integration of | f Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| | | |
| Enduring Un | derstandings | |
| 8 | | |
| A physically | educated person is aware of the skills necessary to contribute to a group working towards a common | |
| goal. | | |
| Physical activ | vity will enhance your overall health and wellness. | |
| | y fundamental movement concepts to incorporate a variety of activities to improve performance and | |
| promote an active and healthy lifestyle. | | |
| Implementation of effective strategies and techniques is necessary for students to be able to enhance physical | | |
| activity. | | |
| Essential Que | | |
| | ent can already be performed why is important to understand the concepts of the movement? | |
| To what extent does strategy influence performance in games and activities? | | |
| What is the importance of safety rules in lead-up games? | | |
| To what extent does strategy influence performance in games and activities? Which skills are needed to perform at a higher level in various games? | | |
| | Learning (Assessments) | |
| Teacher Obse | | |
| Participation | | |
| 1 articipation | | |

| Self-Assessment- COMPETENCY I: COLLABORATION | | |
|---|--|--|
| • Teamwork | | |
| Working Cooperatively | | |
| • Managing | | |
| Conflict/Differences Written Tests | | |
| Rubrics - COMPETENCY I: COLLABORATION • Teamwork | | |
| Objectives | | |
| Students will know or learn: | | |
| Rules and safety procedures | | |
| Strategies necessary for success in lead-up games | | |
| Fundamental skills necessary for successful game | | |
| play Students will be able to: | | |
| • Explain the safety rules and cooperative expectations. | | |
| • Develop strategies on using locomotor patterns with other skills; such as hand-eye coordination, balance, | | |
| throwing, and catching. | | |
| • Demonstrate the fundamental skills required for successful game play. | | |
| • Implement communication, trust, and teamwork skills within a group to solve challenges. | | |
| | | |
| Integration | | |
| | | |
| Technology Integration | | |
| | | |
| Writing Integration | | |
| | | |
| Reflection | | |
| Journal | | |
| Competencies | | |
| COMPETENCY I: COLLABORATION | | |
| Teamwork | | |
| Working Cooperatively | | |
| Managing Conflict/Differences | | |
| Suggested Resources | | |
| • Balls | | |
| • Hoops | | |
| Poly spots | | |
| • Cone | | |
| s Activities: | | |
| • Football Golf | | |
| • Centipede | | |
| Football Grab | | |
| Bag Small Group | | |
| Activities | | |
| Around the Court | | |
| Stepping Stones | | |
| • Defense | | |
| Whole Group | | |

Activities • Group Basketball Hunt

Grade 5: Unit 7

Team Sports

Summary and Rationale

Team sports promote skill development, teamwork, sportsmanship, game strategies and terminologies in a variety of team sport activities. Students will also learn to incorporate rules and safety. Fifth grade students will be introduced to a variety of team sports in this unit.

Recommended Pacing

12 sessions

Standards

| Movement Sk | sills and Concepts |
|------------------|---|
| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and |
| | boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). |
| 2.2.5.MSC.2 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.5.MSC.4 : | Develop the necessary body control to improve stability and balance during movement and physical activity. |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. |
| Physical Fitne | ess |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). |
| 2.2.5.PF.4 | Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. |
| 2.2.5.PF.5 | Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). |
| Lifelong Fitne | ess |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3: | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| | |

| 2.2.5.LF. | \mathbf{b} |
|-----------|--|
| | dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |
| 2.2.5.LF. | |
| | activities, sports and wellness. |

| Interdisciplina | ary Connections | |
|--|---|--|
| Standard x.x | | |
| | | |
| | | |
| | | |
| Integration of | Technology | |
| Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| | | |
| Enduring Und | lerstandings | |
| Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people. | | |
| Essential Que | stions | |
| Why is physic | eal activity important in team sports? | |
| | ortant to understand the different levels of competition? | |
| How is teamwork important to achieving a common goal? | | |
| How can you be a good teammate? | | |
| What are different mature ways to respond to winning and | | |
| losing? What are characteristics of good sportsmanship? | | |
| | nities are there to play sports outside of school? | |
| What locations are available for students to play sports outside of school? | | |
| Evidence of Learning (Assessments) | | |
| | | |
| Teacher Observation | | |
| Participation | | |
| Peer Assessme | | |
| Self-Assessment- COMPETENCY I: COLLABORATION | | |
| • Teamwork | | |
| Working Cooperatively | | |

