Teacher: CORE P.E. Grade 4 Year: 2010-11

Course: P.E. Grade 4 Month: All Months

Essential		C1 111			
Question	Content	Skills	Vocabulary Asses	ssments Lessons Resour	ces Stanc
	Creative Games	-Play			PE.E
	rules	according			PERS
	Social Skills	to game			HEA
		rules and			FITN
	Personal Management Skills	safety			STU
		procedures			WIL
	q Self Control	-Identify			THE
		orally			NEC
	q Respect for others	importance			KNC
		of group			AND
	q Safety	cooperation			TO I
		-Identify			AND
	q Respect for individual difference	orally two			MAI
		community			PHY
	q Decision making	resources			FITN
		-State in			PAR
	q Self Accountability	writing two			IN P
		strategies			ACT
	q Communication	and/or			AND
		problem			MAI
	q Problem solving	solving			PER
	_	abilities			HEA
	q Courage				PE.E
					PHY
	q Collaboration				EDU
					parti
	q Honesty/Fairness				phys
	_				activ
	q Cooperation/Teamwork				(gan
					exerc
	q Ethics				prov
					cond
	q Competition				each
	_				PE.E
	q Conflict resolution				PHY
	_				EDU
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q Leadership/Followership	maste
a Dilicense	funda
q Diligence	motor locom
q Trust	manip
q IIust	skills,
q Perseverance	unders
	fundar
q Initiative	princi
	mover
Personal Fitness and Wellness	PE.E.0 PHYS
Cardiovascular Endurance	EDUC
Cardiovasculai Elidurance	unders
Flexibility	effects
	activit
Muscular Strength & Endurance	body,
	associ
Skill Related Fitness	inactiv
	the ba
q None	compo
q Upper body	fitness
d Opper body	(cardie
q Upper body	muscl
4 officers	muscl
q Balance	endura
	flexib
q 2 minutes	body
	compo PE.E.
q Midsection	PHYS
q Midsection	EDUC
q iviidsection	unders
q Coordination	relatio
	betwe
q 5 minutes	activit
	indivi
q Lower body	being. PE.E.
	PHYS
q Lower body	EDUC
q Agility	come
q rightly	and pr
	approj
	partici

q 10 minutes	spo
q Reaction Time	be pro
4 - 10 - 10 - 10 - 10 - 10 - 10 - 10 - 1	an
q 10+ minutes	en
	PE
q Speed	PH
a Power	EI
q Power	CO
Activity(s): Activity(s): Activity(s):	wi
Activity(s):	ac
	va
MOTOR/MANIPULATION	an
SKILLS	PE
	PH
Movement	EI
No. 1 de	de
Manipulation	ca
Striking	an
Surking	se
q Stretching	du
1	ac
q Blocking	PI
	Pl
q Kicking	El
a Jugalina	kr re
q Juggling	av
q Striking with a	ho
q summy with a	co
	op
q Running	pa
	er
q Guarding	of ac
a Thursia a	le
q Throwing	
q Setting up	
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			
a lumping			
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			

Twisting				
Rolling				
Balancing				
Transferring Wei	ght			
Jumping and Lan	ding			
Stretching				
Curling				
Throwing				
Catching and col	lecting			
Kicking				
Punting				
Dribbling				
Volleying				
Striking with rac	xets			
Striking with long implements	g handled			
Group Challenges	Through participation in group activity, students will demonstrate: -compassion -trust -citizenship -respect Participate in stunts and challenges in			

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

## S SOCCER

p t	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
e m b e r		3.shooting 4.trapping 5.positional	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			
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COOPERATIV	E GAMES						
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
What do I need	Responsibility	Build		Teacher			PE.E.
to do to solve a	of a group	community		questions and			PERS
problem?	member	within class		observation			HEAI
What is	Positive	Problem		10/1/2010			FITN
sportsmanship?	behavior and	solving					STUE
	language in a	Conflict					WILL
	winning/losing	resolution					THE
	situation	Accepts					NECE
	What does	responsibility					KNO
	positive	in group					AND
	sportsmanship	situations					TO ES
	look like?	Accepts					AND
	Skill	differences					MAIN
		of others in					PHYS
	Grade	the group					FITN
		situations					PART
	Overhand						IN PH
	Throw- Cues:						ACTI

