

**PE Grade K (Master)**

Teacher: Josh Fischer

**September 2020**

| EQ & CONTENT  | SKILLS   | LEARNING TARGETS  | STANDARDS   | ASSESSMENT  | RESOURCES & TECHNOLOGY   |
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| <p><b>Daily Routine (throughout the entire year)</b></p> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHY SHOULD WE BE try to live HEALTHY AND PHYSICALLY ACTIVE?</b></li> <li>● <b>WHAT DOES SPORTSMANSHIP LOOK LIKE IN PHYSICAL EDUCATION?</b></li> <li>● <b>HOW ARE YOU GOING TO USE THE SKILLS AND ACTIVITIES YOU LEARN IN PHYSICAL EDUCATION IN DAILY LIFE?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>● <i>How do I stay safe when I come to Phy Ed?</i></li> <li>● <i>What should I do with my arms when running?</i></li> </ul> | <p><b>Daily Routine (throughout the entire year)</b></p> <ol style="list-style-type: none"> <li>1. Enter the gym quietly.</li> <li>2. Walk to sit down in your squad spot</li> <li>3. Look and Listen to teacher for directions/ schedule of PE class for that day</li> <li>4. Warm-Up Run/ Exercises in squads</li> <li>5. Come prepared for physical activity with proper clothing and footwear.</li> <li>6.</li> </ol> <p><b>Rules, Procedures and Expectations</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate fire drill and</li> </ol> | <p><b>Daily Routine (throughout the entire year)</b></p> <p>LT 1. I will know what is expected of me, as far as my behavior goes when I am in P.E. class.</p> <p>LT 2. I will show the teacher respect and look and listen when the teacher is giving instructions.</p> <p>LT 3. I will come prepared for P.E. class each day that I have it. (proper shoes and clothes)</p> <p>LT 4. I can perform good body basics and will do my best to keep my hands and feet from anybody else.</p> | <p><b>Daily Routine (throughout the entire year)</b></p> <p><b>(S2.E1.K1)</b></p> <p><b>(S3.E1.K)</b></p> <p><b>(S3.E2.K)</b></p> <p><b>(S3.E3.K1)</b></p> <p><b>(S3.E3.K2)</b></p> <p><b>(S3.E5.K)</b></p> <p><b>(S4.E1.K)</b></p> <p><b>(S4.E2.K)</b></p> <p><b>(S4.E3.K)</b></p> <p><b>(S4.E5.K)</b></p> <p><b>(S5.E1.K)</b></p> | <p><b>Daily Routine (throughout the entire year)</b><br/>Observation, Q&amp;A<br/>1-5 Observation Q &amp; A</p> <p><b>CFA = classroom rules &amp; routines</b></p> <p><b>Rules, Procedures and Expectations</b></p> <p>1-3 Observation, Q&amp;A</p> <p><b>CFA = Sportsmanship Self Assessment</b></p> | <p><b>Daily Routine (throughout the entire year)</b></p> <p><b>Rules, Procedures and Expectations</b><br/>Our very important meeting on District Day with the district liaison officers.</p> <p>SEE STMA K-4 PE RULES &amp; GRADING</p> <p><i>*-Music &amp; Whistle cues= start/stop</i></p> <p><i>*-Refer to and talk about "Voice Levels" Poster and where we need to be at in PE.</i></p> |