• Managing Conflict/Differences Written Tests Rubrics - COMPETENCY I: COLLABORATION

• Teamwork Objectives

Students will know or learn:

- Rules and safety procedures
- Strategies necessary for success in team sports games
- Fundamental skills necessary for successful game play
- Acceptable behavior associated with winning and losing

Students will be able to:

- Demonstrate basic skills of the game
- Recognize basic skills.
- Participate in moderately vigorous physical activity in team sports.
- Practice and develop fundamental skills to improve team participation.
- Encourage positive attitudes in a competitive environment.
- Explain safety rules.

Integration

Technology Integration

Writing Integration

Reflection

Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Suggested Resources

- Cones
- Flags
- Balls
- Goals
 - Activities

Football Drills

- Passing and Receiving
- Catching and Ball Carrying
- Punting
- Flag pulling

• Cadence (air it out)

Soccer Drills

- Dribbling
- Passing
- Shooting, Throw-in, and Punts

Basketball

- Ball Handling
- Dribbling
- Shooting
- Passing
- Figure 8
- Switcheroo
- Hot Potato
- Dribbling Drills
- Around the World

Volleyball

- Forearm Pass
- Bumping Buddies
- Overhead Pass
- Underhand Pass
- Underhand Serve
- Forearm 21
- Cooperative Countdown
- Serving Shower
- Mini-Volleyball

Physical Education

Grade: 6

| | Unit: 1 |
|--|--|
| | Cooperative Games |
| | |
| | Summery and Pationala |
| | Summary and Rationale |
| activity settin teamwork, et similarities a differences i | This unit is the achievement of self-initiated behaviors that promote personal and group success in ngs. These include safe practices, adherence to rules and procedures, etiquette, cooperation and thical behavior and positive social interaction. Key to this unit is developing respect for individual and differences through positive interaction among participants in physical activity. Similarities and nclude characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, er, age, race and socioeconomic status. |
| | Recommended Pacing |
| | |
| | 12 sessions |
| | Standards |
| | |
| Character De | evelopment |
| 2.2.6.C.1 | Explain how character and core ethical values can be useful in addressing challenging situations. |
| 2.2.6.C.2 | Predict situations that may challenge an individual's core ethical values. |
| 2.2.6.C.3 | Develop ways to proactively include peers with disabilities at home, at school, and in community activities. |
| Movement S | kills and Concepts |
| 2.2.8.MSC. | : Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill |
| 1 | practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •::: •: |
| 2.2.8.MSC. 2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. |
| 2.2.8.MSC. 3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC. 4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC. | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small |
| 5 | groups and large teams during physical activities and games. |
| 2.2.8.MSC. 6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC. 7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| Physical Fitr | |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity. |
| 2.2.8.PF.3 | Execute the primary principles of training (FITT) and technology for the purpose of modifying |

| | personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
|---------------|---|
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| Lifelong Fitr | less |
| 2.2.8.LF.1 | : Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4: | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions. |

| Interdisciplinary Connections | |
|--|---|
| Standard x.x | |
| | |
| | |
| | |
| Integration of | f Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| | Instructional Focus |
| | |
| Enduring Un | derstandings |
| goal. Physical activ Use and appl promote an a Implementati activity. | educated person is aware of the skills necessary to contribute to a group working towards a common vity will enhance your overall health and wellness. y fundamental movement concepts to incorporate a variety of activities to improve performance and ctive and healthy lifestyle. ion of effective strategies and techniques is necessary for students to be able to enhance physical |
| Essential Questions | |
| To what exte | nent can already be performed why is important to understand the concepts of the movement? nt does strategy influence performance in games and activities? |
| Evidence of Learning (Assessments) | |
| Teacher Obse | ervation |

