

Teacher: CORE P.E. Grade 1

Year: 2010-11

Course: P.E. Grade 1

Month: All Months

S e p t e m b e r	LOCOMOTOR SKILLS							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	How do locomotor skills help you to be healthy? How does moving improve your fitness?	Moving through Space Weight Transfer	Running Hopping Jumping Skipping Leap Walk Gallop	Gallop: one foot in front stays there Skip: hop-step - change your hopper Hop: 1 foot - 1 foot - 1 foot - other foot, other foot Leap: one foot in foot - stays there- then both feet off ground at same time	Teacher observation and correction, peer assessment 10/1/2010	Warmup		PE.E.01.PI.A.03 PHYSICAL EDUCATION ~ demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement
		<ul style="list-style-type: none"> <li>Balance</li> <li>Base of Support</li> <li>Body Control</li> <li>Center of Gravity</li> <li>Spatial Awareness</li> </ul>		Coordination				PE.E.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL

ACTIVITY,  
AND  
MAINTAIN  
PERSONAL  
HEALTH.

**CHASING AND DODGING**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Spatial awareness chasing/fleeing/dodging jumping/landing skipping/galloping hopping/leaping balancing	Spatial awareness through locomotive movement. Large group teacher directed seven loco-motor skills. Movement education activities for static balancing. For example balancing on one,two,three body parts.					PE.E.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.E.01.P1.A.03 PHYSICAL EDUCATION ~ demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement



dribbling  
relays

**MOVEMENT AND MUSIC**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Tumbling, tinikiling, jump rope	Tumbling: Forward roll, cartwheels, mule kick, log/egg roll, bridges Tinikiling: lummmi, keeping time and rythme with sticks Jump rope : poetic rythme and music		Teacher Observation 10/1/2010			PE.E.01.PI.A.02 PHYSICAL EDUCATION ~ develop physical fitness skills through regular practice, effort, and perseverance

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**DRIBBLING**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Dribbling: -Stationary -Moving	Dribbling- Basketball - emphasis on fingertip control -develop hand/ eye coordination  Dribbling- Soccer -emphasis on foot control -develop foot/eye		Teacher Observation, correction, peer assessment and self assessment 10/31/2010			PE.E.01.PI.A.01 PHYSICAL EDUCATION ~ participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area PE.E.01.PI.A.03 PHYSICAL EDUCATION ~ demonstrate mastery of

		coordination					fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement
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**THROWING AND CATCHING**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does throwing and catching help you develop eye-hand coordination	Throwing: -underhand -overhand	Execute point-step-throw procedure (point to target; step with same foot as pointing hand; throw with opposite hand) Throw underhand at least 2 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy Demonstrate ball releasing skills (fast, slow)					PE.E.02.PI.A.05 PHYSICAL EDUCATION ~ demonstrate care, consideration, and respect of self and others during physical activity. PE.E.01.PI.A.01 PHYSICAL EDUCATION ~ participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area PE.E.01.PI.A.02 PHYSICAL EDUCATION ~ develop physical fitness skills through regular practice, effort, and perseverance

	<p>Catching: -Hand/Eye Coordination -1 and 2- Handed</p>	<p>Focus on object being tossed to student while reaching out to catch object</p> <p>Catch 2-handed when object is tossed from at least 4 feet away</p> <p>Catch 1-handed when object is tossed from at least 4 feet away</p> <p>Juggle up to 2 objects using criss-cross pattern across midline</p>						
		<p>Strike objects using striking forces (e.g., teeball bat, hand, hockey stick)</p> <p>Hit ball off tee emphasizing</p>						

		<p>eye on ball and seeing ball and stick contact</p> <p>Toss ball with self by striking upward with 1 and 2 hands to keep ball in the air</p>							
		<p>Rolling-Execute point, step, bend, roll</p> <p>Roll ball for distance and maximum contact with floor</p> <p>Roll ball at target for accuracy</p>							
How does throwing and catching help you develop eye-hand coordination	Throwing: -underhand -overhand	<p>Execute point-step-throw procedure (point to target; step with same foot as pointing hand; throw with opposite hand)</p> <p>Throw</p>						<p>PE.E.02.P1.A.05 PHYSICAL EDUCATION ~ demonstrate care, consideration, and respect of self and others during physical activity.</p> <p>PE.E.01.P1.A.01 PHYSICAL EDUCATION ~ participate in</p>	