Step with	AND
opposition,	MAIN
side to target,	PERS
elbow at 90	HEAI
degree, follow	PE.E.
through across	PHYS
body.	EDUC
	partic
K	physic
	activi
Uses at least	(game
two cues when	exerci
prompted in	provid
station	condi
activities.	each f
	PE.E.
	PHYS
	EDUC
All cues used	develo
in station	fitnes
activities-	through
when	practi
prompted.	and po
	PE.E.
2	PHYS EDUC
A11	demo
All cues used	maste
in station,	funda
lead-up or game	motor
situation.	locom
Situation.	manip
Uses the skill	skills,
for a variety of	under
purposes.Can	funda
throw within	princi
range of	move
intended	PE.E.
target.	PHYS
	EDUC
3	under
	effect
All cues used	activi
in authentic	body,
game	associ
	inacti

situation.	the ba
	compo
Uses the skill	health
for a variety of	fitness
purposes.Can	(cardio
throw	muscle
accurately to a	muscle
stationary	endura
target.	flexibi
	body
4	compo
A 11 1	PE.E.(
All cues used	PHYS EDUC
in authentic	demor
game situation with fluidity.	assess
with fluidity.	fitness
Examples of	perfor
authentic	exerci
situations	activit
include:	to each
	related
Uses the skill	compo
for a variety of	establi
purposes.Can	person
throw	impro
accurately to a	fitness
stationary	PE.E.0
target.	PHYS
	EDUC
5	unders
	relatio
All cues used	betwee
in authentic	activit
game situation	indivio
with fluidity.	being. PE.E.0
	PHYS
Examples of authentic	EDUC
situations	contril
include:	safe ar
iniciade.	enviro
Can throw a	observ
leading pass	condit
overhand to a	games
moving	recrea

partner. Uses			outdoo
the skill for a			PE.E.0
variety of			PHYS
purposes. Can			EDUC
throw on the			come
moveCan			and pr
throws with			approp
force			partici
appropriate for			specta
purpose.Can			behavi
throw			produc
accurately to a			and po
target.			enviro
			PE.E.(
			PHYS
			EDUC work
			constr
			with o
			accom
			variety
			and ta
			PE.E.0
			PHYS
			EDUC
			know
			injurie
			physic
			can be
			or trea
			PE.E.0
			PHYS
			EDUC
			demor
			care,
			consid
			and re
			self an
			during activit
			PE.E.(
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#### BASIC MOVEMENTS

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
	Spatial awareness chasing/fleeing/dodging jumping/landing skipping/galloping hopping/leaping balancing	Spatial awareness through locomotive movement. Large group teacher directed seven locomotor skills. Movement education activities for static balancing. For example balancing on one, two, three body parts.					PE.E. PERS HEAI FITN STUI WILI THE NECH KNO AND TO E AND MAIN PHYS FITN PART IN PH ACTI AND MAIN PERS HEAI PE.E. PHYS

	T.			
				EDUC
				demoi
				maste
				funda
				motor
				locom
				manip
				skills,
				unders
				fundar
				princij
				mover
				PE.E.0
				PHYS
				EDUC
				unders
				effects
				activit
				body,
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				inactiv
				the ba
				compo
				health
				fitness
				(cardio
				muscle
				muscl
				endura flexibi
				body
				compo
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# O BASKETBALL 1

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

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

### Basketball 2

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
What are the	Body	cooperate and		self			PE.E.0
boundaries	Awareness	play a small		assessment			PERS