Rubrics -

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COMPETENCY I: COLLABORATION Teamwork Working Cooperatively Building Relationships Managing Conflict/Differences Skill tests Peer Assessment Self-Assessment COMPETENCY V: SELF AWARENESS and DIRECTION Personal management Personal wellness and relationships Social Responsibility Determinatio n Written Tests Objectives Students will know or learn: • Rules and safety procedures

- Cooperative learning techniques •
- Appropriate behavior towards peers and equipment •
- Understand the effects of activity on the body and the risks associated with inactivity •
- The benefits of team building •

Students will be able to:

- Explain the safety rules and cooperative expectations. •
- Develop cooperative skills that improve life skills. •
- Help build relationships and communication skills. •
- Work together and solve challenges. •
- Identify the importance of building relationships. •

Integration

Technology Integration

Writing Integration

Reflection

Competencies

COMPETENCY I: COLLABORATION

- Teamwork •
- Working Cooperatively •
- **Building Relationships** •
- Managing Conflict/Differences

COMPETENCY II:

COMMUNICATION

Expression of oneself •

COMPETENCY IV: PROBLEM SOLVING

| • | Use of information | |
|----------|---|--|
| • | Approach to Solving | |
| COMF | COMPETENCY V: SELF AWARENESS and DIRECTION | |
| • | Personal management | |
| • | Personal wellness and relationships | |
| • | Social Responsibility | |
| • | Determination | |
| | Suggested Resources | |
| • | portable chalk/white board | |
| • | parachute | |
| • | • Hula Hoops | |
| • | Scooters | |
| • | Adventure Pack | |
| | | |
| Hundr | edth Monkey | |
| | t Adventure Curriculum | |
| | etency Framework | |
| | | |
| http://r | mrgym.com/CooperativeGames.htm | |
| | www.ultimatecampresource.com/site/camp-activities/cooperative-games.page- | |
| 1.html | | |

Grade 6: Unit 2

Golf

Summary and Rationale

Golf is an excellent sport for teaching hand-eye coordination, focus, control, concentration, relaxation, and technique. It also has great carry-over value as a lifetime sport for all ages. This unit will provide the students with the opportunity to engage in a lifetime sport. Introducing golf at a young age will help expose the students to something new and may allow for them to further their interest in the sport. This unit will focus on the basic strokes, rules, vocabulary and etiquette of the sport.

Recommended Pacing

| | 6 sessions | |
|-----------------|---|--|
| | Standards | |
| | | |
| Movement S | kills and Concepts | |
| 2.2.8.MSC. 1 | : Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •::: •:: | |
| 2.2.8.MSC. 2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. | |
| 2.2.8.MSC. 3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). | |
| 2.2.8.MSC. 4 | Analyze, and correct movements and apply to refine movement skills. | |
| 2.2.8.MSC. 5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. | |
| 2.2.8.MSC. 6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. | |
| 2.2.8.MSC. 7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. | |
| Physical Fitn | less | |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. | |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity. | |
| 2.2.8.PF.3 | Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). | |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. | |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. | |

| Lifelong Fitr | Lifelong Fitness | |
|---------------|--|--|
| 2.2.8.LF.1 | : Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. | |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. | |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. | |
| 2.2.8.LF.4: | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. | |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities | |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. | |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions. | |

| Interdisciplin | nary Connections | | |
|--|---|--|--|
| Standard x.x | | | |
| | | | |
| | | | |
| | | | |
| Integration of | f Technology | | |
| Standard x.x | Standard x.x | | |
| CPI # | Cumulative Progress Indicator (CPI) | | |
| | | | |
| | Instructional Focus | | |
| | | | |
| Enduring Un | derstandings | | |
| Participation for difference | iquette in physical activities/ sports can make the experience both enjoyable and successful. in physical activities/sports can provide an opportunity for developing an understanding and respect es among people. | | |
| Essential Que | estions | | |
| How are team What are the How does pa | Can I play this game outside of school? How are team and individual sports different? What are the rules of the sport? How does participating in golf increase students' concentration and overall focus? | | |
| Evidence of Learning (Assessments) | | | |
| Teacher Observation Participation Peer Assessment Self-Assessment- COMPETENCY I: COLLABORATION • Teamwork • Working Cooperatively • Managing Conflict/Differences Written Tests | | | |
| | Rubrics – COMPETENCY V: SELF AWARENESS and DIRECTION | | |
| | | | |

