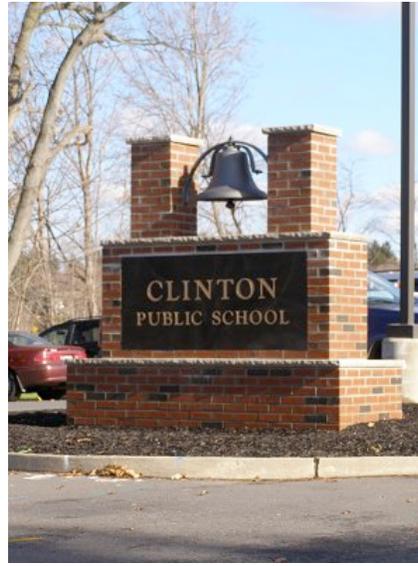


Clinton-Glen Gardner School District



Curriculum Management System

Physical Education

Grades PreK-2

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 20, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

Dr. Seth Cohen, Superintendent/Principal
Mrs. Lisa J. Craft, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
Mrs. Jenine Kastner, Supervisor of Special Services

BOARD OF EDUCATION

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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21st Century Life and Careers Integration: **Jessica Latanzio Crespo**
 Barbara Shaffer

Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As part of the effort to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The health and physical education program is comprehensive, sequential, and emphasizes the natural interdisciplinary connection between wellness and health and physical education with a focus on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness, and the curriculum fosters students that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting
- Engage in a physically active lifestyle that promotes overall wellness
- Develop a variety of skills that may afford them opportunities to develop physical fitness for present and future leisure time activities.
- Are knowledgeable about health and wellness and how to access health resources
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Advocate for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues
- Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills
- Are accepting and respectful of individual and cultural differences

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Comprehensive Health and Physical Education Standards and Cumulative Progress Indicators:

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education

There were minor changes made to the 20014 standards. Additions to the standards included the following defining terms in the glossary: over load principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills; the phrase “Understanding national and international public health and safety issues” was added to the existing definition.

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st Century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21st Century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

**Grades PreK – 2
Physical Education
Scope and Sequence**

Quarter I

Topic: Movement Concepts

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Competition
- f. Strategy

Topic: Teamwork/Cooperation

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Competition
- f. Strategy

Topic: Fitness and Physical Activity

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Competition
- f. Strategy

Topic: Individual and Group Activities

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Competition
- f. Strategy

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
- **Financial, Economic, Business & Entrepreneurial Literacy**
- Civic Literacy
- **Health Literacy**
- **Environmental Literacy**

Differentiation: Refer to CPS K-2 Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter II

Topic: Movement Concepts

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Competition
- f. Strategy

Topic: Teamwork/Cooperation

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Competition
- f. Strategy

Topic: Fitness and Physical Activity

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Competition
- f. Strategy

Topic: Individual and Group Activities

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Competition
- f. Strategy

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
- **Financial, Economic, Business & Entrepreneurial Literacy**
- Civic Literacy
- **Health Literacy**
- **Environmental Literacy**

Differentiation: Refer to CPS K-2 Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter III

Topic: Movement Concepts

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Strategy

Topic: Teamwork/Cooperation

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Competition
- f. Strategy

Topic: Fitness and Physical Activity

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Strategy

Topic: Individual and Group Activities

- a. Skills
- b. Safety
- c. Rules
- d. Sportsmanship
- e. Competition
- f. Strategy

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
- **Financial, Economic, Business & Entrepreneurial Literacy**
- Civic Literacy
- **Health Literacy**
- **Environmental Literacy**

Differentiation: Refer to CPS K-2 Differentiation Tool Kit

Assessment:

