

Course name Physical Education
Grades 1, 2, 3
Full Year

| Learning Objectives/ Content | Teaching/Learning Activities | Evaluation Criteria | State Standard |
|--|---|---|---|
| <p>All students will</p> <p>(Special Awareness)</p> <p>Show how to move safely in a space.</p> <p>Be aware of others and where their body is in relationship to others.</p> <p>Recognize personal space.</p> <p>Demonstrate the locomotor skills of skipping, galloping, hopping, leaping, jumping, running and walking.</p> | <p>Moving at various speed, high/low, small/tall w/o touching others. Play “whistle stop.”</p> <p>Play “can you show”-narrow/wide, left/right, High/low, small/tall etc. with their bodies.</p> <p>Partners-identifying each others body forms & alphabet letters.</p> <p>Move to music with various beats & rhythm.</p> <p>Practice moving around the gym using the various locomotor skills.</p> <p>Do “four corners”-skip, gallop, walk, jog</p> | <ul style="list-style-type: none"> • Can stay in or return to personal space during class • Can move in a general space w/o hindering others • Can demonstrate the understanding of various concepts(ex.- high/low) on cue • Partner task sheet • Locomotor skill sheet • Teacher observation | <p>10.5.3 A</p> <p>10.4.3 E</p> <p>10.5.3 C</p> <p>10.4.3 F</p> |
| Resources/Materials | | | |
| Additional Resources/Inter-disciplinary Relationships | | | |
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| <p>All students will</p> <p>(Abdominal Strength)</p> <p>Perform sit-ups using correct form.</p> <p>Explain where the abdominal muscles are located.</p> | <p>Demonstrate and practice:</p> <ul style="list-style-type: none"> -bent knee sit-up (curl-ups) -check the number of sit-ups the student can do in 1 minute | <ul style="list-style-type: none"> • Demonstrate correct motor skill when asked • Can identify locomotor skills when performed by others • Pretest sit-ups & post test sit-up | |
| Resources/Materials | | | |
| Additional Resources/Inter-disciplinary Relationships | | | |
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| All students will (Abdominal Strength Continued) | | <ul style="list-style-type: none"> • Test number of bent knee sit-ups in one minute (according to President’s Council of Physical Fitness Standards) • Beginning of the year evaluation and end of the year • Compare pre and post | 10.5.3 A,C, D 10.4.3 A, D, F |
| Resources/Materials | | | |
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| Additional Resources/Inter-disciplinary Relationships | | | |
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| <p>All students will</p> <p>(Chasing & Fleeing Games)</p> <p>Demonstrate that they can:</p> <ul style="list-style-type: none"> -play at least six chasing and fleeing games. - tag lightly. - move safely in a space - that they can be good sports - follow rules for the game - play for a t least 10 minutes without stopping | <p>Demonstrate when explaining each game:</p> <ul style="list-style-type: none"> -play free style tag games -play line tag games -create their own chasing and fleeing games -discuss possible strategies of not to get tagged and not to get tired -can participate in moderate physical activity | <ul style="list-style-type: none"> • Teacher observation • Following rules of games • Can participate in physical activity for at least 10 minutes | <p style="text-align: center;">10.5.3 F</p> <p style="text-align: center;">10.4.3 B, C, F</p> |
| Resources/Materials | | | |
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| <p>All students will</p> <p>(Jump Long & Short Rope)</p> <p>Explain and demonstrate how to fit and jump rope.</p> <p>Show that they can work cooperatively with others.</p> <p>Demonstrate a variety of jumping patterns.</p> <p>Demonstrate improvement in eye/foot coordination.</p> | <p>Demonstrate:</p> <ul style="list-style-type: none"> -fitting a rope to your height -types of jumps (double, single, rocker, backward, cross feet, one foot, hot pepper, skipping, jogging) <p>Long Ropes</p> <ul style="list-style-type: none"> -group work-coordinate learning & team work -alphabet jumping, spelling, rhymes -snakes, build a house, high water/low water -number of jumps in a row | <ul style="list-style-type: none"> • Long rope evaluation • 2 tries using long ropes w/the teacher turning one end of the rope • Jump rope contest (grades 2nd & 3rd)- use stopwatch and see how long they can jump • Long rope cooperative learning work sheet | <p>10.5.3 A ,B, C, D</p> |
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| All students will (Jump Ropes) | Short Ropes -practice various jumps -how long they can jump -how many can they jump -jump rope contest -identifying jumps -jump to math flash cards | <ul style="list-style-type: none"> • Short rope evaluation • Demonstrate types of jumping • Grade 1-show their best jump • Grade 2-show 3 types of jumps 5x each • Grade 3-show 4 types of jumps-10x each | 10.4.3 A, C, D, E, F |
| Resources/Materials | | | |
