

PE Grade 1

September 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHY SHOULD WE BE 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 is the purpose of warming up before activity?</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>Enter the gym quietly</li> <li>Exercises in squads</li> <li>Warm-up Activity</li> <li>Come prepared for physical activity with proper clothing and footwear.</li> <li>Walking to line up at the door showing line basics.</li> </ol> <p><b>Rules, Procedures, Expectations</b></p> <ol style="list-style-type: none"> <li>Discuss classroom rules and expectations for bathroom use, water rules, safety, participation, injuries, and grading.</li> <li>Practice signals for starting and stopping activity.</li> <li>Come prepared for physical activity with proper clothing and footwear.</li> </ol> <p><b>Movement Concepts</b></p> <ol style="list-style-type: none"> <li>Discuss safety while moving in space</li> <li>Demonstrate safe and proper movement.</li> <li>Demonstrate and perform proper technique of basic exercises such as sit-ups, push-ups, jumping jacks, etc.</li> <li>Perform walk, jog, run, skip, hop, leap, gallop, slide on teacher's command.</li> <li>Perform chase, flee, tag, and dodge during tag games and</li> </ol>		<p><b>Movement Concepts</b></p> <p>1.1.1.1 1.1.1.2 1.1.1.3 1.1.2.4 1.2.1.1 1.2.1.2 1.2.1.3 1.3.1.1 1.3.3.1 1.3.3.2 1.4.1.1 1.4.2.1 1.4.3.1 1.4.5.1 1.5.1.1 1.5.2.1 1.5.3.1</p>	<p><b>Daily Routine (throughout the entire year)</b></p> <p>1-5, Observation, Q&amp;A</p> <p><b>Rules, Procedures, Expectations</b></p> <p>1-3, Observation, Q&amp;A</p> <p><b>Movement Concepts</b></p> <p>1-5, Observation, Q&amp;A</p> <p><b>CSA= LOCOMOTOR ASSESSMENTS</b></p> <p><b>CSA = SKILLS TESTING</b></p>	<p><b>Daily Routine (throughout the entire year)</b></p> <p>1ST DAY PLANS</p> <p><b>Rules, Procedures, Expectations</b></p> <p>STMA PHYSICAL EDUCATION RULES AND GRADING</p> <p><b>Movement Concepts</b></p> <p>LOCOMOTOR ASSESSMENTS</p>

<p><b>Daily Routine (throughout the entire year)</b></p> <ul style="list-style-type: none"><li>• Enter gym</li><li>• Exercises in squad spot</li><li>• Warm-up activity</li><li>• Lesson/Activity</li><li>• Line up</li></ul> <p><b>Rules, Procedures, Expectations</b></p> <ul style="list-style-type: none"><li>• Classroom rules and expectations</li><li>• Signals</li><li>• Prepared</li></ul> <p><b>Movement Concepts</b></p> <ul style="list-style-type: none"><li>• Safety</li><li>• Exercises</li><li>• Locomotor Movements</li><li>• Chasing, Fleeing, Dodging</li></ul>	warm-ups.				
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<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>What part of the foot should you use to kick a ball 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>What things constitute a good pass?</i></li> </ul> <p><b>Soccer</b></p> <ol style="list-style-type: none"> <li>1. Dribbling</li> <li>2. Passing</li> <li>3. Trapping</li> <li>4. Rules/Game Play</li> </ol>	<p><b>Soccer</b></p> <ol style="list-style-type: none"> <li>1a. Dribble a soccer ball in open space.</li> <li>1b. Dribble a ball with defensive pressure.</li> <li>1c. Dribble a ball with a partner through small cones.</li> <li>2. Demonstrate passing with inside and outside of foot.</li> <li>3. Demonstrate trapping with sole of the foot.</li> <li>4a. Play lead-up games of soccer to practice skills.</li> <li>4b. Demonstrate goalkeeping technique.</li> <li>4c. Play games of soccer.</li> </ol>	<p><b>Soccer</b></p> <p>LT1. I will kick a ball with the inside part of the foot.</p> <p>LT2. I will understand who can use their hands in a soccer game.</p> <p>LT3. I will understand when to use a throw-in during a soccer game</p> <p>LT4. I can demonstrate what constitutes a good pass</p> <p>LT5. I will demonstrate sportsmanship and fair play.</p>	<p><b>Soccer</b></p> <ol style="list-style-type: none"> <li>1.1.3.6</li> <li>1.1.3.7</li> <li>1.1.3.9</li> <li>1.2.1.1</li> <li>1.2.1.2</li> <li>1.2.1.3</li> <li>1.3.1.1</li> <li>1.3.3.1</li> <li>1.3.3.2</li> <li>1.4.1.1</li> <li>1.4.2.1</li> <li>1.4.3.1</li> <li>1.4.5.1</li> <li>1.5.1.1</li> <li>1.5.2.1</li> <li>1.5.3.1</li> </ol>	<p><b>Soccer</b></p> <p>1-4 Teacher Observation</p> <p><b>CFA = SOCCER UNIT</b> <b>CFA = SKILLS</b></p> <p><b>CSA = SOCCER UNIT</b> <b>CSA = SKILLS</b> <b>TESTING</b></p> <p><b>CFA =</b> <b>SPORTSMANSHIP SELF</b> <b>ASSESSMENT</b></p>	<p><b>Soccer</b></p> <p>SOCCER UNIT <a href="http://www.pecentral.org">http://www.pecentral.org</a></p> <p>www.pecentral.org</p>
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October