District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter IV

<p>Topic: Movement Concepts</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Strategy 	<p>Topic: Teamwork/Cooperation</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Competition f. Strategy
<p>Topic: Fitness and Physical Activity</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Strategy 	<p>Topic: Individual and Group Activities</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Competition f. Strategy
<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy
<p>Differentiation: Refer to CPS K-2 Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Suggested days of Instruction	Curriculum Management System	Topic: Movement Concepts: Quarters I-IV	
	Subject/Grade Level: Grades PreK-2 Physical Education	Goal 1: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop and improve locomotor skills.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
On-going	<p>1.1. Keep a safe personal space during activity. (2.5.2.C.2)</p> <p>1.2. Demonstrate developmentally appropriate skills necessary for crawl, walk, jog, run, skip, hop, jump, leap, gallop, side-step and animal movements. (2.5.P.A.1, 2.5.P.A.2)</p> <p>1.3. Demonstrate understanding of directional words (on, off, over, forward, back, side-to side, etc.). (2.5.2.A.2)</p> <p>1.4. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges and pathways. (2.5.2.A.2)</p> <p>1.5. Demonstrate developmentally appropriate warm-up exercises. (2.5.P.A.1, 2.5.2.A.1,</p>	<p>Why is learning different ways to move important for participation in physical activity? What are the different locomotor skills that one needs during a physical activity? How does one get better at performing new locomotor skills? Why is it important to keep a safe space while we move? Why do we need to do warm-up exercises before we begin activity?</p> <p>Conceptual Understandings: Developing competence and confidence in locomotor skills is important for efficient and enjoyable play. Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance and recreational activities. Understand that repetitive practice of new skills learned will enhance one's ability to play. Understand that warm-up exercises are important for safe and efficient movement.</p>	<p>Materials: cones, spots, various objects for relay exchanges and for tag games, music</p> <p>Learning Activities: Warm-up exercises: jumping jacks, mountain climbers, crunches, sitting stretches, push-up holds, crab touches, table, bridge, fast feet, ski slickers Demonstration of skills: walk, jog, run, skip, hop, jump, gallop, side-step</p> <p><u>PreK-2:</u> Stop and Go Locomotor Relays Line Jumping Spot Jumping</p> <p><u>K-2:</u> Touch the Lines Individual/team locomotor tag</p> <p><u>1-2:</u> Little Sliders Twist and Go Bean Bag Battle</p> <p>Assessment Models: Grade level benchmark expectations Participation/effort in skill development</p>

Suggested days of Instruction	Curriculum Management System	Topic: Movement Concepts: Quarters I-IV	
	Subject/Grade Level: Grades PreK-2 Physical Education	Goal 1: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop and improve locomotor skills.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4)</p> <p>1.6. Respond to movement to changes in tempo, beat, rhythm, or musical style. (2.5.P.A.3, 2.5.2.A.3)</p> <p>1.7. Correct movement errors in response to feedback. (2.5.2.A.4)</p> <p>1.8. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>1.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>1.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p>		<p>Individual/group performance assessment</p> <p>Additional Resources: <i>Ready to Use P. E. Activities Grades K-2:</i> Landy/Landy <i>Teaching the Nuts and Bolts of Physical Education:</i> Colvin/Markos/Walker <i>Movement ABCs:</i> Hengstman <i>Mix, Match and Motivate:</i> Carpenter <i>Active Start for Healthy Kids:</i> Virgilio <i>Moving with A Purpose:</i> McCall & Craft www.pecentral.org</p>

