

# Ware Public Schools

## PHYSICAL EDUCATION CURRICULUM - Grades K-4

### Physical Education:

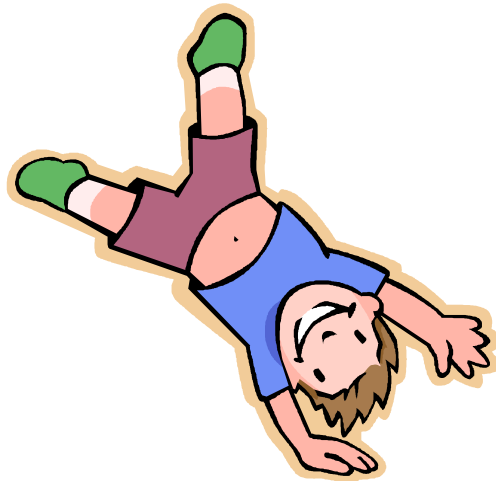
### Grade: K

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Locomotor movements	Understands that any movement that allows traveling from one place to another is "locomotor." Is able to demonstrate use of locomotor movement in activities, low-organizational games, at different tempos.	Students will be: Walking, jogging, running, galloping, skipping, hopping, jumping, sliding, and introducing leaping, hurdling.	Observation by teacher, some peer/partner feedback, identifying in demonstrations.  Models teacher, relays, low-organizational games, e.g. Tag games,	"Children Moving" Graham, Holt/Hale, Parker PECentral.com "On the Move" Holt/Hale  "Hooked On Fitness" Harrison  "Moving Into The Future" National Standards for PE	Phys. Act. And Fitness K.2.2
Non-locomotor movements	Understands movement with own body in self-space, not traveling into other areas, ability to perform a variety of bending, twisting, stretching motions	Students will be: Balancing, curling, stretching, extending body parts.	Observation by teacher and peers/partners; demonstrations at skill stations and warm-up exercises, cooperative activities	PE Central.Com  "Children Moving" Graham. Holt/Hale, Parker  "Fit To Try" Cindy Bross, Ph.D.	PA & F K.2.2
Spatial Awareness	Students will learn how to move safely in personal "self-space" and general space with regards to distance from others and equipment.	Students will be able to: 1. Travel and stop with balance 2. Recognize spatial concepts: near, far, close, between, under, over, beside 3. Perform individually or with partner safely.	Observation of understanding spatial relationships in various games: Musical Hoops, Treasure Chest, Tag games, can differentiate on a picture the related terms (near, far, etc.)	same as above	PA & F K.2.1, K.2.3,K.2.7

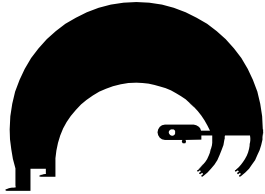
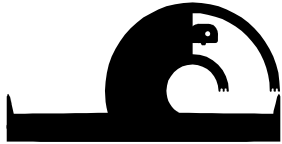
Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Ball Handling	Students will be introduced to the skills of rolling, dribbling, bouncing and catching, throwing, kicking, and striking a ball	Students will be able to: 1. Roll to a target 2. Toss above head and catch 3. Bounce and catch 4. Toss, let bounce and catch, 5. Underhand throw to target 6. Throw for distance, attempt dribbling( <i>both foot and hand</i> ) 7. Kick different types of equipment( <i>bean bag, balls, kickpuks</i> )	Peer feedback, teacher observation checklist with use in station work, obstacle course, relays, low-organizational games:  Butterball, Combo Ball, Hoopla, partner practices, a sequence of ball skills repeated as a pattern, aim to hit targets from various distances	same as above plus: HOOP-LA The Great Activities Publishing Company	PA & F K.2.1, K.2.2, K.2.3
Fitness	Students understand fitness components: heart-healthy exercise, strength exercise/movements, flexibility; that there is a positive relationship between participation in physical activities and wellness; good nutrition and rest are part of wellness.  Beginning to learn body parts, some muscle groups; perspiration is necessary to cool the body	Students will be able to: 1. Participate in aerobic activities 2. Participate and try new strength and flexibility exercises alone and with partners; with/without equipment; 3. Learn how to check pulse in two areas of body 4. Name a few benefits from exercising: improved endurance, stronger muscles, feeling good, fun to play with others. Use up extra calories to keep weight in healthy range	Count number of own laps during a timed segment, model another student or teacher performing specific exercises.  Participates continuously during aerobic games or activities; can point out body parts: Head, shoulders, elbow, wrist, waist, hips, knee, foot, neck, arm, leg, back, ankle, hand, fingers, thumb, toes	same as above	PA & F K.2.1, K.2.2, K.2.4 K.2.5, K.2.6


Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Balance and Tumbling	Students will learn how to hold balances on various body parts, transfer weight safely in various combinations. How to mount and dismount from various apparatus: parallel bars, foam vaulting box, low balance beam, rope climber, wedge mat.	Students will be able to: <ol style="list-style-type: none"> <li>1. Take turns on mats performing: pencil roll, forward roll, egg roll, rocker-roll, and shoulder roll.</li> <li>2. Use strength stunts such as: wheelbarrow, seal crawl, crab walk, mule-kick, bear walk, crab kicks.</li> <li>3. Recognize a cartwheel, round-off, tripod, headstand</li> <li>4. Jump off vaulting box, perform aerial shapes and land then roll.</li> <li>5. Support self on parallel bars and dismount safely.</li> </ol>	Partner checks on performing tumbling, observe safe use of equipment, take turns.  Students will copy a sequence performed by peers.  Observation and checklist of skills performed when asked by teacher.	same as above	K.2.1, K.2.2, K.2.7
Low Organizational Games/ Activities	Students will learn how to follow rules and participate in activities or games using locomotor skills and non-locomotor skills they have practiced.	Students will be able to: <ol style="list-style-type: none"> <li>1. Recognize boundary lines and follow rules concerning them</li> <li>2. Properly safe tag</li> <li>3. Start to use proper skills in throwing, catching and retrieving objects(Frisbees, balls, bean bags)</li> <li>4. Show concern and care for teammates or partners</li> <li>5. Show positive sportsmanship</li> <li>6. Listen to and observe demonstrations of directions of games/activities</li> </ol>	Students will demonstrate or explain verbally how to play a certain game or perform at an activity station safely.  Will draw a picture showing how a game is played. Will circle the correct skill used in a particular game, i.e.: will circle person throwing a ball either underhand or overhand to play "Butterball."	<a href="http://www.pecentral.com">www.pecentral.com</a> , Games folder with game sheets laminated and coded for grade levels. Other books as noted above.	K2.1, K.2.2, K.2.7

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Rhythm/ Dance	Students will learn to differentiate tempos: slow, medium fast; repeat patterns of movements; learn a series of movements put to specific music/songs	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate how to change direction, use different levels, locomotor skills and non-locomotor skills to perform a routine to music.</li> <li>2. Use different pieces of equipment, students may learn a routine/dance which repeats a pattern</li> </ol>	<p>Students will together perform a learned dance such as “Mexican Hat Dance” with the parachute; perform a series of movements to a certain piece of music: “7 Jumps”</p> <p>Students will change tempo as music changes during movement exploration</p>	<p>Kimbo CD’s, Kid Fitness CD  <a href="http://www.stationpe.com">www.stationpe.com</a> CD’s for Latin, Hip-Hop and Pop Rhythms            Everybody Dance            Salsa, Soul and Swing,            Dances for Kids</p>	K.2.1, K.2.3, K.2.7



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Locomotor Movements	Understands that any movement that allows traveling from one place to another is called “locomotor.” Is able to demonstrate a particular locomotor movement when directed in different speeds and directions.	<p>Students will be:</p> <ol style="list-style-type: none"> <li>1. Walking, jogging, running, galloping, skipping, hopping, jumping, sliding, leaping, hurdling over low obstacles.</li> <li>2. Learning how to use skills and change levels and directions while traveling.</li> <li>3. Learning to <b>look</b> where you are traveling to be safe.</li> </ol>	<p>Given a direction to perform a certain form of travel student will be able to show proper form of that locomotor skill. Fluid movement, controlled.</p> <p>When shown a picture or a demonstration of a skill, student will choose the correct form or explain differences between: a hop and skipping; or galloping and running.</p> <p>Students will be able to leap over 3 low obstacles without touching, continuing to run with balance</p> <p>Warm-up exercises such as jogging for several minutes without stopping, staying in directed pathways without bumping into others.</p>	<p>“Children Moving” Graham, Holt/Hale, Parker pecentral.com</p> <p>“On the Move” Holt/Hale</p> <p>“Hooked On Fitness” Harrison</p> <p>“Moving Into The Future” National Standards for PE”</p> <p>“Basic Movement Education for Children: Rationale and Teaching Units”- Gilliom</p>	Physical Activity and Fitness 1.2.2, 1.2.1