		<p>underhand at least 2 feet at a target for accuracy</p> <p>Throw overhand at least 5 feet at a target for accuracy</p>					<p>physical activities (games, sports, exercises) that provide conditioning for each fitness area PE.E.01.P1.A.02</p> <p>PHYSICAL EDUCATION ~ develop physical fitness skills through regular practice, effort, and perseverance</p>
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**KICKING**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	<p>Kicking:</p> <ul style="list-style-type: none"> <li>-Different Parts of Foot</li> <li>-Accuracy</li> <li>-Distance</li> </ul>	<p>Kick objects using 4 parts of foot-Inside</p> <p>-Outside</p> <p>-Toe</p> <p>-Top (punt)</p> <p>Kick objects aimed at target for accuracy</p> <p>Kick objects at least 30 feet</p>					

**STRIKING**



Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Striking: --Stationary Objects --Hand/Eye Coordination --Moving Objects	Strike objects using striking forces (e.g., teeball bat, hand, hockey stick) Hit ball off tee emphasizing eye on ball and seeing ball and stick contact  Toss ball with self by striking upward with 1 and 2 hands to keep ball in the air					

**ROLLING**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Rolling: - Balls	Rolling-Execute point, step, bend, roll  Roll ball for distance and maximum contact with floor					

		Roll ball at target for accuracy							
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November

**COOPERATIVE GAMES**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do games help us to be physically fit? How do games help you learn how to work together	Obstacle/scooter relays Parachute <ul style="list-style-type: none"> <li>Keep away</li> <li>Teamball</li> <li>Prisoners Base</li> <li>Tag</li> <li>Pin Ball</li> <li>Pin Kickball</li> <li>Short Stick Hockey</li> </ul>	Obstacle/ scooter activities with partners and large groups Parachute activities <ul style="list-style-type: none"> <li>Accuracy</li> <li>Throwing</li> <li>Catching</li> <li>Kicking</li> <li>Striking</li> <li>Team Concepts</li> <li>Cooperation</li> </ul>		Teacher Observation 12/1/2010 Team and Individual Discussion 12/1/2010			PE.E.02.PI.A.03 PHYSICAL EDUCATION ~ work constructively with others to accomplish a variety of goals and tasks

**EYE FOOT COORDINATION: KICKING**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	-Discussion about what what part of foot is used -using eyes, watching foot contact ball(implement) Differences in results of kicking (dribble,	Kicking -Inside of foot -Long kick -Dribble -Passing -Accuracy Games Kicking ball tag Chase,step		Teacher Observation 12/1/2010 Group Question answer 12/1/2010 Small group demonstration 12/1/2010			

	punt.pass) -	tag Obstacle Course Kicking Partner Passing (kicking)						
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**TUMBLING**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does tumbling improve our movement skills?	Safety Forward Roll Egg Rolls Log rolls Candelsticks	Two hands always on the ground NO backward rolls		Teacher guided questions 12/31/2010 Teacher Observation 12/31/2010			
How does tumbling help our game skills?	Round Off 3 item Routine	Chin on the chest Never balancing on head only Teacher spotting for back rolls					

**CLIMBING ACTIVITIES**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is climbing? What muscles do you use to climb? What can you climb on? What is a safe climb?	Students will demonstrate competency in a variety of climbing activities. Student will demonstrate how to use each piece of climbing	Proper hand and foot positioning on each piece of equipment (cargo net, climbing wall, mountain, ladders, and monkey	Body Position (X Shape) Hands and Feet position safety and awarness Climb ACROSS Climb Down	CLIMBING ACTIVITIES 12/31/2010	CLIMBING ACTIVITIES		PE.E.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND

	<p>equipment correctly and safely. To help students gain confidence, have fun and maintain fitness through climbing.</p>	<p>bars. Hand over hand. Hand under hand. Taking turns. Landing with two feet wide apart.</p>				<p>MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH.  PE.E.01.PI.A.01  PHYSICAL EDUCATION ~ participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area  PE.E.01.PI.A.02  PHYSICAL EDUCATION ~ develop physical fitness skills through regular practice, effort, and perseverance  PE.E.01.PI.A.03  PHYSICAL EDUCATION ~ demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement  PE.E.01.PI.A.04  PHYSICAL EDUCATION ~</p>
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							<p>understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition)</p> <p>PE.E.01.PI.A.05 PHYSICAL EDUCATION ~ demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness</p> <p>PE.E.01.PI.A.06 PHYSICAL EDUCATION ~ understand the relationship between physical activity and individual well being.</p> <p>PE.E.02.PI.A.01 PHYSICAL EDUCATION ~ contribute to a</p>
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							safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities PE.E.02.PI.A.02 PHYSICAL EDUCATION ~ come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment PE.E.02.PI.A.03 PHYSICAL EDUCATION ~ work constructively with others to accomplish a variety of goals and tasks
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**KEEP AWAY ~ Keep Away**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does the simple game of Keep Away apply to most Team Sports?	Intro to team sport.	Throwing Catching Team awareness		Team Discussion 1/31/2011 Teacher Guided question after Team Discussion 1/31/2011			