Suggested days of Instruction	Curriculum Management System	Topic: Movement Concepts: Quarters I-IV	
	Subject/Grade Level: Grades PreK-2 Physical Education	Goal 1: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop and improve locomotor skills.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>1.12. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>1.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Fitness and Physical Activity: Quarters I-IV	
	Subject/Grade Level: Grades PreK-2 Physical Education	Goal 2: The student will be able to apply health-related and skill-related fitness concepts to develop and maintain a healthy, active lifestyle. The student will develop and improve cardiovascular/respiratory endurance, flexibility, muscular strength/endurance, balance, and agility.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
All days	<p>2.1. Develop and refine gross motor skills (e.g. walking, jogging, running, marching, galloping, jumping). (2.5.P.A.1)</p> <p>2.2. Develop and refine fine motor skills needed during related physical activities. (2.6.P.A.2)</p> <p>2.3. Explain the way regular physical activity maintains/improves health. (2.6.2.A.1)</p> <p>2.4. Explain what it means to be physically fit. (2.6.2.A.1)</p> <p>2.5. Participate in moderate to vigorous age-appropriate fitness activities. (2.6.2.A.2)</p> <p>2.6. Set a basic personal fitness goal and observe progress towards achievement of the goal. (2.6.2.A.3)</p>	<p>Essential Questions:</p> <p>Why is it important to become more confident and better able to perform both big and little movements during physical activity?</p> <p>How does physical activity help us stay healthy?</p> <p>What kinds of physical activity are best for our hearts?</p> <p>What is one personal fitness goal and how will you reach it?</p> <p>Conceptual Understandings:</p> <p>When competence and confidence in both gross and fine motor skills is achieved, we will be able to participate more easily in physical activities.</p> <p>Fitness goals will help us focus on specific types and amounts of physical activity that will improve personal health.</p> <p>While fitness improves overall health, it may be achieved through many different enjoyable activities.</p>	<p>Materials: jumpropes, skip-its, hoops, small balls/objects to manipulate/toss/catch, clothespins, cones, polypspots, music</p> <p>Learning Activities:</p> <p><u>PreK-2:</u> Short/long jumprope activities Stop n' Go Locomotor Relays Tag and running games Scarf Juggling Clothespin Station Activity Cup Stacking Games Hoop Activities</p> <p><u>K-2:</u> Skip-its</p> <p><u>1-2:</u> Jog and Jump Jump the Stick Cardio Fitness Stations Fitness Spots Beginning Step Aerobics Pedometer Activities</p> <p><u>2:</u> Poker Fitness</p>

Suggested days of Instruction	Curriculum Management System	Topic: Fitness and Physical Activity: Quarters I-IV	
	Subject/Grade Level: Grades PreK-2 Physical Education	Goal 2: The student will be able to apply health-related and skill-related fitness concepts to develop and maintain a healthy, active lifestyle. The student will develop and improve cardiovascular/respiratory endurance, flexibility, muscular strength/endurance, balance, and agility.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.7. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>2.8. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>2.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>2.11. Express needs, wants, and feelings appropriately in various situations.</p>		<p>Spot Jumping</p> <p>Assessment Models: Grade level benchmark expectations Teacher Observation Individual/group skill assessment Participation/effort in skill development</p> <p>Additional Resources: <i>Ready to Use P. E. Activities Grades K-2:</i> Landy/Landy <i>Mix, Match and Motivate:</i> Carpenter <i>The Elementary Physical Education Workbook:</i> Moyer <i>The Physical Educator's Big Book:</i> G. Bailey www.pecentral.org <i>Cooperative Learning:</i> Grineski</p>

Suggested days of Instruction	Curriculum Management System	Topic: Fitness and Physical Activity: Quarters I-IV	
	<u>Subject/Grade Level:</u> Grades PreK-2 Physical Education	Goal 2: The student will be able to apply health-related and skill-related fitness concepts to develop and maintain a healthy, active lifestyle. The student will develop and improve cardiovascular/respiratory endurance, flexibility, muscular strength/endurance, balance, and agility.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(9.1.4.D.2) 2.12. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System	Topic: Teamwork and Cooperation: Quarters I-IV	
	Subject/Grade Level: Grades PreK-2 Physical Education	Goal 3: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop ways to communicate and interact with others in a cooperative, encouraging, and supportive manner during play.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
On-going	<p>3.1. Explain what is meant by good sportsmanship. (2.5.2.C.1)</p> <p>3.2. Demonstrate understanding of safety rules and why they are necessary when moving with others. (2.5.2.C.2)</p> <p>3.3. Use developmentally appropriate cooperative strategies in games, sports and movement activities. (2.5.2.B.1)</p> <p>3.4. Use developmentally-appropriate competitive strategies in games, sports and movement activities. (2.5.2.B.1)</p> <p>3.5. Explain the difference between offense and defense. (2.5.2.B.2)</p> <p>3.6. Understand how attitude affects physical performance.</p>	<p>Essential Questions: How do we show good sportsmanship while participating in different activities in the gym? Why must we follow safety rules in the gym and why are they so important? Why is it important to work together during activities? Why is it important to keep a good attitude while playing? Why is it important to play by the rules?</p> <p>Conceptual Understandings: Students who display safe, appropriate and cooperative behaviors while participating in and watching games add to the enjoyment of the activity.</p> <p>Competition with others during physical activity is most enjoyable when all players follow the rules, play fairly and demonstrate a healthy attitude about winning and losing.</p> <p>Teamwork means that all team members must communicate effectively and interact in helpful, encouraging, and supportive ways while playing.</p>	<p>Materials: Hoops, carpet squares, poly spots, cones, balls, balloons, bean bags, parachute, scarves, music, pillo polo sticks, Chinese jump ropes, music</p> <p>Learning Activities: <u>PreK-2:</u> Cooperative Hoops Parachute Activities Partner/Group Skill Work Balloon Activities Cup Stacking Activities Scarf Activities All game play activities throughout the year</p> <p><u>1-2:</u> Shipwrecked! Keep It Up/Keep It Going Back It Up Clean Up Your Own Backyard Chinese Jumprope Bean Bag Battle Lead-up games for team sports</p> <p>Assessment Models: Grade level benchmark expectations Participation/effort /attitude in skill development Teacher observation</p>