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| <ul style="list-style-type: none"> <li>● <i>Why is it important to follow rules during games and activities?</i></li> </ul> <p><b>Daily Routine (throughout the entire year)</b></p> <ul style="list-style-type: none"> <li>● <i>How do I stay safe when I come to Phy Ed?</i></li> <li>● <i>What should I do with my arms when running?</i></li> <li>● <i>Why is it important to follow rules during games and activities?</i></li> </ul> <p><b>Daily Routine (throughout the entire year)</b></p> <ol style="list-style-type: none"> <li>1. Enter gym</li> <li>2. Exercises in squad spot</li> <li>3. Warm-up activity</li> <li>4. Lesson/Activity</li> <li>5. Line up</li> </ol> <p><b>Rules, Procedures, Expectations</b></p> <ol style="list-style-type: none"> <li>1. Classroom rules and expectations</li> <li>2. Signals</li> <li>3. Prepared</li> </ol> | <p>lock-down procedures.</p> <ol style="list-style-type: none"> <li>2. Discuss expectations for bathroom use, getting drinks, and dealing with injuries.</li> <li>3. Practice signals for starting and stopping activity.</li> <li>4. Discuss body basics/keeping hands to self</li> <li>5. Discuss discipline issues and how they are handled.</li> </ol> |  | <p><b>(S5.E2.K)</b></p> <p><b>(S5.E3.K)</b></p> |  |  |
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| <p><b>Movement Concepts</b></p> <ol style="list-style-type: none"> <li>1. Safety</li> <li>2. Exercises</li> <li>3. Locomotor Movements</li> <li>4. Chasing, Fleeing, Dodging</li> </ol> <p><b>Body Awareness</b></p> <p><b>Cooperative Activities and Community Building</b></p> | <p><b>Movement Concepts</b></p> <ol style="list-style-type: none"> <li>1. <b>Discuss safety while moving in space.</b></li> <li>2. Demonstrate safe and proper movement.</li> <li>3. <b>Perform walk, jog, run, skip, hop, leap, gallop, slide on teacher's command.</b></li> <li>4. Perform chase, flee, tag, dodge, start, stop, through "Animal Tag" game.</li> </ol> <p><b>Body Awareness</b></p> <ol style="list-style-type: none"> <li>1. <b>Move various body parts on command.</b></li> <li>2. <b>Create shapes with the body on command.</b></li> <li>3. <b>Work with a partner to create shapes, letters, and numbers.</b></li> <li>4. <b>Create movements of various animals with the body as</b></li> </ol> | <p><b>Movement Concepts</b></p> <p>LT 1. I can move my body in a physical way, all while being sure to keep myself and the others around me as safe as possible.</p> <p>LT 2. I will learn how to perform various ways to move and manipulate my body.</p> <p>LT 1. I will do my best to learn all of my classmates names, and I can be a friend to every one of them.</p> <p><b>CFA = Sportsmanship Self Assessment</b></p> | <p><b>Movement Concepts</b></p> <p><b>(S1.E1.K)</b></p> <p><b>(S1.E1.K2)</b></p> <p><b>(S1.E3.K16)</b></p> <p><b>(S1.E3.K17)</b></p> <p><b>(S2.E1.K)</b></p> <p><b>(S2.E1.K2)</b></p> <p><b>(S2.E1.K3)</b></p> <p><b>(S3.E1.K)</b></p> <p><b>(S3.E2.K)</b></p> <p><b>(S3.E3.K)</b></p> <p><b>(S3.E3.K2)</b></p> <p><b>(S5.E1.K)</b></p> <p><b>(S5.E2.K)</b></p> <p><b>(S5.E3.K)</b></p> | <p><b>Movement Concepts</b></p> <p>1-4 Teacher Observation</p> <p>Informal Testing of Movement Concepts</p> <p><b>CFA = movement concepts</b><br/> <b>CSA = Locomotor Assessments</b><br/> <b>CSA = Skills Testing</b></p> <p><b>Body Awareness</b></p> <p>Teacher Observation</p> <p>Informal Testing of Movement Concepts</p> <p><b>Cooperative Activities and Community Building</b><br/>         Group Discussion</p> <p>Successful Completion of Activities/games/challenges</p> | <p><b>Movement Concepts</b></p> <p>SEE LOCOMOTOR ASSESSMENTS</p> <p><b>- Added in an "EXERCISE OF THE WEEK" and a EXERCISE WORD WALL up on my gym walls. Shows kids a picture of what the exercise of the week that we are focusing on, and then we add on to the list on the wall each week, learning more and more fun warm ups/ calisthenics that the students can do at home as the year rolls on.</b></p> <p><b>Body Awareness</b></p> <p><b>*-Got each student a hula hoop. Explained to them what 'personal space' is and how they need to keep their hands/feet inside their own personal space. Also: empasized importance of starting/stopping on command, etc.</b></p> <p><b>Cooperative Activities and Community Building</b><br/> <a href="http://www.pecentral.org">www.pecentral.org</a></p> |
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|  | <p>they are called out.</p> <p><b>Cooperative Activities and Community Building</b></p> <ol style="list-style-type: none"> <li>1. Discuss teamwork, a positive attitude, cooperation, good ideas, and sportsmanship.</li> <li>2. Introduce community building activities each day of class...i.e.- “pizza vs. tacos,” “I like people who..,” Hula Hoop pass, Blanket name game, etc.</li> <li>3. Work as a group to solve problems and challenges presented. </li> </ol> | <p>LT 1. I will kick a ball with the inside part of the foot.</p> <p>LT 2. I will understand who can use their hands in a soccer game</p> <p>LT 3. I will understand when to use a throw-in during a soccer game</p> <p>LT 4. I can demonstrate what constitutes a good pass</p> | <p><b>Body Awareness</b></p> <p><b>(S3.E1.K)</b></p> <p><b>(S4.E1.K)</b></p> <p><b>Cooperative Activities and Community Building</b></p> <p><b>(S3.E1.K)</b></p> <p><b>(S4.E3.K)</b></p> <p><b>(S5.E3.K)</b></p> |  | <p>*-Works great to go down line of students and review all names. Not only for teacher to learn, but also for classmates to pick up on quicker.</p> |
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| <p><b>SOCCER</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• <i>What part of the foot do you use to kick an in-step kick correctly?</i></li> <li>• <i>Who can use their hands in a soccer game? When do you use a throw-in during a soccer game?</i></li> <li>• <i>How do you catch/receive pass?</i></li> </ul> <p><b>Soccer</b></p> <ol style="list-style-type: none"> <li>1. Passing</li> <li>2. Trapping</li> <li>3. Dribbling</li> <li>4. Rules/Game Play</li> </ol> | <p><b>Soccer</b></p> <ol style="list-style-type: none"> <li>1. Dribble a soccer ball in open space.</li> <li>2. Pass a ball with defensive pressure.</li> <li>3. Demonstrate kicking/passing with inside and toe of foot.</li> <li>4. Demonstrate trapping with sole of the foot.</li> <li>5. Dribble a ball with a partner through small cones.</li> <li>6. Play lead-up games of soccer to practice skills.</li> <li>7. Demonstrate how a Goalie would stand?.</li> <li>8. Play games of soccer. </li> </ol> |  | <p><b>Soccer</b></p> <p><b>(S1.E3.K6)</b></p> <p><b>(S1.E3.K7)</b></p> <p><b>(S1.E.3.K9)</b></p> <p><b>(S1.E.3.K13)</b></p> <p><b>(S5.E1.K)</b></p> | <p><b>Soccer</b></p> <p>1-8 Teacher Observation</p> <p><b>CSA = SOCCER UNIT</b><br/><b>CSA = SKILLS TESTING and Learning Target Assessment</b></p> <p><b>CFA = movement concepts</b></p> <p><b>CFA = SOCCER UNIT</b><br/><b>CFA = Skills and Learning Target Assessment</b></p> | <p>*- For soccer: added in a 'Passing Triangle' activity. Had the students work on passing and accepting the pass from a partner. Eventually, adding a student in the middle for 'keep away' or 'monkey in the middle.' Kids loved the little game and it helped them understand good passing and keeping it away from the defense.</p> <p>!- Side by Side Soccer games work best with quite a bit of space in between the 2 fields. This will cut down on the games being interrupted by the opposing teams soccer balls rolling onto the other groups field. I rotate the goalies every 2-3 minutes, and this is when they get their "break."</p> |
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## October