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>What are four parts of throwing correctly?</li> <li>Give three parts involved in punting a football?</li> <li>What are some key ingredients in kicking a football?</li> </ul> <p><b>Football</b></p> <ol style="list-style-type: none"> <li>Passing</li> <li>Catching</li> <li>Punting</li> <li>Tee Kicking</li> <li>Continuous Flag Tag</li> </ol> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>Name the Presidential Fitness Tests.</li> <li>What fitness components do the fitness tests measure?</li> <li>What can you do to improve your fitness scores?</li> </ul> <p><b>Fitness Testing</b></p> <ol style="list-style-type: none"> <li>Sit-ups</li> <li>Shuttle Run</li> <li>Sit and Reach</li> <li>½ Mile Run</li> <li>Arm Hang</li> </ol>	<p><b>Football</b></p> <ol style="list-style-type: none"> <li>Demonstrate a proper pass using the checklist as a guideline.</li> <li>Demonstrate proper catching technique.</li> <li>Pass and catch with a partner.</li> <li>Perform the two-step punt.</li> <li>Kick a football off a kicking tee.</li> <li>Put on flag football belts</li> <li>Play “Continuous Flag Tag”</li> <li>Play miscellaneous football lead-up games.</li> </ol> <p><b>Fitness Testing</b></p> <ol style="list-style-type: none"> <li>Discuss the Presidential Physical Fitness Test, and how it tests muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and speed/agility.</li> <li>Demonstrate how to perform each of the five areas of the test.</li> <li>Perform each of the tests.</li> </ol>	<p><b>Football</b></p> <p>LT1. I can identify all four parts of throwing correctly</p> <p>LT2. I can demonstrate three parts involved in punting a football.</p> <p>LT3. I can explain how to kick a football off a tee.</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p> <p><b>Fitness Testing</b></p> <p>LT1. I can name the Presidential Fitness Tests.</p> <p>LT2. I can explain what the fitness tests measure</p> <p>LT3. I will identify what I can do to improve my fitness scores</p>	<p><b>Football</b></p> <p>1.1.3.2 1.1.3.4 1.1.3.9 1.2.1.1 1.2.1.2 1.2.1.3 1.3.1.1 1.3.3.1 1.3.3.2 1.4.1.1 1.4.2.1 1.4.3.1 1.4.5.1 1.5.1.1 1.5.2.1 1.5.3.1</p> <p><b>Fitness Testing</b></p> <p>1.3.3.1 1.3.3.2 1.3.3.5 1.4.1.1 1.4.2.1 1.4.3.1 1.4.5.1 1.5.1.1 1.5.2.1 1.5.3.1</p>	<p><b>Football</b></p> <p>1-5, Teacher Observation</p> <p><b>CSA = FOOTBALL UNIT CSA = SKILLS TESTING</b></p> <p><b>CFA = SPORTSMANSHIP SELF ASSESSMENT</b></p> <p><b>Fitness Testing</b></p> <p>1-5 Fitness Tests</p> <ol style="list-style-type: none"> <li>Sit-ups</li> <li>Shuttle Run</li> <li>Sit and Reach</li> <li>½ Mile Run</li> <li>Arm Hang</li> </ol> <p>Self-Assessment on tests – at or above 50<sup>th</sup> Percentile</p> <p><b>CSA = Formal Test - Presidential Physical Fitness Test</b></p> <p>Comparison of results from previous year.</p> <p><b>CFA = FITNESS TEST PRACTICE</b></p>	<p><b>Football</b></p> <p>FOOTBALL UNIT <a href="http://www.pecentral.org">http://www.pecentral.org</a> www.pecentral.org</p> <p><b>Fitness Testing</b> President's Council on Physical Fitness Materials, 2014-2015 <a href="http://www.presidentschallenge.org/">www.presidentschallenge.org/</a></p>