Suggested days of Instruction	Curriculum Management System	Topic: Teamwork and Cooperation: Quarters I-IV	
	Subject/Grade Level: Grades PreK-2 Physical Education	Goal 3: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop ways to communicate and interact with others in a cooperative, encouraging, and supportive manner during play.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(2.5.2.B.4)</p> <p>3.7. Demonstrate the ability to work with two one or more people to achieve a team goal. (2.5.2.B.4)</p> <p>3.8. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>3.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.11. Express needs, wants, and feelings appropriately in</p>		<p>Individual/group skill assessment</p> <p>Additional Resources: <i>Ready to Use P. E. Activities Grades K-2:</i> Landy/Landy <i>Mix, Match and Motivate:</i> Carpenter <i>The Elementary Physical Education Workbook:</i> Moyer <i>The Physical Educator's Big Book:</i> G. Bailey www.pecentral.org <i>Cooperative Learning:</i> Grineski</p>

Suggested days of Instruction	Curriculum Management System	Topic: Teamwork and Cooperation: Quarters I-IV	
	Subject/Grade Level: Grades PreK-2 Physical Education	Goal 3: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop ways to communicate and interact with others in a cooperative, encouraging, and supportive manner during play.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>various situations. (9.1.4.D.2)</p> <p>3.12. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Individual and Group Activities: Quarter I	
	Subject/Grade Level: Grades PreK-2 Physical Education	Goal 4: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop foot/eye coordination with kicking activities. The student will develop eye/hand coordination with tossing and catching activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8-10	<p>4.1. Develop and improve fitness and endurance. (2.6.2.A.1, 2.6.2.A.2)</p> <p>4.2. Demonstrate developmentally appropriate ways to kick/dribble a mini soccer or medium nerf ball. (2.5.P.1, 2.5.P.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>4.3. Kick a ball at a stationary target. (2.5.P.1, 2.5.P.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>4.4. Stop a rolling ball with one or two feet. (2.5.P.1, 2.5.P.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>4.5. Share a ball with a partner while moving it in an open space. (2.5.2.A.2, 2.5.2.A.4)</p> <p>4.6. Demonstrate developmentally appropriate underhand and overhand techniques using</p>	<p>What kinds of skills do we need to play the game of soccer? How does the game of soccer improve our fitness? Why is it important to learn how to throw and catch a ball? What games require throwing, catching and ball carrying skills?</p> <p>Conceptual Understandings: We need to develop the skills of kicking, dribbling, stopping/ trapping and passing a ball in order to play soccer. Soccer requires a lot of running so it exercises our heart and other muscles. We need to learn how to throw and catch a ball in order to play many games including, football, basketball, softball and baseball. Throwing and catching gives our body exercise and helps us stay fit. Football players run while carrying and chasing the football. Running is vigorous exercise so football is a sport that makes the heart stronger.</p>	<p>Materials: Nerf soccer balls, cones, soccer goals, bowling pins, various types of balls, scarves, spots, pinnies, tumbling mats, music</p> <p>Learning Activities: <u>PreK-2:</u> Partner Toss and Catch Kick and Go Hit the Pin Goal Shooting Toss/Catch Challenges Target Toss Games Monkeys and Bananas Stop and Go</p> <p><u>K-2:</u> Stop and Go Dribble Don't Burst My Bubble Partner Pass and Trap 1 vs. 1 Goal Shooting Clean Up Your Own Backyard Oscar the Grouch</p> <p><u>1-2:</u> Back It Up Soccer Pirates Move and Share the Ball Cone Goal Shoot and Jog Four Goal Soccer</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grades PreK-2 Physical Education	Topic: Individual and Group Activities: Quarter I	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>various balls, objects and targets. (2.5.P.1, 2.5.P.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>4.7. Demonstrate changes in time force and flow while moving in different directions and pathways in personal and general space a while carrying a nerf football. (2.5.P.1, 2.5.P.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>4.8. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>4.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>4.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school,</p>		<p>2-3 vs. 2-3 No Goal Soccer Soccer Dribble Tag</p> <p><u>2:</u> Farmers and the Turkeys Volcano Who Let the Dogs Out? Football Relay Football Frenzy</p> <p>Assessment Models: Grade level benchmark expectations Participation/effort /attitude in skill development Teacher observation Individual/group skill assessment</p> <p>Additional Resources: <i>Ready to Use P.E. Activities Grades K-2</i> <i>The Physical Educator's Big Book: G. Bailey</i> <i>Teaching the Nuts and Bolts of Physical Education</i> <i>The Elementary Physical Education Workbook</i> www.pecentral.org</p>

