

Teacher: CORE P.E. Grade 4

Year: 2010-11

Course: P.E. Grade 4

Month: All Months

A u g u s t	Cooperative Skills/Games/Challenges ~ Pre Start of school check list.							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Creative Games rules Social Skills Personal Management Skills	-Play according to game rules and safety procedures					PE.E.C PERS HEAL FITNE STUD WILL
	q	Self Control	-Identify orally					THE NECE
	q	Respect for others	importance of group cooperation					KNOV AND TO ES
	q	Safety	-Identify orally					AND MAIN
	q	Respect for individual difference	orally two community resources					PHYS FITNE PART
	q	Decision making	-State in writing two strategies					IN PH ACTI
	q	Self Accountability	and/or problem solving abilities					AND MAIN PERS HEAL
	q	Communication						PE.E.C PHYS
	q	Problem solving						PHYS EDUC
	q	Courage						partici physic activit
	q	Collaboration						(game exerci
	q	Honesty/Fairness						provid condit
	q	Cooperation/Teamwork						each f
	q	Ethics						PE.E.C
	q	Competition						PHYS EDUC
	q	Conflict resolution						demon

q Leadership/Followership						master
q Diligence						fundam
q Trust						motor,
q Perseverance						locom
q Initiative						manip
Personal Fitness and Wellness						skills,
Cardiovascular Endurance						unders
Flexibility						fundam
Muscular Strength & Endurance						princip
Skill Related Fitness						mover
q None						PE.E.(
q Upper body						PHYS
q Upper body						EDUC
q Balance						unders
q 2 minutes						effects
q Midsection						activit
q Midsection						body,
q Coordination						associ
q 5 minutes						inactiv
q Lower body						the ba
q Lower body						compo
q Agility						health
						fitness
						(cardio
						muscle
						muscle
						endura
						flexibi
						body
						compo
						PE.E.(
						PHYS
						EDUC
						unders
						relatio
						betwe
						activit
						indivio
						being.
						PE.E.(
						PHYS
						EDUC
						come
						and pr
						approp
						partici

	<p>q 10 minutes</p> <p>q Reaction Time</p> <p>q 10+ minutes</p> <p>q Speed</p> <p>q Power</p> <p>Activity(s): Activity(s): Activity(s): Activity(s):</p> <p>MOTOR/MANIPULATION SKILLS</p> <p>Movement</p> <p>Manipulation</p> <p>Striking_____</p> <p>q Stretching</p> <p>q Blocking</p> <p>q Kicking</p> <p>q Juggling</p> <p>q Striking with a _____</p> <p>q Running</p> <p>q Guarding</p> <p>q Throwing</p> <p>q Setting up</p> <p>q Catching with a _____</p>						<p>specta</p> <p>behavi</p> <p>produc</p> <p>and po</p> <p>enviro</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>work</p> <p>constr</p> <p>with o</p> <p>accom</p> <p>variety</p> <p>and ta</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>demon</p> <p>care,</p> <p>consid</p> <p>and re</p> <p>self an</p> <p>during</p> <p>activit</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>know</p> <p>resour</p> <p>availa</p> <p>home</p> <p>comm</p> <p>opport</p> <p>partici</p> <p>enjoy</p> <p>of phy</p> <p>activit</p> <p>leisure</p>
--	---	--	--	--	--	--	---

q Skipping
q Climbing
q Catching
q Other _____

q Blocking with a

q Dodging
q Tumbling
q Trapping
q Other _____

q Other

q Jumping
q Other _____
q Dribbling
q Pivoting
q Other _____

q Serving
q Starting
q Rebounding

q Change of direction
Social Skills

Personal Management Skills

q Self Control

q Respect for others						
q Safety						
q Respect for individual difference						
q Decision making						
q Self Accountability						
q Communication						
q Problem solving						
q Courage						
q Collaboration						
q Honesty/Fairness						
q Cooperation/Teamwork						
q Ethics						
q Competition						
q Conflict resolution						
q Leadership/Followership						
q Diligence						
q Trust						
q Perseverance						
q Initiative						
Personal Fitness and Wellness						
Cardiovascular Endurance						
Flexibility						