November

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCE & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>Where should your hands be on the basketball when you are shooting?</i></li> <li>• <i>Give three tips for dribbling a basketball correctly.</i></li> <li>• <i>What are the three important parts of passing a basketball?</i></li> </ul> <p><b>Basketball</b></p> <ol style="list-style-type: none"> <li>1. Rules</li> <li>2. Dribbling</li> <li>3. Passing</li> <li>4. Shooting</li> <li>5. Lay-ups</li> <li>6. Game play</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>3. Pass with a partner, including bounce pass, chest pass, and overhead pass.</li> <li>4. Shoot using correct form.</li> <li>5. Demonstrate lay-up form.</li> <li>1-5.. Perform skill stations.</li> <li>6.. Play modified basketball games.</li> </ol>	<p><b>Basketball</b></p> <p>LT1. I can show where my hands should be on the basketball when I am shooting.</p> <p>LT2. I can identify three tips for dribbling a basketball correctly.</p> <p>LT3. I can demonstrate two ways to pass a basketball.</p> <p>LT4. • I will demonstrate sportsmanship and fair play.</p>	<p><b>Basketball</b></p> <p>1.1.3.5 1.2.1.1 1.2.1.2 1.2.1.3 1.3.1.1 1.3.1.1 1.3.3.1 1.3.3.2 1.4.1.1 1.4.2.1 1.4.3.1 1.4.5.1 1.5.1.1 1.5.2.1 1.5.3.1</p>	<p><b>Basketball</b></p> <p>Peer critique</p> <p>1-6 Teacher Observation and Correction of Technique</p> <p><b>CSA= BASKETBALL UNIT</b> <b>CSA = SKILLS TESTING</b></p> <p><b>CFA = SPORTSMANSHIP</b> <b>SELF ASSESSMENT</b></p>	<p><b>Basketball</b></p> <p>BASKETBALL UNIT</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p>

**December**

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li><i>Demonstrate basic calls in a scattered square dance.</i></li> <li><i>List basic moves in a line dance.</i></li> <li><i>List differences between a line dance and a scattered square dance.</i></li> </ul> <p><b>Rhythms / Dance</b></p> <ol style="list-style-type: none"> <li>Locomotor Skills</li> <li>Line Dance</li> <li>Aerobic Dance</li> <li>Square Dance</li> <li>Scatter Square Dance</li> <li>Cultural Dances</li> </ol>	<p><b>Rhythms / Dance</b></p> <p>1-6. Introduce locomotor movements, dance, rhythm and movement, as well as coordination, balance, and social aspects of dance.</p> <p>1-6. Learn cultural concepts related to the dances and songs performed.</p> <p>1-6. Learn and practice steps to many different dances, including line dances, folk dance, modern dance, cultural dances, aerobic dance, square dance etc.</p>	<p><b>Rhythms / Dance</b></p> <p>LT1. I will recognize basic calls in a scattered square dance.</p> <p>LT2. I can demonstrate basic moves in a line dance.</p> <p>LT3. I can list differences between a line dance and a square dance.</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p>	<p><b>Rhythms/Dance</b></p> <p>1.1.1.4</p> <p>1.2.1.1</p> <p>1.2.1.2</p> <p>1.2.1.3</p> <p>1.3.1.1</p> <p>1.3.3.1</p> <p>1.3.3.2</p> <p>1.4.1.1</p> <p>1.4.2.1</p> <p>1.4.3.1</p> <p>1.4.5.1</p> <p>1.5.1.1</p> <p>1.5.2.1</p> <p>1.5.3.1</p>	<p><b>Rhythms / Dance</b></p> <p>1-3 Teacher Observation</p> <p><b>CSA = DANCE UNIT CSA = SKILLS TESTING</b></p> <p><b>CFA= DANCE UNIT</b></p> <p><b>CFA = SPORTSMANSHIP SELF ASSESSMENT</b></p>	<p><b>Rhythms / Dance</b></p> <p>Various Dance Music CD's</p> <p>DANCE UNIT</p>