Suggested days of Instruction	Curriculum Management System	Topic: Individual and Group Activities: Quarter I	
	<u>Subject/Grade Level:</u> Grades PreK-2 Physical Education	Goal 4: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop foot/eye coordination with kicking activities. The student will develop eye/hand coordination with tossing and catching activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and during play). (9.1.4.C.1)</p> <p>4.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>4.12. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>4.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grades PreK-2 Physical Education	Topic: Individual and Group Activities: Quarter II	
		Goal 5: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop eye-hand coordination with ball tossing, catching, bouncing skills/activities. The student will develop eye-hand coordination with volley skills/activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8-10	<p>5.1. Develop and improve fitness and endurance. (2.6.P.A.1, 2.6.2.A.1, 2.6.2.A.2)</p> <p>5.2. Toss, catch and bounce a ball with one and/or two hands using developmentally appropriate techniques. (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>5.3. Pass and catch a mini basketball with two hands using developmentally appropriate techniques. (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>5.4. Shoot a large Nerf mini basketball of playground ball at a goal using developmentally appropriate techniques. (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>5.5. Toss, catch and volley a beach ball using developmentally appropriate</p>	<p>Essential Questions: Why is important to learn how to bounce a ball? In what sport do you need to bounce a ball with one hand? Why is it important to learn skills that we need for basketball? What is the object of the game of volleyball? What kinds of skills do we need to play volleyball?</p> <p>Conceptual Understandings: Learning how to bounce, catch and toss a ball will allow us to play different games including basketball. Bouncing a ball exercises our body and helps us stay fit. Basketball requires a lot of running and will exercise our heart and other muscles. The object of the game of volleyball is to keep the ball in the air and hit it over the net to the other team. In order to play volleyball, we need to be able to hit or “volley” a ball in different ways to our teammates and over a net.</p>	<p>Materials: rubber playground balls, medium and large Nerf balls (coated and uncoated), mini basketballs, mini basketball goals, spots, various types and sizes of beach balls, cones, volleyball net/standards, music</p> <p>Learning Activities: <u>PreK-2:</u> Toss, Catch, Bounce Ball Challenges Target Toss Games Wall Ball Games Ball Bouncing/Dribbling Exploration Cone/Hoop Dribble Bounce/Dribble and Shoot Balloon Volley Beach Ball Partner Skills Animal Volley Cooperative Volley Clean Up Your Own Volleyball Court</p> <p><u>K-2:</u> Stop n’ Go Dribble Toss, Hit, and Go Keep It Up (with and without nets)</p> <p><u>1-2:</u> Partner Bounce Pass Partner Chest Pass</p>