Muscular Strength & Endurance

Skill Related Fitness

q None

q Upper body

q Upper body

q Balance

q 2 minutes

q Midsection

q Midsection

q Coordination

q 5 minutes

q Lower body

q Lower body

q Agility

q 10 minutes

q Reaction Time

q 10+ minutes

q Speed

q Power

Activity(s): Activity(s): Activity(s):

Activity(s):

**MOTOR/MANIPULATION
SKILLS**

Movement

Manipulation

Striking _____

q Stretching

q Blocking

q Kicking

q Juggling

q Striking with a

q Running

q Guarding

q Throwing

q Setting up

q Catching with a

q Skipping

q Climbing

q Catching

q Other _____

q Blocking with a

q Dodging

q Tumbling

q Trapping

q Other _____

q Other

q Jumping

q Other _____

q Dribbling

q Pivoting

q Other _____

q Serving

q Starting

q Rebounding

q Change of direction

Locomotor

Nonmanipulative

Manipulative

Walking

Running

Hopping

Skipping

Galloping

Sliding

Chasing, fleeing, and dodging

Turning

	<p>Twisting</p> <p>Rolling</p> <p>Balancing</p> <p>Transferring Weight</p> <p>Jumping and Landing</p> <p>Stretching</p> <p>Curling</p> <p>Throwing</p> <p>Catching and collecting</p> <p>Kicking</p> <p>Punting</p> <p>Dribbling</p> <p>Volleying</p> <p>Striking with rackets</p> <p>Striking with long handled implements</p>						
	<p>Group Challenges</p>	<p>Through participation in group activity, students will demonstrate:</p> <ul style="list-style-type: none"> -compassion -trust -citizenship -respect <p>Participate in stunts and challenges in</p>					

		group settings: amoeba tag, knots, group juggling, equipment challenge, partner and small group balances. Students will recognize leadership versus followership relationship.					
	Individual Challenges	Through participation in individual challenges, students will demonstrate: -decision making -problem solving -honesty -self-confidence -low risk taking behaviors -higher risk taking behaviors					

S
e
p
t
e
m
b
e
r

SOCCER

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	1.passing 2.dribbling 3.shooting 4.trapping 5.positional play	1. stationary passing with a partner and trapping 2. passing while moving					

		3. dribbling through stationary objects 4. shooting at a target with dominant foot 5. spatial awareness during play 6. goalie strategies - proper use of hands, positioning in the goal area, punting and throwing. 7. display of proper sportsmanship during play					
--	--	--	--	--	--	--	--

COOPERATIVE GAMES

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do I need to do to solve a problem? What is sportsmanship?	Responsibility of a group member Positive behavior and language in a winning/losing situation What does positive sportsmanship look like? Skill Grade Overhand Throw- Cues:	Build community within class Problem solving Conflict resolution Accepts responsibility in group situations Accepts differences of others in the group situations		Teacher questions and observation 10/1/2010			PE.E.C PERSONAL HEALTH FITNESS STUDENT WILL THE NECESSARY KNOWLEDGE AND SKILLS TO ENGAGE AND MAINTAIN PHYSICAL FITNESS PARTICIPATE IN PHYSICAL ACTIVITY

		<p>Step with opposition, side to target, elbow at 90 degree, follow through across body.</p> <p>K</p> <p>Uses at least two cues when prompted in station activities.</p> <p>1</p> <p>All cues used in station activities-when prompted.</p> <p>2</p> <p>All cues used in station, lead-up or game situation.</p> <p>Uses the skill for a variety of purposes.Can throw within range of intended target.</p> <p>3</p> <p>All cues used in authentic game</p>						<p>AND MAIN PERS HEAL PE.E.C PHYS EDUC partici physic activit (game exerci provid condit each f PE.E.C PHYS EDUC develo fitness through practic and pe PE.E.C PHYS EDUC demon master fundam motor. locom manip skills, unders fundam princip mover PE.E.C PHYS EDUC unders effects activit body, associ inactiv</p>
--	--	---	--	--	--	--	--	---