**January**

EQ & CONTENT	SKILLS	LEARNING TARGET	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i>  <i>Where should your hands be placed on a forward roll?</i></p> <ul style="list-style-type: none"> <li><i>Where should your hands be placed on a backward roll?</i></li> <li><i>Explain why a "triangle" is needed to do a tripod or headstand.</i></li> </ul> <p><b>Tumbling</b></p> <ol style="list-style-type: none"> <li>Animal Rolls and Walks</li> <li>Forward Rolls</li> <li>Backward Rolls</li> <li>Tripods/Headstands</li> <li>Cartwheels</li> </ol>	<p><b>Tumbling</b></p> <p>1-5. Introduce gymnastics and related skills and rules.            1-3. Tumble on mats in various ways, including egg roll, log roll, forward and backward rolls, etc.            1, 4, 5. Tumble on mats using animal walks, tripods, and headstands.</p>	<p><b>Tumbling</b></p> <p>LT1. I can demonstrate where my hands should be placed on a forward roll</p> <p>LT2. I can demonstrate where my hands should be placed on a backward roll.</p> <p>LT3. I can explain why a "triangle" is needed to do a tripod or headstand.</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p>	<p><b>Tumbling</b></p> <p>1.1.2.1            1.1.2.2            1.1.2.3            1.1.2.4            1.2.1.1            1.2.1.2            1.2.1.3            1.3.1.1            1.3.3.1            1.3.3.2            1.4.1.1            1.4.2.1            1.4.3.1            1.4.5.1            1.5.1.1            1.5.2.1            1.5.3.1</p>	<p><b>Tumbling</b></p> <p>1-3 Teacher Observation and Correction of Technique</p> <p><b>CFA=GYMNASTICS UNIT</b></p> <p><b>CFA = SPORTSMANSHIP SELF ASSESSMENT</b></p> <p><b>CSA = GYMNASTICS UNIT</b></p> <p><b>CSA = SKILLS TESTING</b></p>	<p><b>Tumbling</b></p> <p>GYMNASTICS UNIT</p>

February

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<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> <p><b>Floor Hockey</b></p> <ol style="list-style-type: none"> <li>1. Stick Handling</li> <li>2. Passing</li> <li>3. Receiving</li> <li>4. Shooting</li> <li>5. Goaltending</li> </ol>	<p><b>Floor Hockey</b></p> <p>1-5. Introduce floor hockey skills and related skills, stressing safety.</p> <p>1a. Stick-handle a puck/hockey ball without pressure.</p> <p>1b. Stick-handle a puck/hockey ball with pressure from a partner or group of defenders.</p> <p>2. Pass and receive a puck/hockey ball with a partner.</p> <p>4. Shoot against a goaltender.</p> <p>1-5. Play modified floor hockey games.</p>	<p><b>Floor Hockey</b></p> <p>LT1. I will demonstrate how I hold a hockey stick.</p> <p>LT2. I can demonstrate the difference between a forehand and a backhand</p> <p>LT3. I will list three cues needed to perform a good pass.</p> <p>LT4. I will demonstrate how a goalie should stand.</p> <p>LT5. I will demonstrate sportsmanship and fair play.</p>	<p><b>Floor Hockey</b></p> <p>1.1.3.13 1.2.1.1 1.2.1.2 1.2.1.3 1.3.1.1 1.3.3.1 1.3.3.2 1.4.1.1 1.4.2.1 1.4.3.1 1.4.5.1 1.5.1.1 1.5.2.1 1.5.3.1</p>	<p><b>Floor Hockey</b></p> <p>1-6 Teacher Observation and Correction of Technique</p> <p><b>CFA= FLOOR HOCKEY UNIT</b></p> <p><b>CSA = FLOOR HOCKEY UNIT</b></p> <p><b>CSA = SKILLS TESTING</b></p> <p><b>CFA = SPORTSMANSHIP SELF ASSESSMENT</b></p>	<p><b>Floor Hockey</b></p> <p>FLOOR HOCKEY UNIT</p>