| EQ & CONTENT   | SKILLS   | LEARNING TARGETS   | STANDARDS   | ASSESSMENT   | RESOURCES & TECHNOLOGY   |
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| <p><b>Football</b></p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● <i>What are 2 keys to catch it successfully?</i></li> <li>● <i>Give three parts involved in throwing a football?</i></li> <li>● <i>Where does the offense have to go to score a touchdown in football?</i></li> </ul> <p><b>Football</b></p> <ol style="list-style-type: none"> <li>1. Passing</li> <li>2. Catching</li> <li>3. Punting</li> <li>4. Kicking</li> <li>5. Run &amp; Score TD</li> </ol> | <p><b>Football</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a proper pass with a partner, using the laces. Demonstrate proper catching technique.</li> <li>2. Pass and catch with a partner.</li> <li>3a. Demonstrate the proper way to punt</li> <li>3b. Punt and receive punts with a partner.</li> <li>4a. Demonstrate kicking football off a kicking tee</li> <li>4b. Kick a football off a kicking tee.</li> <li>5a. Put on flag football belts.</li> <li>5b. Play modified football game, Offense (in flags) vs Defense, trying to make it to end zone without getting flags pulled off.</li> </ol> | <p><b>Football</b></p> <p>LT 1. I can name 2 keys to catch a football successfully?</p> <p>LT 2. I can tell a friend three parts involved in throwing a football?</p> <p>LT 3. I can name the area where the offense has to go to score a touchdown in football?</p> <p>LT 4. I will be able to identify what a spiral looks like when i throw the football.</p> | <p><b>Football</b></p> <p><b>(S1.E3.K2)</b></p> <p><b>9S1.E.3.K9)</b></p> <p><b>(S3.E1.K)</b></p> <p><b>(S3.E2.K)</b></p> <p><b>(S5.E1.K)</b></p> <p><b>(S5.E2.K)</b></p> <p><b>(S5.E3.K)</b></p> | <p><b>Football</b></p> <p>1-5, Teacher Observation</p> <p>CFA = FOOTBALL UNIT<br/>CSA = SKILLS TESTING</p> | <p><b>Football</b></p> <p>SEE FOOTBALL UNIT</p> <p><a href="http://www.pecentral.com">www.pecentral.com</a></p> <p>*-variations for punting=off bounce, or point toe and get underneath ball to lift.</p> <p>*-played a cple. days of "Scoring Touchdowns."= made a small, half field with end zone. Put ff belts on kids, designated 4-5 kids at time to be on "D", and then ready, set, hut, and the kids tried to run past defenders in to the end zone to score touchdowns. Fun for young ages.</p> <p>*- Taught and explained difference between the 'toe kick' and the 'instep (soccer style) kick'.</p> <p>*- Had to Run and Score Touchdowns in the gym this year due to the wet fall we had. Not as ideal in the gym due to the tight spaces and hard</p> |

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|  |  |  |  |  | surface, but very much do-able with Kindergartners in 1 gym. |
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**November**

| Content  | Skills  | Learning Targets  | Standards   | Assessment  | Resources & Technology  |
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| <p><b>Volleyball</b></p> <p><b>UEQ</b></p> <ul style="list-style-type: none"> <li>Describe how your hands and arms should look when bumping a volleyball.</li> <li>How would you teach someone to set a volleyball?</li> <li>What is the ready position?</li> </ul> <ol style="list-style-type: none"> <li>Rules of volleyball</li> <li>Bumping</li> <li>Setting</li> <li>Serving</li> </ol> | <p><b>Volleyball</b></p> <ol style="list-style-type: none"> <li>Discuss rules of volleyball</li> <li>2-4a. Demonstrate proper form for bumping, setting, spiking, and serving using a beachball/trainer volleyball/balloons.</li> <li>Bump with a partner.</li> <li>Set with a partner.</li> <li>2-3, Bump and set to keep the ball up.</li> <li>Serve both underhand and overhead.</li> <li>2-4b. . Play with a partner using serves, bumps, and sets over the net.</li> <li>2-4c. Practice serving, bumping, and setting through modified game "Clean Up My Backyard".</li> </ol> | <p><b>Volleyball</b></p> <p>LT 1. I will be able to explain that the main objective of volleyball is to keep the ball from hitting the floor.</p> <p>LT 2. I can describe how your hands and arms should look when bumping a volleyball.</p> <p>LT 3. I can describe how your hands and arms should look when setting a volleyball.</p> | <p><b>Volleyball</b></p> <p>(S1.E2.K)</p> <p>(S1.E3.K11)</p> <p>(S4.E1.K)</p> <p>(S4.E2.K)</p> <p>(S4.E3.K)</p> <p>(S4.E5.K)</p> <p>(S5.E1.K)</p> <p>(S5.E2.K)</p> <p>(S5.E3.K)</p> | <p><b>Volleyball</b></p> <p>1-6 Teacher Observation and Correction of Technique</p> <p>CSA = VOLLEYBALL UNIT<br/>CSA = INFORMAL SKILLS TESTING</p> <p>CFA = VOLLEYBALL UNIT</p> | <p><b>Volleyball</b></p> <p>VOLLEYBALL UNIT</p> <p>*-Involved Balloons a lot more this year, worked awesome!</p> <p>*- games w/ balloons over nets and beach balls over nets before using volleyballs. Smaller 1-1 games, leading into 3-3 etc.</p> <ul style="list-style-type: none"> <li>- ABC Volleyball Hits. Say a letter for each time you hit it/keep it in the air. GO back to A/beginning if it touches the floor.</li> </ul> <p>*- Put students in groups of 5. Had them form a circle, and got</p> |
| <p><b>Tag Games</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>Name one strategy for a player to be successful in the game "Wild Horse Round Up"?</li> </ul>  | <p><b>Tag Games</b></p> <ol style="list-style-type: none"> <li>Discuss and demonstrate running, chasing, fleeing, dodging, and teamwork as related to various tag games.</li> </ol>   | <p><b>Tag Games</b></p> <p>LT 1. I can name a strategy for a player to be successful in a tag game.</p>   | <p><b>Tag Games</b></p>   | <p><b>Tag Games</b></p> <p>Individual and Group Q&amp;A<br/>Teacher Observation<br/>CSA = TAG GAMES UNIT</p>  |   |