	<p>situation.</p> <p>Uses the skill for a variety of purposes.Can throw accurately to a stationary target.</p> <p>4</p> <p>All cues used in authentic game situation with fluidity.</p> <p>Examples of authentic situations include:</p> <p>Uses the skill for a variety of purposes.Can throw accurately to a stationary target.</p> <p>5</p> <p>All cues used in authentic game situation with fluidity.</p> <p>Examples of authentic situations include:</p> <p>Can throw a leading pass overhand to a moving</p>							<p>the ba compo health fitness (cardio muscle muscle endura flexibi body compo PE.E.C PHYS EDUC demon assess fitness perfor exerci activit to each related compo establi person impro fitness PE.E.C PHYS EDUC unders relatio betwe activit indivi being. PE.E.C PHYS EDUC contrib safe an enviro observ condit games recrea</p>
--	--	--	--	--	--	--	--	--

partner. Uses the skill for a variety of purposes. Can throw on the moveCan throws with force appropriate for purpose.Can throw accurately to a target.

outdoor
PE.E.(
PHYS
EDUC
come
and pr
appropri
partici
specta
behavi
produc
and po
enviro
PE.E.(
PHYS
EDUC
work
constr
with o
accom
variety
and ta
PE.E.(
PHYS
EDUC
know
injurie
physic
can be
or trea
PE.E.(
PHYS
EDUC
demon
care,
consid
and re
self an
during
activit
PE.E.(
PHYS
EDUC
know
resour
availa

							home comm opport partici enjoy of phy activit leisure PE.E.C PHYS EDUC demon ability the dec makin to phy activit
--	--	--	--	--	--	--	---

BASIC MOVEMENTS

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.C PERSONAL HEALTH FITNESS STUDENT WILL THE NECESSARY KNOW AND TO EST AND MAIN PHYS FITNESS PART IN PH ACTI AND MAIN PERSONAL HEALTH PE.E.C PHYS

									EDUC demon master fundam motor. locom manip skills, unders fundam princip mover PE.E.C PHYS EDUC unders effects activit body, associ inactiv the ba compo health fitness (cardio muscle muscle endura flexibi body compo

O
c
t
o
b
e
r

BASKETBALL 1

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	1. Dribbling 2. shooting 3. passing - chest and bounce 4. defensive	1. stationary dribbling with right and left hand 2. dribbling					

	<p>strategies - man to man 5. offensive strategies - screen and roll 6. understand rules for a modified game 7. pivot foot</p> <p>Locomotor Nonmanipulative Manipulative Walking Running Hopping Skipping Gallop Sliding Chasing, fleeing, and dodging Turning Twisting Rolling Balancing Transferring Weight Jumping and Landing Stretching Curling Throwing Catching and collecting Kicking Punting Dribbling Volleying Striking with rackets Striking with long handled implements</p>	<p>while moving 3. perform chest and bounce pass with a partner while stationary 4. dribbling - pivoting - passing to a moving target 5. shooting - lay up, block jumper, and jump shot 6. participate in modified games - 1v1, 2v2, 3v3, PIG, knockout 7. demonstrate good sportsmanship</p>					
--	--	--	--	--	--	--	--

Basketball 2

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What are the boundaries	Body Awareness	cooperate and play a small		self assessment			PE.E.C PERS

<p>and starting areas for basketball? What are the point values of baskets in basketball? What are the basic rules of this game? What are your positions for offense and defense? What are some modifications we could use in this game?</p>	<p>eye-hand coordination locomotor and non-locomotor movement Movement concepts Effort fitness manipulative skills safety social skills Spatial Awareness</p>	<p>group game using passing, receiving and shooting toward an appropriate height goal dribble and pass in a small group keep away game dribble and keep the ball away from an opponent in a 1 on 1 situation shoot toward an appropriate height goal from different distances travel, dribble and pivot on one foot to begin dribbling in another direction dribble and change from one speed to another without stopping dribble and smoothly change from one direction to another without stopping dribble continuously</p>	<p>10/31/2010</p>				<p>HEAL FITNE STUD WILL THE NECE KNOW AND TO ES AND MAIN PHYS FITNE PART IN PH ACTI AND MAIN PERS HEAL PE.E. PHYS EDUC partici physic activit (game exerci provid condit each f PE.E. PHYS EDUC develo fitness throug practic and pe PE.E. PHYS EDUC demon master fundar motor.</p>
--	--	--	-------------------	--	--	--	--