**March**

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></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 serve a volleyball?</li> <li>What is the ready position?</li> </ul> <p><b>Volleyball</b></p> <ol style="list-style-type: none"> <li>Rules of volleyball</li> <li>Bumping</li> <li>Serving</li> <li>Scoring</li> </ol> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>Why do you use both hands in cupstacking?</li> <li>What are the different competition stacks?</li> <li>What can make you a faster cupstacker?</li> </ul> <p><b>Cupstacking</b></p> <ol style="list-style-type: none"> <li>Rules of cupstacking</li> <li>Different types of stacks</li> <li>Strategies</li> <li>Upstacking</li> <li>Downstacking</li> <li>Relays</li> </ol>	<p><b>Volleyball</b></p> <ol style="list-style-type: none"> <li>Discuss the rules of volleyball.</li> <li>2-3. Demonstrate proper form for bumping, and serving using a volley trainer.</li> <li>Bump volley trainer to a partner to catch it.</li> <li>Serve volleyball over a lowered net.</li> <li>Discuss scoring procedures for modified volleyball games.</li> <li>1-4. Play modified volleyball games.</li> </ol> <p><b>Cupstacking</b></p> <ol style="list-style-type: none"> <li>Introduce rules and strategies for cupstacking</li> <li>2.. Improve hand-eye coordination through continued practice of stacks and the cycle.</li> <li>3. Compete with partners or small groups for best times.</li> <li>4-5.. Upstack and downstack the 3-3-3, 3-6-3, 6-6, 1-10-1.</li> <li>6a. Compete against yourself using teacher timed challenges.</li> <li>6b. Perform relays using the various stacks.</li> </ol>	<p><b>Volleyball</b></p> <p>LT1. I can describe how your hands and arms should look when bumping a volleyball.</p> <p>LT2. I can list three cues needed for an underhand serve.</p> <p>LT3. I can demonstrate the ready position</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p> <p><b>Cupstacking</b></p> <p>LT1. I can explain why I use both hands in cupstacking</p> <p>LT2. I can list the different competition stacks</p> <p>LT3. I can identify three strategies to make me a faster cupstacker.</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p>	<p><b>Volleyball</b></p> <p>1.1.3.4 1.1.3.11 1.2.1.1 1.2.1.2 1.2.1.3 1.3.1.1 1.3.3.1 1.3.3.2 1.4.1.1 1.4.2.1 1.4.3.1 1.4.5.1 1.5.1.1 1.5.2.1 1.5.3.1</p> <p><b>Cupstacking</b></p> <p>1.2.1.1 1.2.1.2 1.2.1.3 1.3.3.1 1.3.3.2 1.4.1.1 1.4.2.1 1.4.3.1 1.4.5.1 1.5.1.1 1.5.2.1 1.5.3.1</p>	<p><b>Volleyball</b></p> <p>1-6 Teacher Observation and Correction of Technique</p> <p><b>CFA= VOLLEYBALL UNIT</b></p> <p><b>CSA = VOLLEYBALL UNIT</b></p> <p><b>CSA = SKILLS TESTING</b></p> <p><b>CFA = SPORTSMANSHIP SELF ASSESSMENT</b></p> <p><b>Cupstacking</b></p> <p>1-6 Teacher Observation and Correction of Technique</p> <p><b>CSA = CUPSTACKING UNIT</b></p> <p><b>CFA= CUPSTACKING UNIT</b></p> <p><b>CFA = SPORTSMANSHIP SELF ASSESSMENT</b></p>	<p><b>Volleyball</b></p> <p>VOLLEYBALL UNIT</p> <p><b>Cupstacking</b></p> <p>CUPSTACKING UNIT</p>