Students will know or learn:

- Rules and safety procedures
- Proper golf etiquette
- Correct technique for putting

Students will be able to:

- Explain safety rules
- Identify the main rules of golf
- Show proper golf etiquette
- Demonstrate correct technique for putting

| Integration | | |
|--|--|--|
| | | |
| Technology Integration | | |
| | | |
| Writing Integration | | |
| | | |
| Reflection | | |
| Journal | | |
| Competencies | | |
| COMPETENCY I: COLLABORATION | | |
| • Teamwork | | |
| Working Cooperatively | | |
| Managing Conflict/Differences | | |
| COMPETENCY V: SELF AWARENESS and DIRECTION | | |
| • Determination | | |
| Suggested Resources | | |
| • Clubs | | |
| Mats | | |
| • Balls | | |

| | Grade 6: Unit 3 |
|--------------------------|---|
| | |
| | Team Sports |
| | Summary and Pationale |
| | Summary and Rationale |
| of team sport | promote skill development, teamwork, sportsmanship, game strategies and terminologies in a variety t activities. Students will also learn to incorporate rules and safety. Sixth grade students will be a variety of team sports in this unit. |
| | Recommended Pacing |
| | 16 sessions |
| | Standards |
| Movement S | kills and Concepts |
| 2.2.8.MSC. | : Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •::: •: •: |
| 2.2.8.MSC. 2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. |
| 2.2.8.MSC. 3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC. 4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC. 5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC. 6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC. 7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| Physical Fitn | |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 2.2.8.PF.3 | Recognize and involve others of all ability levels into a physical activity.Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable |
| 2.2.8. PF.4 | technology, virtual classes, exergames). Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |
| Lifelong Fitn | less |
| 2.2.8.LF.1 | : Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical |

| | activity throughout one's lifetime. |
|-------------|--|
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| 2.2.8.LF.4: | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions. |

| Interdisciplin | ary Connections |
|--|--|
| Standard x.x | |
| | |
| | |
| | |
| Integration of | Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| | Instructional Focus |
| | |
| Enduring Und | derstandings |
| Dulas and sti | quette in physical activities/ sports can make the experience both enjoyable and successful. |
| | in physical activities/sports can provide an opportunity for developing an understanding and respect |
| | es among people. |
| Essential Que | |
| Looonna Que | |
| Why is physic | cal activity important in team sports? |
| | ortant to understand the different levels of competition? |
| | vork important to achieving a common goal? |
| | be a good teammate? |
| | erent mature ways to respond to winning and |
| losing? What | are characteristics of good sportsmanship? |
| What opportu | inities are there to play sports outside of school? |
| | ns are available for students to play sports outside of school? |
| Evidence of I | Learning (Assessments) |
| Teacher Obse | rvation |
| Participation | |
| Peer Assessment | |
| Self-Assessment- COMPETENCY I: COLLABORATION | |
| Teamwork | |
| Working Cooperatively | |
| | aging |
| Conflict/Diffe | erences Written Tests |
| Rubrics - CO | MPETENCY I: COLLABORATION |
| • Team | work |
| | |

Objectives

Students will know or learn:

- Rules and safety procedures
- Strategies necessary for success in team sports games
- Fundamental skills necessary for successful game play
- Acceptable behavior associated with winning and losing

Students will be able to:

- Demonstrate basic skills of the game
- Recognize basic skills.
- Participate in moderately vigorous physical activity in team sports.
- Practice and develop fundamental skills to improve team participation.
- Encourage positive attitudes in a competitive environment.
- Explain safety rules.