		<p>while stopping and starting traveling at the signal dribble and pass in a small-sided game keep-away situation</p> <p>move in order to throw to a stationary partner while being guarded in small group keep-away situation</p>					<p>locomotion</p> <p>manipulation skills, understanding fundamental principles of movement</p> <p>PE.E.C.1</p> <p>PHYSICAL EDUCATION</p> <p>understanding effects of physical activity on the body, associated with inactivity</p> <p>the basic components of health and fitness (cardiovascular, muscle strength, muscle endurance, flexibility)</p> <p>body composition</p> <p>PE.E.C.1</p> <p>PHYSICAL EDUCATION</p> <p>demonstrate and assess fitness performance</p> <p>exercise activities related to each component</p> <p>establish personal fitness improvement</p> <p>fitness</p> <p>PE.E.C.1</p> <p>PHYSICAL EDUCATION</p>
--	--	--	--	--	--	--	---

								PE.E.C PHYS EDUC demon care, consid and re self an during activit PE.E.C PHYS EDUC know resour availab home comm opport partici enjoy of phy activit leisure PE.E.C PHYS EDUC demon ability the de makin to phy activit
--	--	--	--	--	--	--	--	---

PERSONAL PERFORMANCE*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Throwing: -Underhand -Overhand	Execute point-step-throw procedure (point to target; step with same foot as					PE.E.C PHYS EDUC demon care, consid and re self an

		<p>pointing hand; throw with opposite hand) Throw 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>during activities PE.E.(1) PHYSICAL EDUCATION participate in physical activities (games, exercises, etc.) provide appropriate conditions for each fitness activity PE.E.(2) PHYSICAL EDUCATION develop fitness through practice and perseverance</p>
	<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 Catch 1-handed when object is tossed from at least 4 feet away</p> <p>Juggle up to 2 objects</p>					

		using criss-cross pattern across midline					
	Kicking: -Different Parts of Foot -Accuracy -Distance	Kick objects using 4 parts of foot -Inside -Outside -Toe -Top (punt) Kick objects aimed at target for accuracy Kick objects at least 30 feet					
	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					
	Dribbling:	Dribbling-					

	-Stationary -Moving	Basketball - emphasis on fingertip control -develop hand/ eye coordination Dribbling- Soccer -emphasis on foot control -develop foot/eye coordination					
	Rolling: - Balls	Rolling- Execute point, step, bend, roll Roll ball for distance and maximum contact with floor Roll ball at target for accuracy					

N
o
v
e
m
b
e
r

COOPERATIVE GAMES

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do I need to do to solve a problem? What is sportsmanship?	Responsibility of a group member Positive behavior and language in a winning/losing	Build community within class Problem solving Conflict resolution		Teacher questions and observation 12/1/2010			PE.E.C PERS HEAL FITNE STUD WILL THE

	<p>situation What does positive sportsmanship look like? Skill</p> <p>Grade</p> <p>Overhand Throw- Cues: Step with opposition, side to target, elbow at 90 degree, follow through across body.</p> <p>K</p> <p>Uses at least two cues when prompted in station activities.</p> <p>1</p> <p>All cues used in station activities- when prompted.</p> <p>2</p> <p>All cues used in station, lead-up or game situation.</p> <p>Uses the skill for a variety of purposes.Can</p>	<p>Accepts responsibility in group situations Accepts differences of others in the group situations</p>					<p>NECE KNOV AND TO ES AND MAIN PHYS FITNE PART IN PH ACTIV AND MAIN PERS HEAL PE.E.C PHYS EDUC partici physic activit (game exerci provid condit each f PE.E.C PHYS EDUC develo fitness through practic and pe PE.E.C PHYS EDUC demon master fundar motor locom manip skills, unders fundar</p>
--	---	---	--	--	--	--	--

	<p>throw within range of intended target.</p> <p>3</p> <p>All cues used in authentic game situation.</p> <p>Uses the skill for a variety of purposes.Can throw accurately to a stationary target.</p>						<p>princip</p> <p>mover</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>unders</p> <p>effects</p> <p>activit</p> <p>body,</p> <p>associ</p> <p>inactiv</p> <p>the ba</p> <p>compo</p> <p>health</p> <p>fitness</p> <p>(cardio</p> <p>muscle</p> <p>muscle</p> <p>endura</p> <p>flexibi</p> <p>body</p> <p>compo</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>demon</p> <p>assess</p> <p>fitness</p> <p>perfor</p> <p>exerci</p> <p>activit</p> <p>to each</p> <p>related</p> <p>compo</p> <p>establi</p> <p>person</p> <p>impro</p> <p>fitness</p> <p>PE.E.(</p> <p>PHYS</p> <p>EDUC</p> <p>unders</p> <p>relatio</p> <p>betwe</p> <p>activit</p> <p>indivio</p>
	<p>4</p> <p>All cues used in authentic game situation with fluidity.</p> <p>Examples of authentic situations include:</p> <p>Uses the skill for a variety of purposes.Can throw accurately to a stationary target.</p>						
	<p>5</p> <p>All cues used in authentic game situation</p>						