Suggested days of Instruction	Curriculum Management System	Topic: Individual and Group Activities: Quarter II	
	<u>Subject/Grade Level:</u> Grades PreK-2 Physical Education	Goal 5: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop eye-hand coordination with ball tossing, catching, bouncing skills/activities. The student will develop eye-hand coordination with volley skills/activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>techniques. (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>5.6. Hit a moving beachball with two hands to a partner and/or over a net. (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>5.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>5.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.9. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and</p>		<p>1 vs. 1 Basketball</p> <p>Assessment Models: Grade level benchmark expectations Participation/effort /attitude in skill development Teacher observation Individual/group skill assessment</p> <p>Additional Resources: <i>Ready to Use P.E Activities Grades K-2:</i> Landy/Landy <i>The Physical Educator's Big Book:</i> G. Bailey <i>Teaching the Nuts and Bolts of Physical Education:</i> Colvin, Markos and Walker <i>The Elementary Physical Education Workbook:</i> Moyer www.pecentral.org</p>

Suggested days of Instruction	Curriculum Management System	Topic: Individual and Group Activities: Quarter II	
	<u>Subject/Grade Level:</u> Grades PreK-2 Physical Education	Goal 5: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop eye-hand coordination with ball tossing, catching, bouncing skills/activities. The student will develop eye-hand coordination with volley skills/activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>community. (9.1.4.F.1)</p> <p>5.10. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grades PreK-2 Physical Education	Topic: Individual and Group Activities: Quarter III	
		Goal 6: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop eye-hand coordination and strike skills with pillo polo activities, and ball rolling skills/activities. The student will develop flexibility, strength, agility, and balance with tumbling skills.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8-10	<p>6.1. Develop and improve fitness and endurance. (2.6.P.A.1, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)</p> <p>6.2. Hold a pillo polo stick safely and efficiently while playing. (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>6.3. Strike a small and/or medium stationary nerf ball using short quick strokes with a pillo polo stick. (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>6.4. Hit a stationary target with a small and/or medium ball using a pillo polo stick. (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>6.5. Demonstrate basic goal shooting (offense) and goalkeeping (defense) skills. (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>6.6. Roll a medium Nerf ball at a</p>	<p>Essential Questions:</p> <p>What sport skills are we learning when we play pillo polo? Why must we remember rules in order to stay safe when playing pillo polo? How do we hold and move pillo polo stick in order to play safely and easily? How does playing pillo polo help our physical fitness? When we practice rolling a ball at a target, what sport are we learning? Why is it important to learn how to bowl? Why is it important to learn how to do some basic gymnastics skills? Why are safety rules important to remember as we learn tumbling and gymnastics skills?</p> <p>Conceptual Understandings:</p> <p>Learning how to play pillo polo will help us to play floor hockey, field hockey and/or ice hockey.</p> <p>In order to stay safe while playing pillo polo, we must keep our stick low when striking the ball. We use a balanced grip on the stick, with one hand at the top and one about six inches below. To play easily, our body needs to be relaxed with knees bent and our stick needs to stay near the floor.</p> <p>Because pillo polo requires a lot of running and quick movements, it is a sport that helps our heart get stronger.</p>	<p>Materials: pillo polo sticks, small and medium Nerf balls, bowling pins, tumbling mats, incline mats, balance beam, spots, pinnies</p> <p>Learning Activities:</p> <p><u>PreK-1:</u> Hit the Pin Goal Shooting</p> <p><u>K-2:</u> Stick/Ball Movement/Exploration Dribble and Stop Partner Pass and Stop Stop and Go Dribble (with and without music) Partner Pass and Trap 1 vs. 1 Goal Shooting Tumbling Activities Balance Activities Aerial Jumping, Turning, Body Shapes Plant and Pick Shuttle Relay</p> <p><u>1-2:</u> Cone Goal Shoot and Jog 2-3 vs. 2-3 No Goal Pillo Polo</p> <p>Assessment Models: Grade level benchmark expectations Participation/effort /attitude in skill development</p>