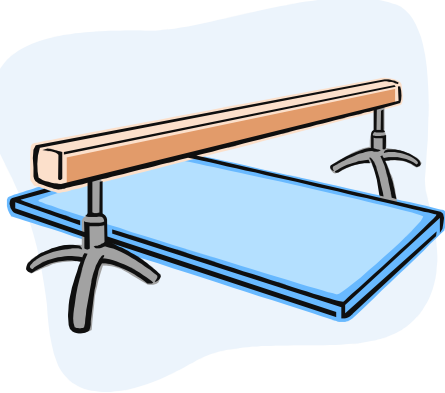
Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Non-locomotor Movements	<p>Understands movement with own body in self-space, not traveling into other areas, balances, stretching, bending, twisting in various positions while staying in one place is non-locomotor movement. Begin to understand where the body bends (joints) and that contracting muscles help control our bodies.</p> 	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Balance in various positions, on different body parts, maintaining control such as: bridges, tripod, balancing for 3 seconds on a combination of body parts: 2 hands, one foot.</li> <li>2. Work with another student (partner)(s)- perform a small pyramid.</li> </ol>	<p>Be able to “freeze” and balance for 3 seconds playing “Stop and Go”;</p> <p>Change from a curled-up position to a stretched position with ease. Perform several different balances on floor or mat when given directions.</p> <p>When shown a picture of a pose, student will be able to copy. Using a checklist to see which balances student can correctly perform.</p> <p>Explain that muscles need to tighten to be able to hold a balance or pose.</p> 	<p>same as above plus:</p> <p>“Elementary P.E. Teacher’s Survival Guide” Carpenter &amp; Tunnell</p> <p>“Fit All Over” a catalogue of Exercises by Main, Stewart and Bradshaw</p>	<p>1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.7</p>


Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Spatial Awareness	<p>Students will learn how to move safely in personal “self-space” and general “open” space with regards to distance from others and equipment.</p> <p>Controlling speed and levels of movement can have an effect on others’ safety.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Travel and stop with balance</li> <li>2. Recognizes spatial concepts: near, far, close, between, under, over, beside, next to, behind, in front of, through.</li> <li>3. Performs with others or alone safely.</li> </ol>	<p>Students will demonstrate proper spacing when jogging, be able to dodge safely in tag games.</p> <p>Demonstrate safe tag spots on others. Will be able to go over objects such as hula hoops, hurdles and judge how high to move.</p> <p>Demonstrate proper space allowances during exercises(not moving into someone else’s space) Rainbow Run, Freezemia, all tag games, all ball games, parachute activities, warm-ups</p> 	<p>same as above plus:</p> <p>Check Physical Activity(blue) binder with hand-outs taken from above resources</p>	<p>1.2.1,1.2.2, 1.2.3, 1.2.7</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Manipulatives /Ball Handling	Students will continue to learn how to manipulate various objects such as beanbags, balls, scarves, rackets, bats, pucks, ropes, hoops, scooters, scoops	Students will be able to: <ol style="list-style-type: none"> <li>1. Overhand throw</li> <li>2. Underhand throw</li> <li>3. Kicking stationery ball</li> <li>4. Kicking rolling ball; aiming at target</li> <li>5. Jumping over rope on floor</li> <li>6. Jumping over self-turned rope</li> <li>7. Introduce turning a long rope for others</li> <li>8. Sliding a bean bag</li> <li>9. Rolling a ball to a target or partner</li> <li>10. Dribbling ball in self-space and around objects with limited control</li> <li>11. Catching and striking a ball at different levels</li> <li>12. Juggling/ tossing and catching</li> <li>13. Moving in and around hula hoops</li> </ol>	Students will demonstrate proper form for following skills both isolated and during games and station work: Over hand throw, underhand throw/slide, catching a playground ball and a Nerf ball, kick a stationary ball, a rolled ball.  Jump a self-turned rope continuously 25 jumps or more. Jump a long rope turned by others 25 jumps or more.  Games used to test students' ability at these skills: Bean Bag Toe Tag, Combo Ball, Butterball, Partner's 10( <i>speed catch contest</i> ), Kick-puk Pin Game, Knock Down the Hoops, Endline Ball, Rescue ( <i>throw or kick</i> ), Freezemia, Hoopla, Pitball, Beachball Volley-up, Bowling, Tossback Stations; Partners practice	same as above	1.2.1, 1.2.2, 1.2.3,1.2.7