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| <p><b> Scooter Play</b></p> <ul style="list-style-type: none"> <li>• <i>What is the main skill needed to play "Wild Horse Round Up"?</i></li> <li>• <i>Give an example of good sportsmanship when playing our games.</i></li> </ul> | <p>2. Play many different variations of tag games, Blob, Toilet, Elephant, etc.</p> <p><b>Scooter Play</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate rules and safety tips for scooter use.</li> <li>2. Experiment with a scooter in open space.</li> <li>3. Attempt several maneuvers with the scooter, such as the Alligator Crawl, sitting, balancing on knees, and running behind the scooter.</li> <li>4. Follow a partner's lead and mimick her actions on the scooter.</li> <li>5. Work with a partner using scooters, both pushing and "riding".</li> <li>6. Perform various relays with scooters.</li> <li>7. Play several tag games using scooters and pool noodles.</li> </ol> | <p>LT 2. I can give an example of good sportsmanship when playing our games.</p> <p><b>CFA = SPORTSMANSHIP ASSESSMENT</b></p> <p><b>Scooter Play</b></p> <p>LT 1. I can demonstrate how to stay safe when using the scooters.</p> <p>LT 2. I can demonstrate 4 different ways to move the scooter with my body.</p> | <p>(S1.E2.K)</p> <p>(S1.E2.K4)</p> <p>(S3.E1.K)</p> <p>(S3.E2.K)</p> <p>(S3.E3.K)</p> <p>(S3.E.3.K2)</p> <p>(S4.E1.K)</p> <p>(S4.E2.K)</p> <p>(S4.E3.K)</p> <p>(S4.E5.K)</p> <p>(S5.E1.K)</p> <p>(S5.E2.K)</p> <p>(S5.E3.K)</p> <p><b>Scooter play</b></p> <p>(S3.E1.K)</p> <p>(S3.E2.K)</p> | <p><b>CSA = Informal Skills Testing</b></p> <p><b>CFA = TAG GAMES UNIT</b></p> <p><b>CFA = SPORTSMANSHIP ASSESSMENT</b></p> <p><b>Scooter Play</b></p> <p>Teacher Observation and Correction of Technique</p> <p><b>CSA= SCOOTER ACTIVITIES UNIT</b></p> <p><b>CSA = Informal Skills Testing</b></p> <p><b>CFA = SCOOTER ACTIVITIES UNIT</b></p> | <p>them 2 balloons, and had them see how many hits in a row they could get, or how long they could keep the balloons up in the air.</p> <p>*- For a day or 2 during vball unit, instead of having nets up for vball, I lowered them to floor, brought out the wiffle balls, and the rackets, and had the kids hitting ball back and forth over net, playing pickle ball. they loved it.</p> <p><b>Tag Games</b><br/>TAG GAMES</p> <ul style="list-style-type: none"> <li>• <b>-SPACE INVADERS GAME!~ (SCOOTER, balls, partners, Astronauts</b></li> </ul> |
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|  |  |  | <p><b>(S3.E3.K)</b></p> <p><b>(S3.E.3.K2)</b></p> <p><b>(S4.E1.K)</b></p> <p><b>(S4.E2.K)</b></p> <p><b>(S4.E3.K)</b></p> <p><b>(S4.E5.K)</b></p> <p><b>(S5.E1.K)</b></p> <p><b>(S5.E2.K)</b></p> <p><b>(S5.E3.K)</b></p> | <p>on<br/>Scooters/spacehips,<br/>rest of kids are aliens<br/>*-Use as many<br/>"props" or gimmicks<br/>to motivate students.<br/>= blue/gold nerf<br/>hands, rubber<br/>chickens, etc.</p> <p>*- got 'plungers' or<br/>'paddles' for scooter<br/>use this year. Gets<br/>kids to use their<br/>upper body strength<br/>as they were<br/>kneeling/sitting on<br/>scooter and<br/>rowing/pulling<br/>themselves to move<br/>like on a canoe, etc.</p> |
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## December