Suggested days of Instruction	Curriculum Management System	Topic: Individual and Group Activities: Quarter III	
	<u>Subject/Grade Level:</u> Grades PreK-2 Physical Education	Goal 6: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop eye-hand coordination and strike skills with pillo polo activities, and ball rolling skills/activities. The student will develop flexibility, strength, agility, and balance with tumbling skills.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	stationary target. (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)	Learning how to roll a ball at a target will help us learn the sport of bowling. It is important to learn how to bowl, as it is a popular lifetime activity in America.	Teacher observation Individual/group skill assessment
6.7.	Roll a medium nerf ball at a moving target. (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)	Olympic gymnasts train on floor exercise (tumbling), vault, uneven parallel bars, balance beam, high bars, etc.	Additional Resources: <i>Ready to Use P.E Activities Grades K-2:</i> Landy/Landy <i>Teaching the Nuts and Bolts of Physical Education:</i> Colvin, Markos and Walker <i>The Elementary Physical Education Workbook:</i> Moyer <i>Physical Education Unit Plans for Grades 1-2:</i> Logsdon, Alleman, Straits, Belka & Clark <i>Kidnastics:</i> Malmberg <i>Movement ABCs:</i> Hengstman <i>Gymnastics Fun and Games:</i> hacker, Malmberg & Nance
6.8.	Demonstrate developmentally appropriate ways to balance on floor and balance beam. (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)	Tumbling and gymnastic skills help us gain muscular strength, flexibility, balance and endurance. We keep safe by taking turns, keeping a safe space, helping to spot and making sure only one person is on the equipment at a time.	www.pecentral.org
6.9.	Demonstrate a log, pencil and egg roll. (2.5.P.A.3) (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)		
6.10.	Demonstrate beginning forward and backward rolls and cartwheel skills (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)		
6.11.	Demonstrate different body positions while moving from equipment to floor. (2.5.P.A.3, 2.5.2.A.1,		