and starting	eye-hand	group game	10/31/2010	HEA
areas for	coordination	using passing,		FITN
basketball?	locomotor	recieving and		STU
What are the	and non-	shooting		WIL
point values	locomotor	toward an		THE
of baskets in	movement	appropriate		NEC
basketball?	Movement	height goal		KNC
What are the	concepts	dribble and		ANI
pasic rules of	Effort	pass in a		TO I
his game?	fitness	small group		ANI
What are	manipulative	keep away		MAI
your positions	skills	game		PHY
for offense	safety	dribble and		FITN
and defense?	social skills	keep the ball		PAR
What are	Spatial	away from an		IN P
some	Awareness	opponent in a		ACT
modifications		1 on 1		ANI
we could use		situation		MAI
in this game?		shoot toward		PER
		an		HEA
		appropriate		PE.E
		height goal		PHY
		from different		EDU
		distances		parti
		travel, dribble		phys
		and pivot on		activ
		one foot to		(gan
		begin		exerc
		dribbling in		prov
		another		cond
		direction		each
		dribble and		PE.E
		change from		PHY
		one speed to		EDU
		another		deve
		without		fitne
		stopping		throu
		dribble and		pract
		smoothly		and p
		change from		PE.E
		one direction		PHY
		to another		EDU
		without		demo
		stopping		mast
		dribble		fund
		continuously		moto

while	locom
stopping and	manip
starting	skills,
traveling at	under
the signal	funda
dribble and	princi
pass in a	mover
small-sided	PE.E.
game keep-	PHYS
away	EDUC
situation	under
move in order	effects
to throw to a	activit
stationary	body,
partner while	associ
being guarded	inactiv
in small	the ba
group keep-	compo
away	health
situation	fitness
	(cardi
	muscl
	muscl
	endura
	flexib
	body
	compo
	PE.E.(
	PHYS
	EDUC
	demoi
	assess
	fitness
	perfor
	exerci
	activit
	to eac
	related
	compo
	establ
	person
	impro
	fitnes
	PE.E.
	PHYS
	EDUC

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			relatio
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			activit
			indivi
			being.
			PE.E.(
			PHYS
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			PHYS
			EDUC
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#### PERSONAL PERFORMANCE

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
	Throwing:	Execute					PE.E.0
	-Underhand	point-step-					PHYS
	-Overhand	throw					EDUC
		procedure					demor
		(point to					care,
		target; step					consid
		with same					and re
		foot as					self an

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  Throw overhand at least 5 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy	1	T.		T.	
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  Throw overhand at least 5 feet at a target for accuracy  Catching: Hand/Eye Coordination -1 and 2- Handed Handed  Catch 2- handed when object is tossed from at least 4 feet away  Juggle up to		pointing			
hand) Throw underhand at least 2 feet at a target for accuracy  Catching: -Hand/Eye Coordination -1 and 2- Handed  Catch 2- handed when object is tossed from at least 4 feet away  Juggle up to					
Throw underhand at least 2 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Catching: -Hand/Eye Coordination -1 and 2- Handed Handed  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					
underhand at least 2 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Catching: -Hand/Eye Coordination -1 and 2-1 Handed  Handed  Handed  Handed  Focus on object being tossed to 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 Unggle up to					
least 2 feet at a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Catching: -Hand/Eye Coordination -1 and 2- Handed Handed  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					
a target for accuracy  Throw overhand at least 5 feet at a target for accuracy  Catching: -Hand/Eye Coordination -I and 2- Handed Handed  Catch 1- 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					
accuracy  Throw overhand at least 5 feet at a target for accuracy  Catching: Focus on end persev  Coordination tossed to each object being coatch 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					
Throw overhand at least 5 feet at a target for accuracy  Catching: -Hand/Eye Coordination -1 and 2- Handed 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					
Throw overhand at least 5 feet at a target for accuracy  Catching: -Hand/Eye Coordination -1 and 2- Handed Handed  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		accuracy			
Throw overhand at least 5 feet at a target for accuracy  Catching: -Hand/Eye Coordination -1 and 2- Handed Handed  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					1
overhand at least 5 feet at a target for accuracy  Catching: Focus on -Hand/Eye object being Coordination tossed to -1 and 2 - 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		TP1			1 1-
least 5 feet at a target for accuracy  Catching: -Hand/Eye Coordination -1 and 2- Handed Handed  Catch 2- handed when object is tossed from at least 4 feet away  Juggle up to  least 5 feet at a target for pHYS EDUC EDUC EDUC EDUC EDUC EDUC EDUC EDUC					
a target for accuracy  Catching: -Hand/Eye Coordination -1 and 2- Handed  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					
Catching: -Hand/Eye Coordination -1 and 2- Handed Handed  Catch 1- handed when object is tossed from at least 4 feet away  Juggle up to					1
Catching: Focus on -Hand/Eye object being Coordination -I and 2- student while Handed 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					
Catching: Focus on object being Coordination -1 and 2- student while Handed 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		accuracy			
Catching: -Hand/Eye Coordination -1 and 2- Handed 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					
Catching: -Hand/Eye Coordination -1 and 2- Handed  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					
Catching: -Hand/Eye Coordination -1 and 2- Handed  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					
Catching: -Hand/Eye Coordination -1 and 2- Handed  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 Catch 1- 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					
Catching: -Hand/Eye Coordination -1 and 2- Handed Handed  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 Catch 1- handed when object is tossed from at least 4 feet away Catch 1- handed when object is tossed from at least 4 feet away Usual Handed  Juggle up to					
-Hand/Eye Coordination -1 and 2- Handed  -1 and 2- Handed  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  Catch 1- handed when object is tossed from at least 4 feet away  Juggle up to	Catching:	Focus on			
Coordination -1 and 2- Handed 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					
Handed 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 Latch 1-handed when object is tossed from at least 4 feet away Juggle up to					
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	-1 and 2-	student while			
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	Handed	reaching out			
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		to catch			
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		object			
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					
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		I			
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tossed from at least 4 feet away  Juggle up to					
at least 4 feet away  Juggle up to					
Juggle up to					
Juggle up to					
		away			
		Jugale un to			
2 Objects					
	 	2 Objects			