| Content   | Skills  | Learning Targets   | Standards   | Assessment  | Resources & Technology   |
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| <p><b>Rock-climbing UEQ</b></p> <ul style="list-style-type: none"> <li>• <i>What are 2 rules to remember when climbing the rock wall to ensure everyone stays safe?</i></li> <li>• <i>In what ways are you making your body healthier when climbing the rock wall?</i></li> </ul> | <p><b>Rock-climbing</b></p> <ol style="list-style-type: none"> <li>1. Introduce rock-climbing and rules.</li> <li>2. Attempt various challenges on the rock wall.</li> </ol> <p><b>Cupstacking</b></p> <ol style="list-style-type: none"> <li>1. Introduce rules and strategies for cupstacking.</li> <li>2a. Improve hand-eye coordination through continued practice of the stacks. Upstack and downstack the 3, 3-3, 6, 6-6, 10 &amp; 15 stack..</li> <li>2b. Create new ways to stack.</li> <li>5. Perform relays using various stacks throughout the gym.</li> </ol> | <p><b>Rock Climbing</b></p> <p>LT1. I will know the rules and how to follow them to ensure my safety when climbing on the rock wall.</p> <p><b>Cupstacking</b></p> <p>LT1. I can explain why you use both hands in cupstacking.</p> <p>LT2. I can explain how cupstacking improves my ability to perform and do other things in my life.</p> <p>LT3. I can identify what can make you a faster cupstacker.</p> | <p><b>Rock Climbing</b></p> <p>(S2.E1.K)</p> <p>(S2.E1.K2)</p> <p>(S2.E1.K3)</p> <p>(S3.E1.K)</p> <p>(S3.E2.K)</p> <p>(S3.E3.K)</p> <p>(S4.E1.K)</p> <p>(S4.E2.K)</p> <p>(S4.E3.K)</p> <p>(S4.E5.K)</p> <p>(S5.E1.K)</p> <p>(S5.E2.K)</p> | <p><b>Rock-climbing</b><br/>Teacher Observation and Correction of Technique</p> <p>CSA =ROCK CLIMBIING UNIT</p> <p>CFA = ROCK CLIMBING UNIT</p> <p><b>Cupstacking</b><br/>1-5 Teacher Observation and Correction of Technique</p> <p>CSA = CUPSTACKING UNIT</p> <p>CSA = Informal Cupstacking Testing</p> <p>CFA = CUPSTACKING UNIT</p> | <p><b>Rock-climbing</b><br/>pecentral.com</p> <p>*-Hang or display a "goal" to get to at center of rock wall. = ball, rubber chicken, etc.=extra motivation</p> <p><b>Cupstacking</b></p> <ol style="list-style-type: none"> <li>1. "Stack Fast", by Speedstacks, Training DVD</li> <li>2. CUP STACKING UNIT</li> <li>3. <a href="http://www.SpeedStacks.com">www.SpeedStacks.com</a></li> </ol> <p>*-remind not to slam cups, doesn't help you go any faster, and my cups are being destroyed!</p> <p>*- next time I buy cups, just going to buy the 'red solo cups' from store</p> |

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| <p><b>Basketball</b><br/><i>UEQ</i></p> <ul style="list-style-type: none"> <li>● <i>Where should your hands be on the basketball when you are dribbling?</i></li> <li>● <i>Give two tips for dribbling a basketball correctly.</i></li> <li>● <i>What is the main rule of basketball as far as moving when I have the ball in my hands?</i></li> </ul> <ol style="list-style-type: none"> <li><b>1. Rules</b></li> <li><b>2. Dribble</b></li> <li><b>3. Pass</b></li> <li><b>4. Shoot</b></li> <li><b>5. Modified Basketball Games</b></li> </ol> | <p><b>Basketball</b></p> <ol style="list-style-type: none"> <li>1. Introduce sport of basketball and related skills and rules.</li> <li>2a. Dribble a ball without pressure.</li> <li>2b. Dribble against a partner or group playing defense. Defend a dribbler.</li> <li>2c. Play dribbling game called: “knock-out.</li> <li>3. Pass with a partner, including bounce pass, chest pass, and overhead pass.</li> <li>4. Shoot using correct form.</li> <li>5. Play modified basketball games for dribbling, shooting, passing.</li> </ol> | <p><b>Basketball</b></p> <p>LT1. I can explain how my hands should be when dribbling a basketball</p> <p>LT2. I can explain 2 tips for dribbling a basketball correctly.</p> | <p><b>(S5.E3.K)</b></p> <p><b>Cupstacking</b></p> <p><b>(S3.E2.K)</b></p> <p><b>(S3.E3.K)</b></p> <p><b>(S3.E.3.K2)</b></p> <p><b>(S4.E1.K)</b></p> <p><b>(S4.E2.K)</b></p> <p><b>(S4.E3.K)</b></p> <p><b>(S4.E5.K)</b></p> <p><b>(S5.E1.K)</b></p> <p><b>(S5.E2.K)</b></p> <p><b>Basketball</b></p> <p><b>(S1.E3.K4)</b></p> <p><b>(S1.E3.K5)</b></p> <p><b>(S2.E1.K)</b></p> <p><b>(S2.E1.K2)</b></p> | <p><b>Basketball 1-5 Teacher Observation and Correction of Technique</b></p> <p>CSA = BASKETBALL UNIT<br/>CSA = INFORMAL SKILLS TESTING</p> <p>CFA = BASKETBALL UNIT</p> | <p>rather than spending too much on official speed stack cups.</p> <p>*- gave the kids a day or 2 of station time where they got to build castles/ and experiment doing their own stacks and have some free time to use their imagination with cups.</p> <p><b>Basketball</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.pecentral.org">www.pecentral.org</a></li> <li>2. BASKETBALL UNIT</li> </ol> <p>*- Having kids shoot thru the hula hoops hanging from the rims is a very succesful method for all the kids to share success in the sport.</p> <p>*- High-Five Dribbling game, the kids</p> |
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|  |  |  | <p><b>(S2.E1.K3)</b></p> <p><b>(S3.E2.K)</b></p> <p><b>(S3.E3.K)</b></p> <p><b>(S3.E.3.K2)</b></p> <p><b>(S4.E1.K)</b></p> <p><b>(S4.E2.K)</b></p> <p><b>(S4.E3.K)</b></p> <p><b>(S4.E5.K)</b></p> <p><b>(S5.E1.K)</b></p> <p><b>(S5.E2.K)</b></p> |  | <p>loved it, and it helps them learn to dribble without looking at the ball.</p> <p>*- When students were dribbling, I would have them yell out the number that I was raising above my head. This reminded them to not stare at the bball, and to keep the eyes up when dribbling.</p> |
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January