April

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>Name one strategy for staying safe while moving in space.</li> <li>Demonstrated safe and proper movements during indoor games.</li> <li>Give an example of good sportsmanship when playing our games.</li> </ul> <p><b>Indoor Games</b></p> <ol style="list-style-type: none"> <li>Safety</li> <li>Locomotor Movements</li> <li>Chasing, Fleeing, Dodging</li> </ol> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>Why is it important to step with your opposite foot when throwing?</li> <li>When hitting, why is it important to stand sideways to the pitcher?</li> <li>Explain why you should catch a softball with two hands.</li> </ul> <p><b>Ball Striking</b></p> <ol style="list-style-type: none"> <li>Rules of Baseball and Softball</li> <li>Throwing and Catching</li> <li>Hitting / Striking</li> <li>Fielding</li> </ol>	<p><b>Indoor Games</b></p> <ol style="list-style-type: none"> <li>Discuss safety while moving in space.</li> <li>Demonstrate safe and proper movement.</li> </ol> <ol style="list-style-type: none"> <li>Perform walk, jog, run, skip, hop, leap, gallop, slide on teacher's command.</li> <li>Perform chase, flee, tag, and dodge during tag games and miscellaneous activities.</li> </ol> <p>1-3. Develop strategies during games and activities.</p> <p><b>Ball Striking</b></p> <ol style="list-style-type: none"> <li>Introduce the sports of softball and baseball, including rules, skills, and their differences.</li> <li>Throw and catch with a partner using baseball gloves, including ground balls, pop flies, and regular throws.</li> <li>Practice hitting off of batting tees to fielders.</li> </ol> <p>1-4. Play modified games and lead-up games.</p>	<p><b>Indoor Games</b></p> <p>LT1. I can name one strategy for staying safe during an indoor game.            LT2. I will demonstrate the proper skills needed to play and stay safe during indoor games.            LT3. I can give an example of good sportsmanship when playing our games.            LT4. I will demonstrate sportsmanship and fair play.</p> <p><b>Ball Striking</b></p> <p>LT1. I can explain why it is important to step with my opposite foot when throwing.            LT2. I can explain why is it important to stand sideways to the pitcher when hitting.            LT3. I can explain why I should catch a softball with two hands.            LT4. I will demonstrate sportsmanship and fair play.</p>	<p><b>Indoor Games</b></p> <p>1.1.3.1            1.1.3.2            1.1.3.4            1.1.3.11            1.1.3.13            1.1.3.16            1.1.3.17            1.2.1.1            1.2.1.2            1.2.1.3            1.3.1.1            1.3.2.1            1.3.3.1            1.3.3.2            1.4.1.1            1.4.2.1            1.4.3.1            1.4.5.1            1.5.1.1            1.5.2.1            1.5.3.1</p> <p><b>Ball Striking</b></p> <p>1.1.3.1            1.1.3.2            1.2.1.1            1.2.1.2            1.2.1.3            1.3.3.1            1.3.3.2            1.4.1.1            1.4.2.1            1.4.3.1            1.4.5.1            1.5.1.1            1.5.2.1            1.5.3.1</p>	<p><b>Indoor Games</b></p> <p>1-5. Observation, Q&amp;A  <b>CSA = LOCOMOTOR ASSESSMENTS</b></p> <p><b>CFA = LOCOMOTOR ASSESSMENTS</b></p> <p><b>Ball Striking</b></p> <p>1-4 Teacher Observation and Correction of Technique</p> <p><b>CFA =BALL STRIKING UNIT</b></p> <p><b>CSA = BALL STRIKING UNIT</b>  <b>CSA = SKILLS TESTING</b></p> <p><b>CFA = SPORTSMANSHIP SELF ASSESSMENT</b></p>	<p><b>Indoor Games</b></p> <p>LOCOMOTOR ASSESSMENTS</p> <p><b>Ball Striking</b></p> <p>BALL STRIKING UNIT</p>