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Fitness	<p>Students will understand the value of a fit body.</p> <p>They will learn that perspiration helps to cool a warm body; heart rate increases when you exercise long enough and with intensity; water is important to maintain functions of body; introduce concepts of good nutrition, enough rest and activity balanced for good health.</p> <p>Muscles need to be exercised to maintain fitness, proper body alignment helps keep body safe.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Begin to learn about pacing when jogging and jumping so that endurance can improve.</li> <li>2. Recognize changes in heart rate and respiration during physical activity.</li> <li>3. Begin to learn importance of flexibility by stretching after warming up the body.</li> <li>4. Can find two places to check pulse rate.</li> <li>5. Learn several specific exercises to improve muscular strength.</li> </ol>	<p>Can jog without stopping for several minutes(<i>pace</i>)</p> <p>Demonstrates proper body alignment to perform the Hover, curl-ups on mats, jumping jacks (<i>do at least 15 with good form</i>)</p> <p>Can jump rope for 30 seconds without stopping</p> <p>Starts to understand that if you eat more calories than your body needs, you will have to exercise more to burn off extra calories.</p> <p>Perform bending and stretching to improve flexibility. Activities: Jumping rope for time, jogging, tag games, Tire Squeeze, warm-up exercises: curl-ups, hover, bridges, high activity games that increase heart rate.</p>	same as above	1.2.1, 1.2.2, 1.2.4, 1.2.5, 1.2.6

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Balance and Tumbling	<p>Students will learn how to transfer weight or balance and hold a position for several seconds with control.</p> <p>Students will learn proper procedure taking turns on apparatus.</p> 	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. On the mat: Forward roll, egg roll, pencil roll, straddle roll, rocker roll, introduce backward roll on wedge mat</li> <li>2. Bear walk, crab walk(side, front and back), seal crawl, wheelbarrow, wicket walk</li> <li>3. Tri-pod, headstand, mule kick, climb up and over cargo net, skin-the-cat under net, climb up on top of vaulting box and jump down, jump off v. box and do aerial pose and land with control</li> <li>4. Get on and off parallel bars(with or without assistance from helper)</li> <li>5. Try to climb across bars either on top or under bars</li> <li>6. Perform front support</li> <li>7. Climb on, walk forward, sideways, backwards and dismount low/medium balance beam with or without helper</li> </ol> 	<p>Use a check list to see which stunts students perform alone or combined to make up a routine of 3-4 skills.</p> <p>Observe movement when students move through an obstacle course involving apparatus.</p> <p>On bars timed front support for 10 seconds, observe safe use of all apparatus</p>	<p>same as above</p>	<p>1.2.1, 1.2.2, 1.2.2, 1.2.7</p>

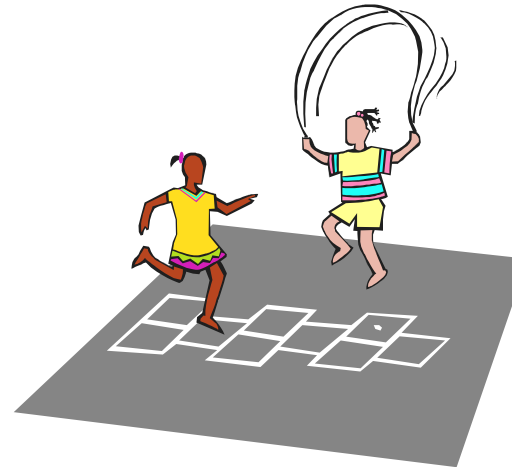
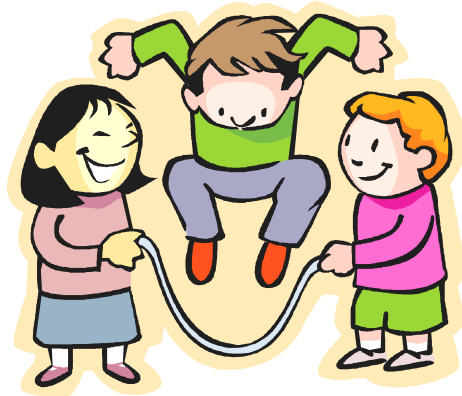
Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Low Organizational Games/ Activities	<p>Students will learn how to follow rules, participate with good sportsmanship in games/activities using locomotor and non-locomotor skills they have practiced.</p> <p>Students will gain an understanding of how boundaries play a part in games and safe play.</p> <p>Students will participate in new and familiar games interacting with peers in a positive manner.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Listen to rules and signals during games and activities.</li> <li>2. Cooperate with teammates/partners during games and activities.</li> <li>3. Follow directions on how to play, play by the rules, demonstrate honesty and try to do their best in performing skills needed</li> </ol> 	<p>Students can explain rules to a specific game demonstrate a skill or part of the game or state a rule to any given game when asked.</p> <p>Students will demonstrate honesty when players mark own score (<i>bowling, Hoopla, partner catch</i>).</p> <p>Students can match a picture with name of game. Will state # of laps they run in a certain time span with honesty.</p> <p>All games listed above plus: Throw and Go, Parachute-Cat and Mouse, Balloon Bop, 2-Square, All Tag Games, Bulldozers &amp; Construction Workers, Help Me Neighbor, Dribble Tag, Never Out Kickball, Aerobic Math</p>	<p>same as above</p> <p>“The Best of Great Activities K-6 Physical Education Games and Activities” from Great Activities Publishing Company</p>	<p>1.2.1,1.2.2, 1.2.7</p>