	using criss- cross pattern across midline			
-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 ObjectsHand/Eye CoordinationMoving	Strike objects using striking forces (e.g.,			
	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:	Dribbiling-			

-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 COOPERATIVE GAMES

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

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

range of intended target.  BYEE target.  All cues used in authentic game situation.  Uses the skill for a variety of purposes.Can throw accurately to a stationary target.  All cues used in authentic game situation with fluidity.  Examples of authentic game situation sinclude:  Uses the skill for a variety of purposes.Can throw accurately to a stationary target.  All cues used in authentic game situation with fluidity.  Examples of authentic situations include:  Uses the skill for a variety of purposes.Can throw accurately to a stationary target.  See Examples of authentic situations include:  Uses the skill for a variety of purposes.Can throw accurately to a stationary target.  See Examples of authentic situations include:  Uses the skill for a variety of purposes.Can throw accurately to a stationary target.  See EDU.  All cues used in authentic game situation the between the state to the state throw the state throw target.		
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All cues used in authentic game situation under activity	5	
All cues used in authentic game situation relation relation relation relation		unders
in authentic game situation between activities activiti	All cues used	relatio
game situation activities		betwee
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with fluidity.			being
			PE.E.
Examples of			PHYS
authentic			EDUC
situations			contri
include:			safe a
			enviro
Can throw a			observ
leading pass			condi
overhand to a			games
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Fitne	ess
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Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standard
How do we	Body	accept		self			
warm -up	Awareness	responsibility		assessment			
How do we	Effort	for their		12/1/2010			
cool down	fitness	behavior					
How is the	Movement	being able to					
heart rate	concepts	control an					
increased	safety	exercise pace					
How do we	Spatial	find a self-					
pace our	Awareness	space on their					
running?		own, in a					
What are		large					
your personal		boundaried					
goals for		area					

your	handle	
individual	equipment	
fitness	safely and	
levels?	return it	
How do you	when	
take your	finished	
heart rate?	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	

### CHASING AND DODGING

- 11	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
	I .	Spatial awareness chasing/fleeing/dodging	Spatial awareness					PE.E.( PERS
	I	p 1 C C	through locomotive					HEAL FITNI

hopping/leaping	movement.	STUD
balancing	Large group	WILL
	teacher	THE
	directed	NECE
	seven loco-	KNOV
	motor skills.	AND
	Movement	TO ES
	education	AND
	activities for	MAIN
	static	PHYS
	balancing.	FITN
	For example	PART
	balancing on	IN PH
	one,two,three	ACTI
	body parts.	AND
		MAIN
		PERS
		HEAI
		PE.E.
		PHYS
		EDUC
		demoi
		maste
		funda
		motor
		locom
		manip
		skills,
		unders
		funda
		princi
		mover
		PE.E.0
		PHYS
		EDUC
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		effects
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		body,
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		inactiv
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		compo
		health
		fitness
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D	Lifetime Spo	orts/activities	·	·	·	,	