Integration

Technology Integration

Writing Integration

Reflection

Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Suggested Resources

- Cones
- Flags
- Balls
- Goals
 - Activities

Football Drills

- Passing and Receiving
- Catching and Ball Carrying
- Punting
- Flag pulling
- Cadence (air it
- out) Soccer Drills
 - Dribbling
 - Passing
 - Shooting, Throw-in, and Punts

Basketball

- Ball Handling
- Dribbling
- Shooting
- Passing
- Figure 8
- Switcheroo
- Hot Potato
- Dribbling Drills
- Around the World

Volleyball

- Forearm Pass
- Bumping Buddies
- Overhead Pass
- Underhand Pass
- Underhand Serve
- Forearm 21
- Cooperative Countdown
- Serving Shower
- Mini-Volleyball

Softball

- Fielding
- Base Running
- Hitting

Grade 6: Unit 4 Rhythm and Dance

Summary and Rationale

The rhythms and dance unit is designed to help to promote the development of basic movements to specific rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for sixth grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts. Sixth grade students will explore varying rhythm, tempo and beat found in dance. Students will have the opportunity to apply learned skills through creating their own group dance.

Recommended Pacing

6 sessions

Standards

| Movement S | kills and Concepts |
|-----------------|---|
| 2.2.8.MSC. 1 | : Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •:: •: |
| 2.2.8.MSC. 2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. |
| 2.2.8.MSC. 3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC. 4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC. 5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC. 6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC. 7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| Physical Fitn | ess |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity. |
| 2.2.8.PF.3 | Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |

| | Lifelong Fitness | |
|---|--|--|
| 2.2.8.LF.1 | : Develop and build an effective movement and physical fitness vocabulary for self, peers, and family | |
| | members that can enhance wellness. | |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical | |
| | activity throughout one's lifetime. | |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness | |
| | activities. | |
| 2.2.8.LF.4: | Identify and recognize factors that generate positive emotions from participating in movement and | |
| | physical fitness activities. | |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness | |
| | activities) using technology and cross-training, and lifetime activities | |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes | |
| 220157 | physical activities. | |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions. | |
| T. 4 1: 1: . | | |
| Standard x.x | ary Connections | |
| Standard X.X | | |
| | | |
| | | |
| Internetion of | f Taskuslaar | |
| Integration of | Technology | |
| Standard x.x | Computations Data services Indicators (CDI) | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| | | |
| Enduring Un | derstandings | |
| Linduring On | derstandnings | |
| Physical mov | vement can be creative, enjoyable and individually rewarding | |
| | we shat people who participate in regular physical activity, no matter what the form, are more likely to | |
| | e they feel comfortable and competent in movement skills. | |
| | healthy lifestyle, you must value physical activity. | |
| Essential Que | | |
| | | |
| | | |
| How can dan | ce improve your fitness? | |
| | ce improve your fitness? benefits of maintaining a physically fit lifestyle? | |
| What are the | ce improve your fitness? benefits of maintaining a physically fit lifestyle? Learning (Assessments) | |
| What are the | benefits of maintaining a physically fit lifestyle? | |
| What are the Evidence of I | benefits of maintaining a physically fit lifestyle? | |
| What are the Evidence of I Teacher | benefits of maintaining a physically fit lifestyle? | |
| What are the Evidence of I Teacher Observation Participation Rubrics – | benefits of maintaining a physically fit lifestyle? Learning (Assessments) | |
| What are the Evidence of I Teacher Observation Participation Rubrics – COMPETEN | benefits of maintaining a physically fit lifestyle? Learning (Assessments) | |
| What are the Evidence of I Teacher Observation Participation Rubrics – COMPETEN • Team | benefits of maintaining a physically fit lifestyle? Learning (Assessments) ICY I: COLLABORATION nwork | |
| What are the Evidence of I Teacher Observation Participation Rubrics – COMPETEN • Team • Work | benefits of maintaining a physically fit lifestyle? Learning (Assessments) ICY I: COLLABORATION nwork king Cooperatively | |
| What are the Evidence of I Teacher Observation Participation Rubrics – COMPETEN • Team • Work • Build | benefits of maintaining a physically fit lifestyle? Learning (Assessments) ICY I: COLLABORATION nwork king Cooperatively ling Relationships | |
| What are the Evidence of I Teacher Observation Participation Rubrics – COMPETEN • Team • Work • Build • Mana | benefits of maintaining a physically fit lifestyle? Learning (Assessments) ICY I: COLLABORATION nwork king Cooperatively ding Relationships aging | |
| What are the Evidence of I Teacher Observation Participation Rubrics – COMPETEN • Team • Work • Build • Mana Conflict/Diff | benefits of maintaining a physically fit lifestyle? Learning (Assessments) ACY I: COLLABORATION nwork king Cooperatively ding Relationships aging erences Skill tests | |
| What are the Evidence of I Teacher Observation Participation Rubrics – COMPETEN • Team • Work • Build • Mana Conflict/Diffe Peer Assessm | benefits of maintaining a physically fit lifestyle? Learning (Assessments) | |
| What are the Evidence of I Teacher Observation Participation Rubrics – COMPETEN • Team • Work • Build • Mana Conflict/Diff | benefits of maintaining a physically fit lifestyle? Learning (Assessments) | |
| What are the Evidence of I Teacher Observation Participation Rubrics – COMPETEN • Team • Work • Build • Mana Conflict/Diff Peer Assessm Self-Assessm | benefits of maintaining a physically fit lifestyle? Learning (Assessments) | |