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Locomotor Movements	Understands that traveling may involve different skills, levels, and speeds with or without equipment in games or alone.	Students will be able to: 1. Travel by walking, hopping, galloping, skipping, jogging, running, leaping, alone or with equipment(dribble while moving, passing a ball to a moving partner) 2. Dodge a bean bag 3. Jump over various obstacles while traveling 4. Use basic forms of travel to perform rhythms/dance patterns 5. Change direction and maintain balance	Peer observation and cues; teacher observation; checklists, copy partner(mirror movement)	“Children Moving” Graham, Holt/Hale, Parker peCentral.com “On the Move” Holt/Hale “Moving Into The Future” National Standards for PE Massachusetts State Health Frameworks; “Fit To Try” Cindy Bross, Ph.D.	Physical Activity and Fitness 2.2., 2.2.2, 2.2.
Non-locomotor Movements	Recognizes various ways to move own body and maintain or transfer balance from one body part to another remaining in self-space.	Students will be able to: Demonstrate the ability to bend, stretch, curl, twist, pull/push, sway, rock, balance and roll with control.	Observation by teacher, warm-up activities in home square, demonstration at activity stations and cooperative games/activities	same as above, also check in Blue Binder of copied activity sheets in PE office.	2.2.1, 2.2.2, 2.2.7
Spatial Awareness	Students will continue to expand knowledge in moving safely throughout space, self and general, respecting others’ space and becoming more aware of proximity to surroundings.	Students will be able to: 1. Travel in various speeds, directions, levels and stopping and starting with balance. 2. Use movement concepts of near, far, close, under, over, beside, through, next to, behind, in front of individually or with others safely. 3. Use equipment safely noting where others are in relation to self.	Observation by peers, partner and teacher during warm-up jogs, tag games, obstacle courses.  Can point out boundaries for activities and games when asked or shown a picture.	same as above	2.2.1, 2.2.2, 2.2.3, 2.2.7

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Manipulatives/ Ball Handling	Students will learn how to use various pieces of equipment to improve motor skills in throwing, catching, kicking, sliding and striking.	Students will be able to: 1. Begin demonstrating proper form for the overhand throw, underhand throw, bounce pass, chest pass, catching high objects, low objects, rolling a ball, sliding a bean bag, throwing a Frisbee, kicking a stationary ball and a rolling ball. 2. How to aim at targets.	Students will be able to state skill cues. Checklists noting which skill cues are followed; peer feedback/observation Game rubrics	same as above	2.2.1, 2.2.2, 2.2.7
Fitness	Students will be introduced to the components of Physical Fitness: Cardio respiratory Endurance, Muscular Strength, Muscular Endurance, Body Composition and Flexibility	Students will be able to: 1. Pulse rates-resting and exercise 2. Pace for endurance 3. Specific weight-bearing exercises; flexibility exercises; physiological benefits from healthy exercise/nutrition/rest	Discussion; checklists; timed segments of exercises; demonstrations of correct body alignment in specific exercises	same as above, plus: “Elementary P.E. Teacher’s Survival Guide” Carpenter & Tunnell “Fit All Over” a catalogue of Exercises by Main, Stewart and Bradshaw	2.2.1, 2.2.2, 2.2.5, 2.2.6, 2.2.4, 2.2.7
Balance/ Tumbling	Students will perform various balances and transfers from different body parts with control; be able to combine two or more balances/tumbling stunts to begin work on routines; use various apparatus with proper safety	Students will be able to: 1. Combine two or more tumbling stunts 2. Learn how to use apparatus safely 3. Combine skills to form sequences of movement 4. Work cooperatively with partners and small groups to problem solve	Partner assessment; checklists; teacher/student observation of learned skills;	same as above	2.2.1, 2.2.2, 2.2.3, 2.2.7