		<p>with fluidity.</p> <p>Examples of authentic situations include:</p> <p>Can throw a leading pass overhand to a moving partner. Uses the skill for a variety of purposes. Can throw on the move. Can throw with force appropriate for purpose. Can throw accurately to a target.</p>						<p>being. PE.E.C PHYS EDUC contri safe an enviro observ condit games recrea outdoo PE.E.C PHYS EDUC come and pr approp partici specta behavi produc and po enviro PE.E.C PHYS EDUC work constr with o accom variety and ta PE.E.C PHYS EDUC know injurie physic can be or trea PE.E.C PHYS EDUC demon care,</p>
--	--	---	--	--	--	--	--	---

consider
and re
self an
during
activit
PE.E.C
PHYS
EDUC
know
resour
availab
home
comm
opport
partici
enjoy
of phy
activit
leisure
PE.E.C
PHYS
EDUC
demon
ability
the de
making
to phy
activit

Fitness

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standard
How do we warm -up How do we cool down How is the heart rate increased How do we pace our running? What are your personal goals for	Body Awareness Effort fitness Movement concepts safety Spatial Awareness	accept responsibility for their behavior being able to control an exercise pace find a self-space on their own, in a large boundaried area		self assessment 12/1/2010			

<p>your individual fitness levels? How do you take your heart rate?</p>	<p>handle equipment safely and return it when finished learn that exercise has a positive effect on the body make fast and slow movements with various body parts move and control body and equipment in own self-space practice accepting others and respecting others for their differences proper cool down proper warm-up verbalize their feelings with assistance</p>					
---	--	--	--	--	--	--

CHASING AND DODGING

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Spatial awareness chasing/fleeing/dodging jumping/landing skipping/galloping	Spatial awareness through locomotive					PE.E.C PERS HEAL FITNE

	hopping/leaping balancing	movement. Large group teacher directed seven loco- motor skills. Movement education activities for static balancing. For example balancing on one,two,three body parts.					STUD WILL THE NECE KNOV AND TO ES AND MAIN PHYS FITNE PART IN PH ACTI AND MAIN PERS HEAL PE.E.C PHYS EDUC demon master fundar motor, locom manip skills, unders fundar princip mover PE.E.C PHYS EDUC unders effects activit body, associ inactiv the ba compo health fitness (cardio
--	------------------------------	---	--	--	--	--	--

	<p>movement and responses of body systems during physical activity. Participate in a variety of activities that develop health-related physical fitness. Demonstrate understanding and respect for differences among people in physical activity settings. Understand and apply the concept of team and lifetime sports activities. Develop a positive attitude towards physical activity by accepting challenges and extending their personal capabilities and experiences.</p>				
<p>EYE FOOT COORDINATION: KICKING</p>					

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, punt.pass) -	Kicking -Inside of foot -Long kick -Dribble -Passing -Accuracy Games Kicking ball tag Chase,step tag Obstacle Course Kicking Partner Passing (kicking)		Teacher Observation 12/31/2010 Group Question answer 12/31/2010 Small group demonstration 12/31/2010			

J
a
n
u
a
r
y

FITNESS TESTING/WELLNESS

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Fitness Gram Pacer Sit-ups Push-ups Back Reach Back Saver Jump Rope Trunk Lift	1. warm-up - walking, jogging, running. 2. muscular strength 3. muscular endurance 4. heart rate 5. flexibility 6. spatial awareness 7. start and stop signals					

Fitness Gram

Essential	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
-----------	---------	--------	------------	-------------	---------	-----------	-----------