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determinatio

n Written tests

Objectives

Students will know or learn:

- How to apply movements to music
- The importance of cooperation while working with others
- How dance can contribute to healthy living

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps in sequence.
- Identify connections between dance and healthy living.

Integration

Technology Integration

Writing Integration

Reflection

Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:

COMMUNICATION

• Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

• Line Dance 5, 6, 7, 8

- Rocky Top
- Square Dance
- Hot Time
- Virginia Reel
- Cultural Dances
- Cotton Eyed Joe
- Irish Jig
- Electric Slide
- Create a dance

Grade 6: Unit 5

Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Sixth grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Sixth grade students will identify health-related fitness components and physical activities that address each component. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.

Recommended Pacing

| | 8 sessions |
|-----------------|---|
| | Standards |
| | |
| Movement S | kills and Concepts |
| 2.2.8.MSC. 1 | : Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •:: •: |
| 2.2.8.MSC. 2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. |
| 2.2.8.MSC. 3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC. 4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC. 5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| 2.2.8.MSC. 6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 2.2.8.MSC. 7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. |
| Physical Fitn | ess |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity. |
| 2.2.8.PF.3 | Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |

| Lifelong Fitness | | |
|---|--|--|
| 2.2.8.LF.1 | : Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. | |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. | |
| 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. | |
| 2.2.8.LF.4: | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. | |
| 2.2.8.LF.5 | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities | |
| 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. | |
| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions. | |
| Interdisciplin | ary Connections | |
| Standard x.x | | |
| | | |
| | | |
| Integration of | Technology | |
| Standard x.x | Teemology | |
| CPI # | Cumulative Progress Indicator (CPI) | |
| | | |
| | Instructional Focus | |
| | | |
| Enduring Un | derstandings | |
| Research sho do so because To achieve a Repetition of | Enduring Understandings Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement. | |
| Essential Que | estions | |
| Why is physical activity important? What are the health-related components of physical fitness? How can technology assist in fitness development? What are the benefits of maintaining a physically fit lifestyle? Evidence of Learning (Assessments) | | |
| | | |
| Teacher Observations Rubrics - COMPETENCY V: SELF AWARENESS and DIRECTION Determination Personal Management Written Tests Skills Tests Self Assessment COMPETENCY V: SELF AWARENESS and DIRECTION | | |
| | Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION Determination | |

| Peer Assessment |
|-----------------|
| Written Tests |
| |

Objectives

Students will know or learn:

- Proper warm-up and cool-down methods
- Muscular strength is the body's ability to generate force in a short amount of time
- Muscular endurance is the measure of how well muscles can repeatedly generate force and the amount of time they can maintain activity
- Cardiovascular endurance is the body's ability to exercise continuously for extended periods of time
- Target Heart Rate is a measure of cardiovascular endurance
- Flexibility is the ability to move through a full range of motion
- Balance is the state of equal distribution of weight
- Weight transfer and body control improve agility
- Agility is the ability to change directions quickly
- Speed is the ability to move across a distance in a short period of time
- Motivation and individual responsibility play an important role in fitness
- Making healthy lifestyle choices now and in the future plays a role in decreasing obesity, cardiovascular disease, stroke, diabetes, hypertension, and various other medical conditions