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Jump Rope Skills	Students will continue to improve endurance jumping for time; begin learning how to jump with a partner; travel while jumping; various ways to jump and turn a self-turned rope. Turn ends of long rope correctly. Jump at different tempos.  Care of equipment.	Students will be able to: 1. Two foot jumping and alternate foot jumping 2. Crossed rope, side swing, backwards, crossed feet, one foot, rocking step 3. Partners face to face, side by side 4. Jumping into a long rope and out without missing 5. Use of jump bands with partner	Timed tests; observation of various types of jumping.  Partner check number of jumps/min.  Take out and put away equipment correctly	same as above	2.2.1,2.2.2, 2.2.3, 2.2.5, 2.2.7
Low Organizational Games/ Activities	Students will learn the importance of following rules and directions for a variety of games and activities, particularly regarding the use of personal space while utilizing equipment. The students will begin to develop self-confidence and interpersonal skills; accept responsibility for their actions and demonstrate cooperative skills.	Students will be able to: 1. Listen and follow rules to games and activities 2. Cooperate with teammates/partners 3. Demonstrate honesty 4. Use motor skills correctly during activities	Peer feedback; teacher observation; class discussion of rules clarification; written or oral description of how to play a particular game	same as above	2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.7

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Personal and Social Competency	<p>Students will take ownership of certain responsibilities in Physical Education class.</p> <p>Be responsible for either attendance of home square group, equipment, score-keeping, or leading warm-up exercises.</p> <p>Become more aware of sportsmanship qualities.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Give positive feedback to classmates when working with a group or partner</li> <li>2. Encourage participation and improvement of peers</li> <li>3. Display cooperative, respectful and safe behaviors in physical activity settings</li> </ol>	Anecdotal records; observations; checklists	same as above	2.2.4, 2.2.5 2.2.7



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Motor skill development	Students will continue to move toward a mature movement pattern in skills taught both locomotor and non-locomotor with and without equipment. Students will apply principles of relationships while moving in space alone and working with others (passing and catching with a partner). Students will progress from using skills in an individual setting toward a game/activity setting.	Students will be able to: 1. Demonstrate/state critical elements of particular sports/movement skills such as overhand throw, catching, striking, kicking, dribbling 2. Apply principles of relationships while moving in space and using non-manipulative and manipulative skills taking into consideration all the elements of movement: space, force, tempo, etc.	Checklists; rubrics; peer/partner assessment; teacher observation; progression charts	“Children Moving” Graham, Holt/Hale, Parker PEcentral.com  “On the Move” Holt/Hale  “Hooked On Fitness” Harrison  “Moving Into The Future”  National Standards for PE “Fit To Try” Cindy Bross, Ph.D.	3.2.1, 3.2.2, 3.2.3, 3.2.7
Fitness	Students learn and expand their knowledge of the five fitness components and how to incorporate that knowledge to attain their personal best. Specific exercises are studied to enhance each of the physical components for fitness: flexibility, weight bearing, endurance, cardiovascular.	Students will be able to: 1. Participate in a variety of vigorous physical activities and exercises and describe the benefits of such activities: increased heart rate, perspiration, increased respiration. 2. Learn to use a step-counter and track amount of activity accomplished	Discussion, question-answer checklist skill charts active participation	same as above	3.2.4, 3.2.5, 3.2.6, 3.2.7