Questions

<p>* What is the fitness gram?</p>	<p>* Reason for doing fitness gram * Correct form for each test * What each test measures</p>	<p>* Administer test *curl-up *Push-up *Trunk Extension *Pacer Run Sit & reach Arm Reach Flexability (Right & Left)</p>		<p>*Score card*Computer analysis 1/31/2011</p>			<p>PE.E.C PERS HEAL FITNE STUD WILL THE NECE KNOV AND TO ES AND MAIN PHYS FITNE PART IN PH ACTI AND MAIN PERS HEAL PE.E.C PHYS EDUC partici physic activit (game exerci provid condit each f PE.E.C PHYS EDUC develo fitness throug practic and pe PE.E.C PHYS EDUC</p>
------------------------------------	---	---	--	--	--	--	---

								<p>demonstrate</p> <p>master</p> <p>fundamental</p> <p>motor, locomotion</p> <p>manipulation</p> <p>skills, understand</p> <p>fundamental</p> <p>principles of</p> <p>movement</p> <p>PE.E.C. PHYSICS</p> <p>EDUCATION</p> <p>understand</p> <p>effects of</p> <p>activity on</p> <p>body, associated</p> <p>inactivity</p> <p>the basic</p> <p>components</p> <p>health, fitness</p> <p>(cardiovascular</p> <p>muscle, muscle</p> <p>endurance,</p> <p>flexibility)</p> <p>body composition</p> <p>PE.E.C. PHYSICS</p> <p>EDUCATION</p> <p>demonstrate</p> <p>assess</p> <p>fitness</p> <p>performance</p> <p>exercise</p> <p>activity</p> <p>to each</p> <p>related</p> <p>components</p> <p>establish</p> <p>personal</p> <p>improvement</p>
--	--	--	--	--	--	--	--	---

								fitness PE.E.C PHYS EDUC unders relatio betwe activit indivi being. PE.E.C PHYS EDUC contrib safe an enviro observ condit games recrea outdoo PE.E.C PHYS EDUC come and pr approp partici specta behavi produc and po enviro PE.E.C PHYS EDUC work constr with o accom variety and ta PE.E.C PHYS EDUC know
--	--	--	--	--	--	--	--	--

							ability the dec making to phy activit
--	--	--	--	--	--	--	---

Games Of Low Organization

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do GAMES OF LOW ORGANIZATION influence Life Skills?	Tag deep Mr. Fox Shark Attack Individual Competitions Bridge Tags	Running Tagging appropriately Following directions Counting					

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					PE.E.(PHYS EDUC demon care, consider and re self an during activit PE.E.(PHYS EDUC partici physic activit (game exerci provid condit each f PE.E.(PHYS

		accuracy Demonstrate ball releasing skills (fast, slow)						EDUC develo fitness through practic and persev
	Catching: -Hand/Eye Coordination -1 and 2- Handed	Focus on object being tossed to student while reaching out to catch object Catch 2- handed when object is tossed from at least 4 feet away Catch 1- handed when object is tossed from at least 4 feet away Juggle up to 2 objects using criss- cross pattern across midline						
		Strike objects using striking forces (e.g., teeball bat, hand, hockey stick) Hit ball off tee						

		<p>emphasizing 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	<p>Throwing:</p> <ul style="list-style-type: none"> -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.C</p> <p>PHYS</p> <p>EDUC</p> <p>demon</p> <p>care,</p> <p>consider</p> <p>and re</p> <p>self an</p> <p>during</p> <p>activit</p> <p>PE.E.C</p> <p>PHYS</p> <p>EDUC</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>participate in physical activities (game exercises) providing conditions for each fitness component. PE.E.C. PHYSICAL EDUCATION develops fitness through practice and perseverance.</p>
--	--	--	--	--	--	--	--

THROWING AND CATCHING

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does throwing and catching help you develop eye-hand coordination	<p>Throwing:</p> <ul style="list-style-type: none"> -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 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>PE.E.C. PHYSICAL EDUCATION demonstrates care, consideration and respect for self and others during activities. PE.E.C. PHYSICAL EDUCATION participates in physical activities (game exercises) providing conditions for each fitness component. PE.E.C. PHYSICAL EDUCATION</p>

		accuracy Demonstrate ball releasing skills (fast, slow)						EDUC develo fitness through practic and persev
	Catching: -Hand/Eye Coordination -1 and 2- Handed	Focus on object being tossed to student while reaching out to catch object Catch 2- handed when object is tossed from at least 4 feet away Catch 1- handed when object is tossed from at least 4 feet away Juggle up to 2 objects using criss- cross pattern across midline						
		Strike objects using striking forces (e.g., teeball bat, hand, hockey stick) Hit ball off tee						