C c e With the students Strategy social Sports effect your fitness? What is the value of continuing lifetime fitness?  What is the value of continuing lifetime fitness?  What is the value of continuing lifetime fitness?  What is the value of continuing lifetime fitness?  What is the value of continuing lifetime fitness?  What is the value of continuing lifetime fitness?  What is the value of continuing lifetime fitness?  What is the value of continuing lifetime fitness?  What is the value of continuing lifetime fitness?  What is the value of continuing lifetime fitness?  What is the value of continuing lifetime fitness tatus lifetime fitness?  What is the value of cardiovascular endurance, muscular strength, endurance, flexibility, and body composition. Acquire knowledge and understanding of factors that	C e Questions  How does interacting with Leadup understanding of one's level help with the students social Sportsmanship development? Self-Motivation How will lifetime sports effect your fitness?  What is the value of continuing lifetime fitness?  What is the value of general fitness status lifetime fitness?  Essential Questions  Teamwork Demonstrate and fitness physical fitness personal strategy of one's level help with the students Strategy fitness related social Sportsmanship development? Self-Motivation How will lifetime sports effect your fitness?  What is the value of continuing fitness status in terms of continuing lifetime fitness status in terms of cardiovascular endurance, muscular strength, endurance, flexibility, and body composition. Acquire knowledge and understanding	e	Lifetime Spor	its/activities						
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	movement	
	and responses	
	of body	
	systems	
	during	
	physical	
	activity.	
	Participate in	
	a variety of	
	activities tha	
	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.	
EYE FOOT COORDINA	ATION: KICKING	

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standar
	-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			

Essential Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Fitness Gran Pacer Sit-ups Push-ups Back Reach Back Saver Jump Rope Trunk Lift	strength					

## Fitness Gram

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Essential	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa

Questions				
* What is the	* Reason for	*Administer	 *Score	 PE.
fitness gram?	doing fitness	test	card*Computer	PEI
	gram	*curl-up	analysis	HE
	* Correct	*Push-up	1/31/2011	FIT
	form for each	*Trunk		STU
	test	Extension		WI
	* What each	*Pacer Run		TH
	test measures	Sit & reach		NE
		Arm Reach		KN
		Flexability		AN
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Games Of Lov	w Organization	1			

#### Games Of Low Organization

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

## THROWING AND CATCHING

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
How does	Throwing:	Execute					PE.E.(
		point-step-					PHYS
catching help	-Overhand	throw					EDUC
you develop		procedure					demor
eye-hand		(point to					care,
coordination		target; step					consid
		with same					and re
		foot as					self an
		pointing					during
		hand; throw					activit
		with opposite					PE.E.0
		hand)					PHYS
		Throw					EDUC
		underhand at					partici
		least 2 feet at					physic
		a target for					activit
		accuracy					(game
		-					exerci
							provid
		Throw					condit
		overhand at					each f
		least 5 feet at					PE.E.0
		a target for					PHYS

	accuracy Demonstrate ball releasing skills (fast, slow)			EDUC develor fitness throug praction and persev
-Hand/Eye Coordination to 1 and 2- s Handed rule to 1 to	Catch 2- landed when object is last 4 feet way Catch 1- landed when object is lossed from the least 4 feet way Catch 1- landed when object is lossed from the landed when object is loss			
o si fe	bjects using triking orces (e.g., eeball bat, and, hockey tick)			
	Hit ball off ee			

		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			
		Execute point, step, bend, roll  Roll ball for distance and maximum contact with floor  Roll ball at target for accuracy			
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			PE.I. PHY EDU dem care cons and self duri: activ PE.I. PHY EDU