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May

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>Name the Presidential Fitness Tests.</li> <li>What fitness components do the fitness tests measure?</li> <li>What can you do to improve your fitness scores?</li> </ul> <p><b>Fitness Testing</b></p> <ol style="list-style-type: none"> <li>Sit-ups</li> <li>Shuttle Run</li> <li>Sit and Reach</li> <li>½ Mile Run</li> <li>Arm Hang</li> </ol> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>Describe the components of a relay.</li> <li>What is a "scratch" in the long jump?</li> <li>What is an important strategy in running a distance race?</li> <li>What is the best running strategy when running over a hurdle?</li> </ul> <p><b>Track and Field</b></p> <ol style="list-style-type: none"> <li>Relays</li> <li>Individual Races</li> <li>Hurdles</li> <li>Field Events</li> </ol>	<p><b>Fitness Testing</b></p> <p>1-5. Discuss the Presidential Physical Fitness Test, and how it tests muscle strength, muscle endurance, cardiorespiratory endurance, flexibility, and speed/agility.</p> <p>1-5. Demonstrate how to perform each of the five areas of the test.</p> <p>1-5. Perform each of the tests.</p> <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 relays in small groups at increasing distances, using proper hand-off technique.</li> <li>Run several dashes of increasing distances.</li> <li>Run hurdle races</li> <li>Jump for distance (long jump).</li> <li>Throw a softball and frisbee for distance.</li> <li>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>Fitness Testing</b></p> <p>LT1. I can name the Presidential Fitness Tests.</p> <p>LT2. I can explain what the fitness tests measure</p> <p>LT3. I can identify what I can do to improve your fitness scores</p> <p>LT4. I will demonstrate sportsmanship and fair play.</p> <p><b>Track and Field</b></p> <p>LT1. I can describe the components of a relay.</p> <p>LT2. I can identify what a "scratch" is in the long jump</p> <p>LT3. I can name an important strategy in running a distance race.</p> <p>LT4. I can describe the best running strategy when running over a hurdle?</p> <p>LT5. I will demonstrate sportsmanship and fair play.</p>	<p><b>Fitness Testing</b></p> <p>1.3.3.1 1.3.3.2 1.3.3.5 1.4.1.1 1.4.2.1 1.4.3.1 1.4.5.1 1.5.1.1 1.5.2.1 1.5.3.1</p> <p><b>Track and Field</b></p> <p>1.2.1.1 1.2.1.2 1.2.1.3 1.3.1.1 1.3.2.1 1.3.3.1 1.3.3.2 1.4.1.1 1.4.2.1 1.4.3.1 1.4.5.1 1.5.1.1 1.5.2.1 1.5.3.1</p>	<p><b>Fitness Testing</b></p> <p>1-3 Fitness Tests</p> <ol style="list-style-type: none"> <li>Sit-ups</li> <li>Shuttle Run</li> <li>Sit and Reach</li> <li>½ Mile Run</li> <li>Arm Hang</li> </ol> <p>Self-Assessment on tests – at or above 50<sup>th</sup> Percentile</p> <p><b>CFA = Formal Test - Presidential Physical Fitness Test</b></p> <p><b>CSA = Formal Test - Presidential Physical Fitness Test</b></p> <p>Comparison of results from previous year</p> <p><b>Track and Field</b></p> <p>1-8 Teacher Observation</p> <p><b>CSA = TRACK AND FIELD</b> <b>CSA = SKILLS TESTING</b> <b>CFA = TRACK AND FIELD</b> <b>CFA = SPORTSMANSHIP SELF ASSESSMENT</b></p>	<p><b>Fitness Testing</b></p> <p>President's Council on Physical Fitness Materials, 2009-2010</p> <p><a href="http://www.presidentschallenge...www.presidentschallenge.org/">http://www.presidentschallenge...www.presidentschallenge.org/</a></p> <p><b>Track and Field</b></p> <p>TRACK AND FIELD</p> <p><a href="http://www.pcentral.org%3cbr%3ewww.pcentral.org">http://www.pcentral.org%3cbr%3ewww.pcentral.org</a></p> <p><b>Outdoor Games</b></p> <p>OUTDOOR GAMES UNIT</p>

<p>5. Track and Field Day <i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>Name one strategy for staying safe while moving in space.</i></li> <li>• <i>Demonstrated safe and proper movements during outdoor games.</i></li> <li>• <i>Give an example of good sportsmanship when playing our games.</i></li> </ul> <p><b>Outdoor Games</b></p> <ol style="list-style-type: none"> <li>1. Bocce Ball</li> <li>2. Frisbee toss and catch</li> <li>3. Scoop throw and catch</li> <li>4. Paddles</li> </ol>	<p><b>Outdoor Games</b></p> <ol style="list-style-type: none"> <li>1. Learn bocce ball rules, scoring, and strategies.</li> <li>2. Play bocce ball with a group of students.</li> <li>3. Practice throwing and catching to a partner with scoops and frisbees.</li> <li>4. Participate in individual activities using scoops, zballs, and paddles.</li> </ol>	<p><b>Outdoor Games</b></p> <p>LT1. I can name one strategy for staying safe while moving in space.</p> <p>LT2. I can demonstrate safe and proper movements during outdoor games.</p> <p>LT3. I will demonstrate sportsmanship and fair play.</p>	<p><b>Outdoor Games</b></p> <p>1.1.3.4 1.2.1.1 1.2.1.2 1.2.1.3 1.3.1.1 1.3.2.1 1.3.3.1 1.3.3.2 1.4.1.1 1.4.2.1 1.4.3.1 1.4.5.1 1.5.1.1 1.5.2.1 1.5.3.1</p>	<p><b>Outdoor Games</b></p> <p>1-4. Teacher Observation</p> <p><b>CSA = OUTDOOR GAMES</b></p> <p><b>CFA = OUTDOOR GAMES</b></p> <p><b>CFA = SPORTSMANSHIP SELF ASSESSMENT</b></p>	
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