		<p>emphasizing 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	<p>Throwing:</p> <ul style="list-style-type: none"> -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.C</p> <p>PHYS</p> <p>EDUC</p> <p>demon</p> <p>care,</p> <p>consider</p> <p>and re</p> <p>self an</p> <p>during</p> <p>activit</p> <p>PE.E.C</p> <p>PHYS</p> <p>EDUC</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>participate in physical activities (game exercises) provide conditions for each fitness P.E.C. PHYSICAL EDUCATION develop fitness through practice and perseverance</p>
--	--	--	--	--	--	--	--	--

STRIKING

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	<p>Striking: --Stationary Objects --Hand/Eye Coordination --Moving Objects</p>	<p>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</p> <p>Toss ball with self by striking upward with 1 and 2 hands to keep ball in the air</p>					

Foam Paddle Hockey	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standard
	<p>How do we warm -up</p> <p>Do you like to be a individual or a team</p> <p>How do we make sure the area is safe?</p> <p>Is it better to move or stand still while trying to roll the ball</p> <p>What are some modifications we could use in this game?</p> <p>What are the basic rules of this game?</p> <p>What are the boundaries and starting areas</p> <p>Why do we work as a team</p> <p>How is the safe and proper way to hold and use the stick?</p>	<p>Body Awareness</p> <p>Effort eye-hand coordination</p> <p>locomotor and non-locomotor movement</p> <p>manipulative skills</p> <p>safety social skills</p> <p>Spatial Awareness</p>	<p>accept responsibility for their behavior</p> <p>cooperate and play a small group game using passing, recieving and shooting toward an appropriate goal</p> <p>dribble and pass in a small group</p> <p>keep away game</p> <p>dribble and change from one speed to another without stopping</p> <p>learn the boundaries or limits of their self-space when using equipment</p> <p>handle equipment safely and return it when finished</p> <p>learn that exercise has a positive</p>			<p>self assessment 3/3/2011</p>		

		effect on the body work in small or large groups to meet a common goal verbalize their feelings with assistance stop on a signal proper warm-up proper cool down					
--	--	---	--	--	--	--	--

STRIKING

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
*What skills do I need to know? *What is the difference between short & long? * What sports use long & short? *How can these skills be used in other sports?	*Safety considerations *Paddle use *Lead up activities	*Hand position *Mini game Below Waist striking Forhand & Backhand Aime		Teacher check list Teacher observation 3/3/2011			PE.E.C PERS HEAL FITNE STUD WILL THE NECE KNOW AND TO ES AND MAIN PHYS FITNE PART IN PH ACTI AND MAIN PERS HEAL PE.E.C PHYS

								<p>EDUC partici physic activit (game exerci provid condit each f PE.E.C PHYS EDUC develo fitness throug practic and pe PE.E.C PHYS EDUC demon master fundam motor, locom manip skills, unders fundam princip mover PE.E.C PHYS EDUC unders effects activit body, associ inactiv the ba compo health fitness (cardio muscle</p>
--	--	--	--	--	--	--	--	--

								activit leisure PE.E.C PHYS EDUC becom discrim consum fitness inform health fitness in thei comm and fit sports PE.E.C PHYS EDUC demon ability the de makin to phy activit
--	--	--	--	--	--	--	--	--

M TEAM ACTIVITIES:FLOOR HOCKEY

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Stand
	1. forehand and backhand pass 2. proper grip and ability to control stick 3. wrist shot 4. spatial awareness 5. goalie strategies 6. play modified game and knowledge of rules	1. students will perform a forehand and backhand pass to a stationary partner 2. stick handling and spatial awareness while moving 3. performance of a wrist shot against the		Teacher Observation 2/21/2011			PE.I.C PHYS EDUC devel leader proble solvin coope team partic group PE.I.C PHYS EDUC under risks