Suggested days of Instruction	Curriculum Management System	Topic: Individual and Group Activities: Quarter III	
	<u>Subject/Grade Level:</u> Grades PreK-2 Physical Education	Goal 6: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop eye-hand coordination and strike skills with pillo polo activities, and ball rolling skills/activities. The student will develop flexibility, strength, agility, and balance with tumbling skills.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.5.2.A.2, 2.5.2.A.4)</p> <p>6.12. Demonstrate shuttle run basics. (2.5.P.A.3, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>6.13. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>6.14. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>6.15. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>6.16. Explain the meaning of productivity and accountability, and describe situations in which</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades PreK-2 Physical Education	Topic: Individual and Group Activities: Quarter III	
		Goal 6: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop eye-hand coordination and strike skills with pillo polo activities, and ball rolling skills/activities. The student will develop flexibility, strength, agility, and balance with tumbling skills.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>6.17. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>6.18. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades PreK-2 Physical Education	Topic: Individual and Group Activities: Quarter IV	
		Goal 7: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop coordination, endurance, and cooperation skills with dance activities. The student will develop, coordination, endurance, flexibility, and agility with running, jumping, and hurdling activities. The student will develop eye-hand coordination with throwing, catching, and fielding skills and strike skills with a whiffle ball/bat.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8-10	<p>7.1. Develop and improve fitness and endurance. (2.6.P.A.1, 2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)</p> <p>7.2. Demonstrate basic social, line and contra dance steps. (2.5.P.A.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4)</p> <p>7.3. Dance cooperatively with partner and/or small group. (2.5.P.A.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4)</p> <p>7.4. Demonstrate ways to develop muscular strength and flexibility. (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>7.5. Demonstrate the difference between jogging, running and sprinting. (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p>	<p>Essential Questions: Why should we learn to dance? How does dancing improve our physical fitness? How does dancing help me be better at different physical activities? Why is it important to learn how to do different track events? What is locomotor movement do we use when we hurdle? What skills are needed in order to play softball? What muscles are we exercising when we play softball or whiffle ball?</p> <p>Conceptual Understandings: The Chicken Dance, Bunny Hop, Limbo, Alley Cat and Twist are examples of popular American social dances. We should learn to dance because we can participate in fun activities at parties and special occasions. Dance raises our heart rate and helps improve our physical fitness. Dance helps improve balance, agility and coordination needed for other sports. Some track events are: long and short distance runs, relays, hurdles, long jump, high jump, pole vault. Some field events are: javelin, discus, shot. Track and field events help us develop strength, endurance, agility, balance and flexibility. In order to hurdle, we need to be able to leap</p>	<p>Materials: CDs/CD player, Nerf hurdles, cones, pull up bar, tumbling mats, jump ropes, vertical jump board, whiffle bats, mini Nerf balls, yarn balls, bases, playground ball, spots</p> <p>Learning Activities: <u>PreK-2:</u> Alley Cat Bunny Hop Relay Running Hurdles Vertical Jump Stations Running Long Jump Throw and Go Base Running Games Batting Off Tee Batting/Fielding</p> <p><u>K-2:</u> Chicken Dance Limbo</p> <p><u>1-2:</u> Twist Physical Fitness testing lead up activities 1-on-1 Whiffle Ball</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades PreK-2 Physical Education	Topic: Individual and Group Activities: Quarter IV	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		Goal 7: The student will be able to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. The student will develop coordination, endurance, and cooperation skills with dance activities. The student will develop, coordination, endurance, flexibility, and agility with running, jumping, and hurdling activities. The student will develop eye-hand coordination with throwing, catching, and fielding skills and strike skills with a whiffle ball/bat.	
	<p>7.6. Demonstrate a basic understanding of the pace necessary for longer distance runs. (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>7.7. Demonstrate basics of relay running. (2.5.P.A.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>7.8. Demonstrate vertical and horizontal jumping. (2.5.P.A.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>7.9. Demonstrate basic leaping/hurdling techniques. (2.5.P.A.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>7.10. Demonstrate developmentally appropriate throwing, catching and fielding skills. (2.5.P.A.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p>	<p>over an object.</p> <p>Softball players need to learn how to throw, catch, bat, field and run the bases. We exercise all of our muscles, including our heart, when we play softball and whiffle ball.</p>	<p><u>2:</u> Everyone Bats Alaskan Baseball Kickball</p> <p>Assessment Models: Grade level benchmark expectations Participation/effort /attitude in skill development Teacher observation Individual/group skill assessment</p> <p>Additional Resources: <i>Ready to Use P.E Activities Grades K-2:</i> Landy/Landy <i>Teaching the Nuts and Bolts of Physical Education:</i> Colvin, Markos and Walker <i>The Elementary Physical Education Workbook:</i> Moyer <i>The Physical Educator's Big Book:</i> G. Bailey <i>Holiday Games and Activities:</i> Wnek www.pecentral.org</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades PreK-2 Physical Education	Topic: Individual and Group Activities: Quarter IV	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.11. Demonstrate the fundamentals of batting and base running. (2.5.P.A.1, 2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.4)</p> <p>7.12. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>7.13. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>7.14. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		

Grades PreK-2 Physical Education Course Benchmarks

1. To introduce, learn, and refine developmentally appropriate skills in a safe environment.
2. To develop, understand, and improve the components of physical fitness: cardiovascular strength, cardiovascular endurance, agility, muscular strength, muscular endurance, balance and flexibility.
3. To develop and improve eye-hand/eye-foot coordination.
4. To introduce students to developmentally appropriate concepts, skills and evaluative tools necessary to understand and improve physical fitness.
5. To introduce students to activities and games that will promote lifetime fitness.
6. To introduce and develop a basic understanding of rules, strategies, and skills and apply them to beginning and lead-up game situations.
7. To encourage and develop teamwork, sportsmanship and positive thinking about fitness, sports and physical activity.