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| <p>All students will</p> <p>(Partner Skills)</p> <p>Demonstrate the following ball skills; rolling, overhand, underhand, bounce pass, chest pass.</p> <p>Show cooperation with a partner or a team.</p> <p>Practice to improve aiming for accuracy.</p> | <p>Rolling-practice rolling ball at bowling pin. Play “hit the pin,” use partner to practice rolling at pin.</p> <p>Overhand/underhand-practice with partner throwing through hoop, use “throwing cues.”</p> <p>Aiming/accuracy-using paper plate and nerf ball-practice aiming at a target, use practice work sheet to see how many tikes you can hit target.</p> <p>Bounce pass/chest pass-practice bounce and chest pass against the wall.</p> | <ul style="list-style-type: none"> • Ball skills-bounce & chest pass • Observation • Skill-test-bounce pass & Chest pass against the wall (2 tires each skill for 30 seconds) • Ball skills-throwing • Check list for overhand and underhand-using the four throwing cues | <p>10.4.3 D, E, F</p> |
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| <p>All students will</p> <p>(Ball Skills)</p> <p>Demonstrate dribbling a ball with your right hand, left hand and alternating.</p> <p>Compare using a large ball with a small ball doing similar skills.</p> | <p>Use 30 second timed count with skills.</p> <p>Use “catching cues” for technique.</p> <p>Partner throwing and catching, bounce and chest pass.</p> <p>Relays using skills.</p> <p>Games using skills.</p> <p>Practice dribbling-right, left, and alternate.</p> <p>Dribble with someone guarding.</p> | <ul style="list-style-type: none"> • Dribbling • Observe dribbling to a line & back • Observe dribbling through cones • Partner observation & checklist of four throwing cues. | <p>10.5.3. A, B, C, D, E, F</p> |
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| <p>All students will</p> <p>(Hoops)</p> <p>Show a variety of skills with the hoop. (waist, wrist, neck & ankle)</p> <p>Improve their eye, foot coordination by doing the hoops pattern.</p> <p>Discover creative movements with balls and hoops.</p> <p>Show cooperation with a partner or a group.</p> | <p>Use small & large balls doing various skills, compare which skill is easier with which ball.</p> <p>Hoop Pattern -hopscotch -bunny hop -football</p> <p>Using hoops on body parts -practice on various parts of body-have mini- contest -play “can you” using hops exploring different ways to use hoops</p> | <ul style="list-style-type: none"> • Teacher observation • Visual check of hoop patterns (football drill, hopscotch and bunny hop) • Mini hoop contest-on waist & arm • Musical hoops using locomotor skills, check list of motor skills | <p>10.4.3 D, E, F</p> |
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| <p>All students will</p> <p>(Hoops)</p> <p>Demonstrate to others what they created using a hoop and a ball.</p> | <p>Play musical hoops-use different locomotor skills while traveling around hoops, when music stops, they need to be in a hoop.</p> <p>Using a small ball and hoop, explore different ways to se them together.</p> <p>Create their own way to use the ball & hoop (alone or with a partner) demonstrate to class</p> | <ul style="list-style-type: none"> • Teacher observation • Students demonstrate alone or with a partner their own ways to use a ball & hoop that they created | <p>10.5.3 A, B, C</p> |
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| <p>All students will</p> <p>(Social Dance)</p> <p>Demonstrate that they can follow directions for the dances.</p> <p>Show that they can cooperate with the class, especially with a partner.</p> <p>Demonstrate the ability to follow dance steps and patterns.</p> <p>Identify and perform dances from other countries.</p> | <p>Demonstrate dance steps.</p> <p>Practice steps.</p> <p>Put to music, practice doing dance steps.</p> <p>Use partner & groups to perform dance.</p> <p>Dances performed: Hokey Pokey, Chicken Dance, Alley Cat, Electric Slide, Macarena, Shortening Bread, Virginia Reel, Mexican Hat Dance, Pop Goes the Weasel, The Troika, Hang on Sloopy</p> | <ul style="list-style-type: none"> • Social dance • Performance of dances • Participation in dances • Cooperation with others • Can recognize dances & from what country they originate | <p style="text-align: center;">10.4.3 A, B, D, F</p> <p style="text-align: center;">10.5.3 A, B, C</p> |
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| <p>All students will</p> <p>(Scooters)</p> <p>Use of scooter safely in relay races.</p> <p>Demonstrate the ability to work as a team and develop good sportsmanship.</p> | <p>Grade 3: Learn dances from different countries. (ex. Mayim, Taretella, Virgins Reed, Russia)</p> <p>Demonstrate different ways to use scooters safely.</p> <p>Forward, backward and stomach kneel.</p> <p>Relay races using above skills, students determine their own places.</p> | <ul style="list-style-type: none"> • Teacher observation of student in relays • Students demonstrate the ability to do at least three different ways on the scooter. | <p>10.4.3. A, B, D, E, F</p> <p>10.5.3 A, F</p> |