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Ball Handling/ Manipulatives	Using a variety of balls, striking implements, and other equipment with hands or feet, student will continue to explore and practice sports skills to be used during activities/low organizational games and practice sessions alone and with others.	Students will be able to: 1. Practice skills of throwing, catching, rolling, intercepting, kicking, trapping and striking objects 2. Improve success rate when aiming at targets(bowling, throwing through hoops, throwing to a partner/teammate) 3. Strategizing how to get object to specific target with relationship to various spatial components(level, angles, etc.)	Checklists Observation of participation anecdotal records partner assessments bowling score sheets PECentral Challenge practice skill sheet	same as above	3.2.1, 3.2.2, 3.2.3, 3.2.7
Balance and Tumbling	Working individually, with a partner or in a small group, students will be challenged to practice and perform various balances and tumbling stunts on mats, parallel bars, vaulting box, balance beam and rope climber. Learn vocabulary associated with above.	Students will be able to: Combine skills to perform a routine, repeat a pattern of movements they have practiced; complete challenges on different apparatus such as: front supports, inverted supports, turns and balances on beams and mats.	Partner checks; checklists rubrics	same as above	3.2.1, 3.2.2, 3.2.3, 3.2.7
Low Organizational Games	Students will learn rules, boundaries and strategies for success in playing games and activities that introduce team sports and lifetime leisure activities. Continue to cooperate with teammates and peers, playing with honesty and respect for all.	Students will be able to: 1. Participate in a variety of lead-up games which incorporate the general sports skills: dribbling, passing, catching, guarding. 2. Promote teamwork and cooperation. Including: soccer, basketball, softball/baseball, tennis, volleyball, bowling, hockey, team handball,	Teacher observation, peer coaching/feedback class discussion	same as above	3.2.1, 3.2.2, 3.2.3, 3.2.7, 3.2.5


Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Jump Rope	Students will continue to improve endurance and skills in jumping a self-turned rope and long rope(s) and jump bands. Improve ability to turn rope for others, begin to produce routines combining different skills.	Students will be able to: 1. Improve individually and with others turning ropes, jumping forward, backward, increase number of jumps/min.; jump for longer periods of time ( <i>cardiovascular ex.</i> ) 2. Demonstrate safety and care for equipment	Checklists wall charts partner checks/feedback	same as above  “Jump 2bfit” rope skipping fitness and activity program	3.2.1, 3.2.2, 3.2.3, 3.2.7, 3.2.4,
Personal and Social Competency	Students will take responsibility for different jobs during Physical Education class: group attendance, leading warm-ups, score-keeper, equipment managing. Understands that cooperation and encouragement of others are qualities of good sportsmanship. Being safe and taking care of equipment are important responsibilities expected in class.	Students will be able to: 1. Lead by example, be positive in feedback to peers, treat classmates AND equipment with respect 2. Always strive for improvement in self and group	Teacher/student observation; checklist; effort in participation and performing assigned tasks	same as above	3.2.7



<b>Unit/Theme</b>	<b>Content and Essential Questions</b>	<b>Skills</b>	<b>Methods of Assessment</b>	<b>Teacher Resources &amp; Notes</b>	<b>Framework Strand/s &amp; Standard/s</b>
Motor Skill Development	Students will continue to progress in specialized locomotor, non-locomotor, manipulative and non-manipulative skill combinations in games and modified sports activities. Apply movement principles and concepts to basic game strategies.	Students will be able to: 1. Throw to a moving partner 2. Learn offensive/defensive positions and strategies to help team; 3. Strive for personal progress/improvement 4. Work with partners/teammates for positive results	Peer assessment checklists anecdotal records participation/practice for improvement; teacher observation; demonstration of skills to partner or class for review	“Children Moving” Graham, Holt/Hale, Parker PECentral.com  “On The Move” Holt/Hale  “Hooked on Fitness” Harrison  “Moving Into The Future” National Standards for PE  PECentral Challenge guidelines  “Fit to Try” Cindy Bross, Ph.D.  “Jump 2BFit”  TEPE past editions from Human Kinetics Publishers  Great Activities Handbook  “Hoop-la” from Great Activities Publishing Co.	4.2.1, 4.2.3, 4.2.2