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	underhand at				partic
	least 2 feet at	-			physic
	a target for				activit
	accuracy				(game
					exerci
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	Throw				condi
	overhand at				each f
	least 5 feet at	-			PE.E.
	a target for				PHYS
	accuracy				EDUC
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## THROWING AND CATCHING

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
How does	Throwing:	Execute					PE.E.
throwing and	-Underhand	point-step-					PHYS
catching help	-Overhand	throw					EDUC
you develop		procedure					demoi
eye-hand		(point to					care,
coordination		target; step					consid
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		with opposite					PE.E.
		hand)					PHYS
		Throw					EDUC
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		least 2 feet at					physic
		a target for					activit
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		Throw					condit
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		least 5 feet at					PE.E.
		a target for					PHYS

	accuracy Demonstrate ball releasing skills (fast, slow)			EDUC develor fitness throug praction and persev
-Hand/Eye Coordination to 1 and 2- s Handed rule to 1 to	Catch 2- landed when object is last 4 feet way Catch 1- landed when object is lossed from the least 4 feet way Catch 1- landed when object is lossed from the landed when object is loss			
o si fe	bjects using triking orces (e.g., eeball bat, and, hockey tick)			
	Hit ball off ee			

		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			
		Execute point, step, bend, roll  Roll ball for distance and maximum contact with floor  Roll ball at target for accuracy			
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			PE.I. PHY EDU dem care cons and self duri: activ PE.I. PHY EDU

	underhand at least 2 feet at a target for accuracy			partic physic activi (game
	Throw overhand at least 5 feet at a target for accuracy			exerce provide condition and persection and provide condition and provide condition and provide condition and persection condition and persection condition and condition condition and condition condition and condition conditio

### **STRIKING**

Striking: Strike objectsStationary using striking Objects forces (e.g.,Hand/Eye teeball bat,	tandards
Coordination hand, hockeyMoving stick) Objects 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	

F Foam Paddle Hockey  Essential Questions How do we warm -up Do you like Effort to be a individual or area is safe? Is it better to move or stand still while trying social skills to roll the ball Awareness we could use in this game? What are the basic rules of this game? What are the basic rules of this game? What are the boundaries and starting areas Why do we work as a team  How do we make sure the assemble for their for their for their for their for their days accept responsibility assessment for their days accept responsibility for their days assessment for their days accept responsibility for their days accept responsibility assessment for their days accept responsibility for their days accept responsibility assessment for their days accept responsibility for their days accept responsibility assessment for their days accept assessment for their d								
b coustions  How do we warm -up Do you like to be a in this game? What are the basic rules of this game?  What are the basic rules of this game?  What are the basic rules of this game?  What are the boundaries and starting areas  Why do we work as a team  Why do we worm -up Do you like to be a eye-hand individual or a team How do we make sure the locomotor and play a and non-small group game using passing, movement passing, movement safety toward an appropriate to roll the ball what are the basic rules of this game?  What are the boundaries and starting areas  Why do we work as a team  How do we warm -up Tesponsibility assessment 3/3/2011  Self assessment 4  So/JONAL ASSESMENT ASSESSMENT ASSESSM	I ouin I dudie	Hockey						
a warm -up Do you like Effort for their bo be a individual or a team How do we and non-make sure the locomotor area is safe? Is it better to move or stand still while trying to roll the ball What are some some in this game? What are the basic rules of this game? What are the boundaries and starting areas Why do we work as a team How do we individual or a team How do we and non-make sure the locomotor game using passing, recieving and shooting safety toward an appropriate goal dribble and pass in a some small group modifications we could use in this game? What are the boundaries and starting areas Why do we work as a team when using	b Essential	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standar
safe and handle equipment hold and use the stick?  when finished learn that exercise has a positive	a warm -up Do you like to be a individual or a team How do we make sure the area is safe? Is it better to move or stand still while trying to roll the ball What are some modifications we could use in this game? What are the basic rules of this game? What are the boundaries and starting areas Why do we work as a team How is the safe and proper way to hold and use	Awareness Effort eye-hand coordination locomotor and non- locomotor movement manipulative skills safety social skills Spatial Awareness	responsibility for their behavior cooperate and play a small group game using passing, recieving and shooting toward an appropriate goal dribble and pass in a small group keep away game dribble and change from one speed to another without stopping learn the boundaries or limits of their self-space when using equipment handle equipment safely and return it when finished learn that exercise has a		assessment			