| Content | Skills | Learning Targets | Standards            | Assessment  | Resources & Technology   |
|---------|--------|------------------|----------------------|---|--|
|         |        |                  | <b>Rhythms/Dance</b> | <b>Rhythms / Dance</b>                              | <b>Rhythms / Dance</b>   |
|         |        |                  | (S1.E1.K)            | 1-3 Teacher Observation                             | Various Dance Music CD's   |
|         |        |                  | (S1.E1.K2)           |   | DANCE UNIT   |
|         |        |                  | (S1.E1.K3)           | CSA = DANCE UNIT<br>CSA = Dance Skills Testing      | -Back to back dances, keep the songs coming to keep the kids interest throughout.<br>-wear comfy shoes and shorts, the more you show passion/interest in dancing, the more the students dance for you. |
|         |        |                  | (S1.E1.K4)           |   |  |
|         |        |                  | (S1.E2.K)            | CFA = DANCING UNIT                                  |  |
|         |        |                  | (S2.E1.K)            |   | - Added in the "Cupid Shuffle" and the "Alphabet Bop" from Sheree' Nelson this year. Both enjoyed by students.   |
|         |        |                  | (S2.E1.K2)           |   |  |
|         |        |                  | (S2.E1.K3)           |   | -'Cha Cha Slide' & Funky Chicken Boogie by Sheri Sloane were added this dance unit. Kids can keep up with song, and loved em'!   |
|         |        |                  | (S3.E2.K)            | <b>Tumbling</b>                                     |  |
|         |        |                  | (S3.E3.K)            | 1-4 Teacher Observation and Correction of Technique | <b>Tumbling</b>  |
|         |        |                  | (S3.E.3.K2)          |   |  |
|         |        |                  | (S4.E1.K)            | CSA = GYMNASTICS UNIT                               | GYMNASTICS UNIT  |
|         |        |                  | (S4.E2.K)            | CSA = INFORMAL SKILS TESTING                        | -try to give more time for headstands/headstand, tripods, etc. Kids seemed to enjoy them more, and great workout for muscles.  |
|         |        |                  | (S4.E3.K)            |   |  |

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|  |  |  | <p><b>(S4.E5.K)</b></p> <p><b>(S5.E1.K)</b></p> <p><b>(S5.E2.K)</b></p> <p><b>Tumbling</b></p> <p><b>(S1.E2.K3)</b></p> <p><b>(S2.E1.K)</b></p> <p><b>(S2.E1.K2)</b></p> <p><b>(S2.E1.K3)</b></p> <p><b>(S3.E2.K)</b></p> <p><b>(S3.E3.K)</b></p> <p><b>(S3.E.3.K2)</b></p> <p><b>(S4.E1.K)</b></p> <p><b>(S4.E2.K)</b></p> <p><b>(S4.E3.K)</b></p> <p><b>(S4.E5.K)</b></p> <p><b>(S5.E1.K)</b></p> | <p><b>CFA =</b><br/><b>TUMBLING UNIT</b></p> | <p>-acquired a 'teaching wedge' that is like a little mini ramp. Really helps the kids with their rolls, especially backwards rolls.</p> <p>-'Streets and Alleys' game is a huge success, the kids love it, and it is a nice change-of-pace game to play with the students during tumbling unit when the mats are all out.</p> <p>-Students love helping each other out. Teach/show them how to help hold partners feet/ankles up to aid in the headstand/handstand/tripod.</p> <p>- Bridges &amp; wheelburrows are fun tumbling skills we added in and the kids love em!</p> |
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|  |  |  | <b>(S5.E2.K)</b> |  |  |
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## February