Students will be able to:

- Describe the five components of fitness.
- Discuss the importance of a quality warm up and cool down
- Demonstrate skill-related components of physical fitness
- Demonstrate how to monitor pulse during exercise
- Define agility and speed and discuss how they factor into physical activity

Integration

Technology Integration

Writing Integration

Journal

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Determination

Suggested Resources

- Cones
- Jump ropes
- Hoops
- Poly spots
- Resistance Bands

Jump Rope Activities:

- Jump the Circuit
 - Individual Tricks
 - Partner Tricks

Group Jump Rope Challenge

Activities: Muscle Hustle Stations It's Your Move Stretch Wave Fortune Cookie Running Mania Fruits and Vegetables

Fitness Challenges

- Partner Muscular
- Strength and Endurance
- Fun and Flexibility
- Agility Runs
- Vertical Jumps
- Long Jump
- Owl Hop

Grade 6: Unit 6

Fitness Testing

Summary and Rationale

Fitnessgram is a fitness assessment and reporting program for youth. The assessment includes a variety of healthrelated physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related components of fitness, to report the scores to students and parents and finally, to use the information to educate students. Test results are presented in a broader context of what it means to be physically fit, and suggest ways that students can be more physically active and improve their level of fitness to help them reach the Healthy Fitness Zone standards for each test measure.

Recommended Pacing

6 sessions

Standards

| Movement S | kills and Concepts |
|-----------------|---|
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| 1 | practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •::: •: |
| 2.2.8.MSC. | Demonstrate control of motion in relationship between force, flow, time, and space in interactive |
| 2 | dynamic environments. |
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| 3 | tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC. 4 | Analyze, and correct movements and apply to refine movement skills. |
| 2.2.8.MSC. | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small |
| 5 | groups and large teams during physical activities and games. |
| 2.2.8.MSC. | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| 6 | |
| 2.2.8.MSC. | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe |
| 7 | manner to self and others. |
| Physical Fitn | ess |
| 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular |
| | physical fitness activity. |
| 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity. |
| 2.2.8.PF.3 | Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |
| 2.2.8. PF.4 | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |
| 2.2.8.PF.5 | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. |

| Lifelong Fitne | ess |
|--|--|
| 2.2.8.LF.1 | : Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. |
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| 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions. |
| Interdisciplina | ary Connections |
| Standard x.x | |
| | |
| | |
| Integration of | Technology |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | Instructional Focus |
| | Instructional Focus |
| T 1 1 T T | |
| Enduring Und | lerstandings |
| Research show do so because To achieve a | sion making about fitness contributes to a healthy lifestyle. we shat people who participate in regular physical activity, no matter what the form, are more likely to they feel comfortable and competent in movement skills. healthy lifestyle, you must value physical activity. proper technique leads to improvement. |
| Essential Que | estions |
| What skills no Why would a skills? | cal activity important? eed to be developed to maintain fitness? fitness plan help to develop fitness Learning (Assessments) |
| | |
| • Learn | CY III: RESEARCH |
| Evaluation Sk Self-Assessm | |
| | |

• Determination

Peer Assessment

Written Tests

Objectives

Students will know or learn:

- Fitnessgram tests
- Benefits of fitness
- Effects of activity on the body and the risks associated with inactivity
- How technology can assist in fitness

Students will be able to:

- Demonstrate proper technique in fitness skills and activities.
- Discuss how test standards build fitness for life.
- Identify what component of fitness each test of Fitnessgram measures.
- Explain the benefits of each test and how they relate to fitness.

Integration

Technology Integration

I Pads

Fitnessgram Software

Writing Integration

Journal

Competencies

COMPETENCY III: RESEARCH

• Learning and Evaluation

COMPETENCY V: SELF AWARENESS and DIRECTION

• Determination

Suggested Resources

- Stopwatch
- Fitnessgram Software
- Mats
- Clipboards
- Cones

Activities:

Fitnessgram

Tests