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**Games Of Low Organization**

Essential	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
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u a r y	Questions							
	How do GAMES OF LOW ORGANIZATION influence Life Skills?	Tag 2 deep 3 deep Mr. Fox Shark Attack Individual Competions	Running Tagging appropriately Following directions Counting		Teacher Observation 3/3/2011			

M a r c h	FITNESS							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	How does Fitness affect our daily lives?	Cardiovascular Fitness Upperbody Strength Lowerbody Strength Flexibility	Locomotor warm ups Upperbody warmups Lowerbody warmups Flexibility warmups Partner Activities Games of Low Organization Basic skills - kicking throwing striking		Teacher Observation 3/31/2011 Student partner observation 3/31/2011			PE.E.01.PI.A.04 PHYSICAL EDUCATION ~ understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition)

A p r i l	Ropes and Rings							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	How does climbing the ropes improve upperbody strength?	Climbing Swinging Station Strength Safety	Climbing the Stationary Rope - Coordinating hands and legs		Teacher Observation 5/1/2011 Class discussion before and after activity			PE.E.02.PI.A.01 PHYSICAL EDUCATION ~ contribute to a safe and healthy environment by observing safe

<p>How does swinging on the ropes improve our strength. How does using the rings help us to get stronger?</p>		<p>-Climb up - climb down -Do not slide down -Spotter (rope holder) -Set a height limit if applicable</p> <p>Swinging on the Ropes -Swing out land on the mat - on your feet -Hand the rope to the next person</p> <p>Inverted strength skills on the stationary rings i.e. Skin the Cat Teacher spotting participation required</p> <p>Matting required</p>		5/1/2011			<p>conditions for games, recreation, and outdoor activities PE.E.02.PI.A.03 PHYSICAL EDUCATION ~ work constructively with others to accomplish a variety of goals and tasks PE.E.02.PI.A.04 PHYSICAL EDUCATION ~ know how injuries from physical activity can be prevented or treated</p>
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May

Stations

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
<p>How does using stations reinforce the skills we learn during the school</p>	<ol style="list-style-type: none"> <li>1. climbing</li> <li>2. swinging</li> <li>3. locomotor</li> <li>4. throwing</li> <li>5. catching</li> <li>6. eye-foot coordination</li> </ol>	<ul style="list-style-type: none"> <li>• Transverse wall climbing</li> <li>• rope swinging</li> <li>• target throwing</li> <li>• partner</li> </ul>		<p>Teacher observation for the daily station 5/31/2011 Teacher observation for the</p>			<p>PE.E.01.PI.A.03 PHYSICAL EDUCATION ~ demonstrate mastery of fundamental motor, non-locomotor, and</p>



year?	7. Hand-eye coordination 8. group game	<ul style="list-style-type: none"> <li>catch changing stations using locomotor skills</li> <li>kicking</li> <li>juggling</li> <li>tag</li> </ul>		yearlong learning 5/31/2011			manipulative skills, and understand fundamental principles of movement PE.E.02.PI.A.03 PHYSICAL EDUCATION ~ work constructively with others to accomplish a variety of goals and tasks
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**J** Outdoor Activities

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do outdoor activities give skills an added advantage?	<ul style="list-style-type: none"> <li>Running</li> <li>Catching</li> <li>Throwing</li> <li>Team Game</li> <li>Sticking</li> </ul>	<ul style="list-style-type: none"> <li>Partner Race</li> <li>Partner Catching</li> <li>Throwing for distance</li> <li>Soccer</li> <li>Hitiing ball off tee ball</li> <li>Tag</li> <li>Football</li> </ul>		Teacher Observation 6/1/2011			PE.E.02.PI.A.01 PHYSICAL EDUCATION ~ contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activitie PE.E.02.PI.A.03 PHYSICAL EDUCATION ~ work constructively with others to accomplish a variety of goals and tasks