| Content  | Skills  | Learning Targets  | Standards  | Assessment   | Resources & Technology  |
|--|---|---|--|--|---|
| <p><b>Hockey</b></p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>How do you hold a hockey stick?</i></li> <li>• <i>What is the difference between a forehand and a backhand?</i></li> <li>• <i>What three things are needed in order for a pass to be considered "good"?</i></li> <li>• <i>How should a goalie stand?</i></li> </ul> <ol style="list-style-type: none"> <li>1. Rules</li> <li>2. Stick Handling</li> <li>3. Passing/Receiving</li> <li>4. Shooting</li> <li>5. Goaltending</li> </ol> | <p><b>Hockey</b></p> <ol style="list-style-type: none"> <li>1. Introduce floor hockey skills and related skills, stressing safety.</li> <li>2. Stick-handle a puck/hockey ball without pressure.</li> <li>3. Pass and receive a puck/hockey ball with a partner.</li> <li>4. Shoot against a goaltender.</li> <li>5. Play modified floor hockey games.</li> </ol> | <p><b>Hockey</b></p> <p>LT1. I will demonstrate how to hold a hockey stick.</p> <p>LT2. I can demonstrate where the goalie should stand and what the goalies "job" is when playing floor hockey.</p> <p>LT3. I will start to be able to explain the difference between a forehand and a backhand.</p> <p>LT4. I will list 2 things in order for a pass to be considered "good."</p> | <p><b>Hockey</b></p> <p>(S2.E1.K)</p> <p>(S2.E1.K2)</p> <p>(S2.E1.K3)</p> <p>(S3.E2.K)</p> <p>(S3.E3.K)</p> <p>(S3.E.3.K2)</p> <p>(S4.E1.K)</p> <p>(S4.E2.K)</p> <p>(S4.E3.K)</p> <p>(S4.E5.K)</p> <p>(S5.E1.K)</p> <p>(S5.E2.K)</p> | <p><b>Hockey</b></p> <p>1-5 Teacher Observation and Correction of Technique</p> <p>CSA = FLOOR HOCKEY UNIT<br/>CSA = Skills Testing</p> <p>CFA = FLOOR HOCKEY UNIT</p> <p>*- Added in a fun warm up game called: "Pet Shop Tag". A great game to play as a warm up before working on hockey skills. Use the nets as the "Pet cages" and have taggers as the workers. Catching the pets and putting them back into their cages.</p> | <p><b>Hockey</b></p> <p>Hockey Unit</p> <p>*- Students loved the passing drill, where they lead their partner down the gym floor, with soft passes back and forth. When at end, they run back on outside wall to beginning lines. Good passing drill, and they got a nice workout too!</p> <p>-change up style of games--side by side, Line Change Hockey games, keep em' moving, give them a quick break to catch breath, and get them right back out there.</p> <p>*- Introduced them to Scooter Hockey, using scooters and mini hockey sticks.</p> |



## March

| Content  | Skills   | Learning Targets  | Standards   | Assessment   | Resources & Technology  |
|--|--|---|---|--|---|
| <b>Parachute</b><br><i>UEQ</i> <ul style="list-style-type: none"> <li>• <i>How/where do you grab on to the parachute?</i></li> <li>• <i>What are some activities that we can do with the parachute?</i></li> <li>• <i>What happens with the parachute activities if everyone isn't doing their job?</i></li> <li>• <i>Why is it so important to follow the safety rules of the parachute unit?</i></li> <li>• <i>How do we "inflate" and/or make a "mushroom" with the parachute?</i></li> </ul> | <b>Parachute</b> <ol style="list-style-type: none"> <li>1. Demonstrate the proper grip on the parachute.</li> <li>2. Demonstrate how to make small/medium/large waves with the parachute.</li> <li>3. Demonstrate knowing how to inflate the parachute into a mushroom/dome.</li> <li>4. Demonstrate "popping popcorn" with the parachute.</li> <li>5. Demonstrate the "ball/chicken launch" with the parachute.</li> <li>6. Play various games with the parachute: "Sharks &amp; Lifeguards," "Cat &amp; Mouse."</li> </ol> | <p>LT1. I can demonstrate how to grab, where to grab, and how to move the parachute.</p> <p>LT2. I will be able to explain 3 things that we can do with the parachute.</p> <p>LT3. I will be able to explain what happens with the parachute if everyone isn't doing their job.</p> <p>LT4. I can show how to inflate or make a "Dome/mushroom" with the parachute.</p> | <b>Parachute</b><br><b>(S2.E1.K3)</b><br><b>(S3.E2.K)</b><br><b>(S3.E3.K)</b><br><b>(S3.E.3.K2)</b><br><b>(S4.E1.K)</b><br><b>(S4.E2.K)</b><br><b>(S4.E3.K)</b><br><b>(S4.E5.K)</b><br><b>(S5.E1.K)</b><br><b>(S5.E2.K)</b> | <b>Parachute</b><br>1-6, Teacher Observation<br><br><b>CSA=Parachute Unit</b><br><b>CSA = Informal Skills Assessments</b><br><br><b>CFA=Parachute Unit</b> | PARACHUTE UNIT<br><br><p><i>*-Shoe Find Game is a fun one as well.</i></p> <p><i>- Make a bubble, sit under it, have all students take 1 shoe off, climb back out.</i></p> <p><i>-Continue to make 4 diff. bubbles, calling out a diff. color everytime, allowing those students to sneak in quickly, get their shoe out, and sneak back out b4 parachute comes down on top of them.</i></p> <p><i>*- we talked about in class, the importance of all students working together as a 'team' to be sure that we are having success with the parachute. If one student isn't doing their job to help the team, then the whole team doesn't have the success it is shooting for.</i></p> <p><i>*- listening skills are a</i></p> |

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|  |  |  |  |  | <p>must for the parachute!!<br/>Be careful what day(s) you<br/>choose to do the parachute,<br/>taking day of the week,<br/>before holiday breaks, etc.<br/>into consideration.</p> |
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**April**