			<p>wall while stationary</p> <p>4. use and understanding of goalie glove to freeze the puck</p> <p>5. be able to play modified game while keeping sticks below the knee and without body contact</p>					<p>physi</p> <p>is per</p> <p>incom</p> <p>perfor</p> <p>extre</p> <p>enviro</p> <p>condi</p> <p>recog</p> <p>impor</p> <p>safe p</p> <p>condi</p> <p>(equip</p> <p>facilit</p> <p>well a</p> <p>emoti</p> <p>condi</p> <p>essen</p> <p>safety</p> <p>PE.I.C</p> <p>PHYS</p> <p>EDUC</p> <p>devel</p> <p>coope</p> <p>collab</p> <p>well a</p> <p>sports</p> <p>and re</p> <p>others</p> <p>PE.I.C</p> <p>PHYS</p> <p>EDUC</p> <p>work</p> <p>constr</p> <p>with c</p> <p>accom</p> <p>goal i</p> <p>activi</p> <p>demo</p> <p>consi</p> <p>for ot</p> <p>involv</p>
--	--	--	--	--	--	--	--	--

A p r i	Track and Field							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards

1		<p>Demonstrate general knowledge in a variety of track and field events. Define the following terms: sprint (dash), relay, baton, shot put (softball), and discus (Frisbie).</p>	<p>Demonstrate proper running form. Demonstrate proper throwing techniques of the shot put and discus. Successfully demonstrate handling and receiving the baton.</p>					<p>PE.I.C PHYS EDUC know skills in con and n used i conte game sports additi enviro const PE.I.C PHYS EDUC devel leader proble solvin coope team partic group PE.I.C PHYS EDUC under risks physi is per incor perfor extrem enviro condi recog impor safe p condi (equip facilit well a emoti condi</p>
---	--	--	---	--	--	--	--	---

								essen safety PE.I.C PHYS EDUC devel coope collab well a sports and re other: PE.I.C PHYS EDUC work constr with c accom goal i activi demo consi for ot involv
--	--	--	--	--	--	--	--	---

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					
--	--	--	--	--	--	--	--

M a y SOFTBALL / WIFFLEBALL SKILLS

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
*What are the rules for a modified game? *What are the health benefits? *How will this affect my role as a spectator	*Safety for striking objects *Positions on the field *Where to play in the community *Safety for play on the field *Rules and procedures for modified games	*Base running *Throwing *Catching (ground, pop fly) *Bat grip *Hitting off a teachers pitch		observation 5/31/2011			PE.E.(PHYS EDUC demon master fundar motor, locom manip skills, unders fundar princip mover PE.E.(PHYS EDUC unders relatio betwe activit individ being. PE.E.(PHYS EDUC contrib safe an enviro observ condit games recrea

								<p>outdoor PE.E.C PHYS EDUC come and pr appropri partici specta behavi produc and po enviro PE.E.C PHYS EDUC work constr with o accom variety and ta PE.E.C PHYS EDUC know injurie physic can be or trea PE.E.C PHYS EDUC demon care, consid and re self an during activit PE.E.C PHYS EDUC know resour availa</p>
--	--	--	--	--	--	--	--	--

								home comm opport partici enjoy of phy activit leisure PE.E.C PHYS EDUC demon ability the de making to phy activit
--	--	--	--	--	--	--	--	---

J AQUATIC ACTIVITIES: SWIM

J u n e	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		1. rhythmic breathing 2. strokes - front crawl, elementary backstroke. 3. treading water 4. floating - on front and back	1. stationary bobbing of body while rhythmically breathing for 20 seconds 2. students will perform proper kick techniques of all strokes using wall and kick board support. 3. students will be able to tread water using arms and legs for one minute 4. students will perform a surface dive					PE.I.C PHYS EDUC demon ability physi inform produ servic PE.I.C PHYS EDUC comb integr funda skills techn on fee includ assess under relati betwe physi

			to retrieve an object in the shallow end 5. students will use the aid of the wall to push off and swim underwater for half the width of the pool					and the preve illnes and p death PE.I.C PHYS EDUC devel imple perso plan b self-a and g under physi chang result traini under health of reg partic activi PE.I.C PHYS EDUC under risks physi is per incom perfor extrem enviro condi recog impor safe p condi (equip facilit well a emoti condi essen
--	--	--	---	--	--	--	--	--

								safety PE.I.C PHYS EDUC devel coope collab well a sports and re others
--	--	--	--	--	--	--	--	--