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	Stand
*What skills do I need to know?  *What is the difference betwwen 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 listTeacher observation 3/3/2011			PE.E. PERS HEAD FITN STUI WILI THE NECL KNO AND TO E AND MAID PHYS FITN PART IN PH ACTI AND MAID PERS HEAD PERS

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Content	Skills	Vocabulary	Assessments	Lessons	Resources	Stan
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	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Stand
1		1. forehand	1. students		Teacher			PE.I.0
		and backhand	will perform a		Observation			PHYS
		pass	forehand and		2/21/2011			EDU
		2. proper grip	backhand					devel
		and ability to	pass to a					leade
		control stick	stationary					proble
		3. wrist shot	partner					solvir
		4. spatial	2. stick					coope
		awareness	handling and					team
		5. goalie	spatial					partic
		strategies	awareness					group
		6. play	while moving					PE.I.0
		modified	3.					PHYS
		game and	performance					EDU
		knowledge of	of a wrist shot					under
		rules	against the					risks

p	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Sta
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			Contact					es
			without body contact					eı
			knee and					W
			below the					fa
			keeping sticks					(e
			play modified game while					sa
			5. be able to					in
			puck					re
			freeze the					C
			glove to					eı
			of goalie					ez
			4. use and understanding					in pe
			stationary					is
			wall while					ph

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1		Demonstrate			PE.I.
	general	proper			PHY
		running form.			EDU
	a variety of	Demonstrate			know
	track and	proper			skills
		throwing			in co
	Define the	techniques of			and n
	following	the shot put			used
	terms: sprint	and discus.			conte
	(dash), relay,	Successfully			game
	baton, shot	demonstrate			sports
	put (softball),	handling and			additi
	and discus	receiving the			envir
	(Frisbie).	baton.			const
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STRIKING	3						sport and r other PE.I. PHY EDU work const with accor goal activ demo consi for o invol
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Questions	Striking:Stationary ObjectsHand/Eye	Strike objects using striking forces (e.g., teeball bat, hand, hockey stick)					

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 SOFTBALL / WIFFLEBALL SKILLS

a		L/WIFFLEDALL SKILLS							
у	Eccential	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa	
	*What are the rules for a modified game? *What are the health benefits? *How will this affect my role as a spectator	striking objects *Positions on the field *Where to play in the community	*Base running *Throwing *Catching (ground,pop fly) *Bat grip *Hitting off a teachers pitch		observation 5/31/2011			PE.E.( PHYS EDUC demor master fundar motor, locom manip skills, unders fundar princip mover PE.E.( PHYS EDUC unders relatio betwee activit individ being. PE.E.( PHYS EDUC contril safe ar enviro observ condit games recrea	

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n	Essential	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Stand
J u		CTIVITIES: S	WIM					
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								home

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Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Stand
	1. rhythmic	1. stationary					PE.I.0
	breathing	bobbing of					PHYS
	2. strokes -	body while					EDU
	front crawl,	rhythmically					demo
	elementary	breathing for					ability
	backstroke.	20 seconds					physi
	3. treading	2. students					inforr
	water	will perform					produ
	4. floating -	proper kick					servic
	on front and	techniques of					PE.I.0
	back	all strokes					PHYS
		using wall					EDU
		and kick					comb
		board					integr
		support.					funda
		3. students					skills
		will be able to					techn
		tread water					on fee
		using arms					includ
		and legs for					assess
		one minute					under
		4. students					relation
		will perform a					betwe
		surface dive					physi

to retrieve an		and the
object in the		preve
shallow end		illnes
5. students		and p
will use the		death
aid of the		PE.I.
wall to push		PHYS
off and swim		EDU
underwater		devel
for half the		imple
width of the		perso
pool		plan l self-a
		and g
		under
		physi
		chang
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		PE.I.
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