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Fitness	<p>Will learn that one needs to work on all fitness components to ensure physical fitness success.</p> <p>Will learn the front and back muscles of the body. Specific weight-bearing exercises for strength, aerobic exercises increase cardiovascular endurance; the correlation between healthy nutrition, rest and exercise.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Use step-counters to chart distances walked/jogged</li> <li>2. Learn the F.I.T. principle (<i>frequency, intensity, time</i>); front and back muscles; Perform specific exercises to improve physical fitness components such as flexibility and strength and aerobic capacity</li> <li>3. Understand importance of daily exercise/movement; recognizes benefits derived from participation in physical fitness activities</li> </ol>	<p>Logs; charts; discussions; demonstrations; peer observations/cues; timed sequences</p>	<p>same as above</p>	<p>4.2.4, 4.2.5, 4.2.6</p>
Ball Handling/ Manipulatives	<p>Using a variety of balls (different sizes, textures, shapes, weights) and other equipment with hands and/or feet or head, student will continue to become more proficient in skills used in games and sports and activities such as practice skills stations alone and with others.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Practice overhand, sidearm, underhand throwing; catching in place and on the move; striking and volleying; rolling from longer distances and increased power/accuracy</li> <li>2. Consistently performing with proper body alignment and follow-through both in practice and within a game situation</li> <li>3. Use strategies to improve success for self and teammates</li> </ol>	<p>Checklists; peer observation/feedback; observation; verbal cues to peers/peer coaching; scoresheets for practice trials; demonstrations</p>	<p>same as above</p>	<p>4.2.1, 4.2.2 4.2.3, 4.2.7</p>



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Balance/ Tumbling	<p>Work on basic and intermediate skills on mats and available gymnastics equipment (<i>bars, box, rope climber, low and high balance beams, wedge mat</i>) individually or with a partner or small group to perform a memorized routine incorporating a variety of stunts, and movements.</p> <p>Learn and demonstrate safety techniques for self and others in using various equipment.</p> <p>Student will become familiar with vocabulary associated with tumbling and balance activities.</p> 	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Attempt inverted balances, rolls and transferring body weight from one part to another with balance; strength moves on certain apparatus(ie.front support on bars, “skin the cat” under rope climber, inverted support, head/handstand, walkover, roundoff, various bridges, turns and dismounts on balance beams</li> <li>2. Identify vocabulary words learned during tumbling unit</li> </ol>	<p>Routine demonstration; skills demonstration; analyze partner’s performance; checklists of accomplishments; verbal description of “how-to” perform any of the stunts/skills/balances noting key elements needed</p>	<p>same as above</p> <p>Physical Education CD’s available; wall charts depicting certain balances/stunts</p>	<p>4.2.1, 4.2.2, 4.2.3</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Jump rope/jumping skills	Students will be challenged to increase stamina for jumping longer periods of time; incorporate a variety of jumping techniques. Learn different styles of jumping and turning a rope alone and use of jump bands with others(partners, group). Practice power-style jumping for height and distance(broad jump). Encourage others to try different ways to jump or help others learn to improve jumping. Jump at different speeds and try different types of ropes.	Students will be able to: 1. Increase length of time jumping without missing/stopping; 2. Demonstrate various ways of jumping a self-turned rope; one foot, two feet, alternating, jumping-jacks, skier-style; criss-cross swing; backwards; with a partner; using one or two long ropes turn safely so others can jump in/out; increase number of successive jumps in a given time period 3. Proper care of equipment	Checklists  Wall charts  Peer feedback/coaching demonstrations to class or partner	same as above  “jump 2bfit” rope skipping fitness and activity program	4.2.1, 4.2.2, 4.2.3
Low Organizational Games/ Activities	Students will learn rules, boundaries and strategies for success in playing games and activities that introduce team/lifetime sports/activities, playing with respect for self and others and demonstrating honesty.	Students will be able to: 1. Participate in a variety of lead-up games which incorporate the general sports skills: dribbling, passing, catching, guarding and throwing 2. Promote teamwork and cooperation while striving to perform skills learned to the best of their ability. Including: soccer, basketball, softball/baseball/kickball, tennis, volleyball, bowling, hockey and team handball	Teacher observation  Peer coaching/feedback  Class discussion  Team discussion/strategizing  Written test on rules/skills used  PE Central Challenge checklists/awards	same as above	4.2.1, 4.2.2, 4.2.3, 4.2.7

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Personal and Social Competency	<p>Students will take responsibility for different jobs during Physical Education class: group attendance, leading warm-ups, score-keeping, and equipment managing.</p> <p>Students will demonstrate sportsmanship throughout all activities.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Work productively and be respectful with others in achieving a common group goal. Demonstrate appropriate etiquette and application of rules and procedures.</li> <li>2. Work toward positive solutions in resolving disagreements</li> </ol>	<p>Anecdotal records</p> <p>Checklists</p> <p>Role playing</p>	<p>same as above</p>	<p>4.2.7</p>