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| <p>All students will</p> <p>(Hockey)</p> <p>Demonstrate how to hold a stick, know positions and placement on the gym floor.</p> <p>Demonstrate dribble, shoot and pass.</p> <p>List the rules.</p> <p>Develop team work and sportsmanship.</p> | <p>Demonstration on how to hold stick and how to dribble the puck.</p> <p>Explain the difference between passing and dribbling and have them practice.</p> <p>Play a lead up game to floor hockey.</p> <p>Explain and show positions for floor hockey with correct names.</p> <p>Hockey skill circuit-dribble & shoot, dribble between cones, dribble & shoot at a real goal, dribble & shoot with a goalkeeper.</p> | <ul style="list-style-type: none"> • Written hockey test-using index card & students draw in the positions for the game we use in class. • Teacher observation on proper grip, dribbling, and understands the concepts of offense & defense | <p>10.4.3 A, B, C, D, E, F</p> <p>10.5.3 A, B, F</p> |
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| <p>All students will</p> <p>(Gymnastics)</p> <p>Explore safety rules and why they are necessary.</p> <p>Demonstrate a variety of skills according to degree of difficulty on the ropes, beam, mats, and chin-up bar.</p> | <p>Review safety rules: no running, one person on a piece of equipment at a time, no more than 4 students waiting in line for any equipment no dangling jewelry. “when in doubt, don’t”</p> <p>Practice different skills on equipment after a demonstration of each is given.</p> <p>Use charts to hang up on wall that list skills in order of difficulty.</p> <p>Skill check at least 8 different skills on the equipment.</p> | <ul style="list-style-type: none"> • Using a skill checklist. • Students must perform 8 different skills on the equipment (only 2 skills per piece) • Students receive either a Y (can do) or N (can’t do) | <p>10.4.3 A, B, D, E, F</p> |
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| <p>All students will</p> <p>(Double Stunts)</p> <p>Demonstrate the ability to work with a partner.</p> <p>Explain the safety rules and why we have rules.</p> | <p>6 balancing stunts that are done with a partner.</p> <p>Demonstrate each with a group.</p> <p>Give safety rules.</p> <p>Demonstrate stunts to peers.</p> | <ul style="list-style-type: none"> • Perform stunts for peers • Double stunt checklist with another partner group • Teacher observation • Willingness to work with others • Ability to perform stunts • Follow safety rules | <p>10.5.3 A, B, C, E</p> |
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| <p>All students will</p> <p>(Recreational Games)</p> <p>Demonstrate the ability to play fairly and keep score during a game.</p> <p>Show good sportsmanship.</p> <p>Demonstrate that they can cooperate with others.</p> | <p>Each student is given a chance to play recreational games with different students in the class.</p> <p>When playing the game, they are to work cooperatively, keep score fairly & be a good sport if they don't win.</p> <p>They can not play with the same person twice in the same gym class. (use recreational game cards to pair them up)</p> | <ul style="list-style-type: none"> • Teacher observation • Student participation • Student cooperation • Student sportsmanship • Student keep score & playing fair | <p>10.4.3 D, E, F</p> <p>10.5.3 A,C</p> |
| Resources/Materials | | | |
| Additional Resources/Inter-disciplinary Relationships | | | |
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| <p>All students will</p> <p>(Field Day)</p> <p>Recognize and participate in various field day activities.</p> <p>Demonstrate the activities of batting T baseball, hoops, sacks, relays, and tug of war.</p> <p>Demonstrate good sportsmanship and cooperation with others.</p> | <p>Games played are: beanbags, tic-tac-toe, golf putting, bowling, operation, puzzles, perfection, twister, pitch & bag, and basketball shooting.</p> <p>A week or two before Field Day review the classes what Field Day is about, how it is run and give them a chance to practice some of the events and relay races that the older 5th grade students will be doing with them.</p> | <ul style="list-style-type: none"> • Field Day Review • Teacher observation • Student participation • Student sportsmanship and fair play • Student cooperation | <p style="text-align: center;">10.4.3 A, C, D, E, F</p> <p style="text-align: center;">10.5.3 A, C</p> |
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| <p>All students will</p> <p>(Field Day)</p> | <p>8 activity stations are set up on the softball field.</p> <p>5th grade students become helpers and are assigned a station to explain and demonstrate to each class when it is at their station.</p> <p>Each class has 10 minutes per station, then when the horn blows, they move to the next station.</p> | <ul style="list-style-type: none"> • | |
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| <p>All students will</p> <p>(End of Your Choice)</p> <p>Select an activity from the list of appropriate games that the teacher provides.</p> <p>Demonstrate the ability to cooperate with others.</p> <p>Demonstrate good sportsmanship and the ability to follow the rules.</p> | <p>Activity choices:</p> <ul style="list-style-type: none"> -kickball/basketball -situational kickball -kick and run <p>Depending on what game is chosen would depend on the rules and how the game is played.</p> | <ul style="list-style-type: none"> • Teacher observation • Student participation • Student sportsmanship • Student understanding of the game & rules • Students cooperation | <p>10.4.3 A, C, D, E,F</p> <p>10.5.3 A, C, E, F</p> |
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