| Content  | Skills | Learning Targets | Standards   | Assessment   | Resources & Technology  |
|--|--------|------------------|---|--|---|
| <p><i>UEQ</i></p> <ul style="list-style-type: none"> <li>● <i>What is the proper way to grip the bowling ball?</i></li> <li>● <i>What is the best shot in bowling called?</i></li> <li>● <i>What is the second best shot in bowling called?</i></li> <li>● <i>What is it called when you get three strikes in a row?</i></li> <li>● <i>How do you throw the bowling ball, underhand/overhand?</i></li> </ul> <p><b>Bowling</b></p> <ol style="list-style-type: none"> <li><b>1. Rules of Bowling</b> <ol style="list-style-type: none"> <li>a. Strikes</li> <li>b. Spares</li> <li>c. Turkey</li> <li>d. Split</li> </ol> </li> <li><b>2. Proper Bowling Form</b></li> <li><b>3. Head-Pin</b></li> </ol> |        |                  | <p><b>Bowling</b></p> <p>(S1.E3.K)</p> <p>(S3.E2.K)</p> <p>(S3.E3.K)</p> <p>(S3.E.3.K2)</p> <p>(S4.E1.K)</p> <p>(S4.E2.K)</p> <p>(S4.E3.K)</p> <p>(S4.E5.K)</p> <p>(S5.E1.K)</p> <p>(S5.E2.K)</p> | <p><b>Bowling</b></p> <p>1-3 Teacher Observation and Correction of Skills</p> <p>CSA=BOWLING UNIT</p> <p>CFA=BOWLING UNIT</p> <p>Extra games:<br/>                     1. "Wipeout"= human bowling<br/>                     2. "Fitness Bowling" in groups of 5.</p> | <p><b>Bowling</b></p> <p>BOWLING UNIT</p> <p>1. Human Bowling<br/>                     2. Aerobic Bowling</p> <p>-2 fun lead up games that I added in 2011 that the kids love to play, and it differs things up a bit for them during bowling unit. Plus, adding more active movement, rather than just plain bowling the entire unit.</p> <p>- assign the kids jobs to keep the bowling running smoothly, and to maximize their turns in the bowling rotation.</p> <p>*- been switching over to full rubber bowling balls vs the nerf balls. The rubber ones last longer as the kids can't pick apart. Because of the weight of them (min. 3 lbs.) it is ok, if students are bowling with 2 hands.</p> |

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|  |  |  |  |  | Just still teach importance of aiming at head pin, rolling straight for accuracy, etc. |
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## May

| Content  | Skills  | Learning Targets  | Standards   | Assessment  | Resources & Technology   |
|--|---|---|---|---|--|
| <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>Describe the proper position to start a race?</li> <li>What is a "scratch" in the long jump?</li> <li>What is an important strategy in running a distance race?</li> </ul> <p><b>Track and Field</b></p> <ol style="list-style-type: none"> <li>Track Intro</li> <li>Softball Throw</li> <li>Individual Races</li> <li>Hurdles</li> <li>Field Events</li> <li>Track and Field Day</li> </ol> | <p><b>Track and Field</b></p> <ol style="list-style-type: none"> <li>Introduce Track and Field, including its many events and rules.</li> <li>Run several dashes of increasing distances.</li> <li>Throw a softball for distance.</li> <li>Jump for distance (long jump). Tug with a team against an opponent.</li> <li>Discuss rules and information related to the upcoming Track and Field Day.</li> <li>Practice all events that will take place on Track and Field Day.</li> </ol> | <p><b>Track and Field</b></p> <p>LT1. I can demonstrate what I should look like when I'm about to start a race.</p> <p>LT2. I can explain what a "scratch" is in the long jump.</p> <p>LT3. I can name an important strategy in running a distance race.</p> <p>LT 4. I will know how many feet I should jump off, and land on when running the hurdles race.</p> | <p><b>Track and Field</b></p> <p>(S1.E1.K)</p> <p>(S1.E1.K2)</p> <p>(S1.E1.K3)</p> <p>(S2.E1.K)</p> <p>(S2.E1.K2)</p> <p>(S2.E1.K3)</p> <p>(S3.E2.K)</p> <p>(S3.E3.K)</p> <p>(S3.E.3.K2)</p> <p>(S4.E1.K)</p> <p>(S4.E2.K)</p> <p>(S4.E3.K)</p> <p>(S4.E5.K)</p> <p>(S5.E1.K)</p> | <p><b>Track and Field</b></p> <p>1-8 Teacher Observation</p> <p><b>CSA = TRACK AND FIELD</b><br/><b>CSA = Informal Skills Testing (jumping from 1 foot to 2, 2 foot hopping)</b><br/><b>CFA = TRACK AND FIELD</b></p> <p>All Track And Field Day Events (as of spring 2016):</p> <ol style="list-style-type: none"> <li>tug o' war</li> <li>sack races</li> <li>Egg &amp; Spoon Race</li> <li>50 yd. dash</li> <li>100 yd. dash</li> <li>1/8 Mile Run (distance race, ran around oval)</li> <li>30 yd. Hurdles (jumping over pvc pipe hurdles sticking into tops of cones).</li> <li>Soccer Scoring vs Goaltending (6 nets, kids get in rotation of scoring or goalies).</li> <li>Tire Rollin Race</li> </ol> | <p><b>Track and Field</b></p> <p>TRACK AND FIELD</p> <p><a href="http://www.pecental.org%3cbr%3e%3cbr%3e">http://www.pecental.org%3cbr%3e%3cbr%3e</a><br/>/"/&gt;www.pecental.org</p> <ol style="list-style-type: none"> <li>Tug o war rope</li> <li>Javelin throw?- not yet.</li> <li>future-high jump pit??? not yet</li> <li>sack races ( burlap sacks)</li> <li>3 legged race- kids love it! Teaches teamwork and how to be a good partner as well. We use soft, yellow bands to connect them, velcro attachments. Kids can hook themselves together on own.</li> <li>Want to change softball throw to BASEBALL throw next year. *- easier for younger kids to grip and throw. Can still focus on overhand throwing motion &amp; steps to take.</li> <li>Tire Roll Race for 2016???</li> <li><b>Shorter T &amp; F sessions this year. Less stations to set up, because they have less time to get thru all of them.</b></li> </ol> |

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|  |  |  | <b>(S5.E2.K)</b> | (NEW 2016*)<br>10. 3 legged Race<br>11. Long Jump<br>12. Baseball<br>Throw |  |
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