			Ball Skills 1st Grade
Course/Subject: Ball Skills	Grade: 1		Suggested Timeline: 3 Classes

Grade Level Summary	The focus is to introduce students to a variety of ball skills to improve health/skill-related fitness components. Students will be presented with basic hand-eye coordination skills.
Grade Level Units	Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title	Ball Skills
Unit Summary	Students will be provided with essential skills such as throwing, catching, rolling, and dribbling. Through practice and repetition students will enhance their ball skills so they can be directly incorporated into games and activities.

Unit Essential Questions: 1. What are the critical cues for the following ball skills? 2. How can ball skills be incorporated into everyday life and activities?	Key Understandings: 1. The students will understand the value of practice in regards to ball skills. 2. The student will be able to demonstrate and explain critical cues for grade appropriate ball skills. 3. The student will demonstrate safe practices while performing ball skills.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health.
10.5.3.A.	Recognize and use basic movement skills and concepts.

Important Standards Addressed in the Unit:	
10.5.3.F.	Recognize and describe game strategies using appropriate vocabulary.

Misconceptions: <ul style="list-style-type: none"> Ball skills come naturally and do not need a significant amount of repetition and practice. 	Proper Conceptions: <ul style="list-style-type: none"> The repetition and practice translates over to using the mature pattern during games and activities.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use physical education appropriate terminology Students will apply the critical cues when practicing skills in various warm-ups, games, and activities. 	<ul style="list-style-type: none"> Rolling, dribbling, throwing, and catching using a mature pattern 	<ul style="list-style-type: none"> Students will be self-motivated to progress ball skills through the implantation of critical cues.

Academic Vocabulary:

<ul style="list-style-type: none"> Rolling Dribbling Throwing Catching Underhand throw 	<ul style="list-style-type: none"> Ball skill critical cues Fielding Accuracy Control Overhand throw 	<ul style="list-style-type: none"> Finger pads Basket catch Two hand catch Overhead catch
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Evidence: Assessments and Performance Task(s)

-
- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
 - Skill test
-

Interdisciplinary Connections:


- Health: Parts of the body
 - Science: Force, gravity
-

Additional Resources:

- Ball skill rubrics
-

Created By:

Tyler Smith & Kim Reichart

		Bean Bags 1st Grade
Course/Subject: Bean Bags	Grade: 1	Suggested Timeline: 2 Classes

Grade Level Summary	The focus is to have the students develop a variety of physical skills including fine/gross motor, hand/eye coordination, foot/eye coordination, agility, balance, object manipulation, and creative movement.
Grade Level Units	Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title	Bean Bags
Unit Summary	The Bean Bags unit will provide students with the opportunity to develop their physical skills through games and activities. Students will explore manipulating and moving with bean bags to increase their awareness of balance, gravity, and parts of the body. Students will also develop critical cues for catching, overhand throwing, and underhand throwing.

Unit Essential Questions: 1. What are the cues for catching? 2. What are the cues for underhand and overhand throwing? 3. How does gravity impact our daily lives?	Key Understandings: 1. Implement cues for catching, underhand throwing, and overhand throwing into gameplay and activities using bean bags. 2. Identify the effect that gravity has on objects and the effect it has on gameplay within sports. 3. Students will be able to develop and enhance physical skills such as hand/eye coordination, agility, and balance.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.5.3.A.	Recognize and use basic movement skills and concepts.
10.5.3.E.	Know and describe scientific principles that affect movement and skills using appropriate vocabulary.

Important Standards Addressed in the Unit:	
10.4.3.F.	Recognize positive and negative interactions of small group activities.
10.5.3.B.	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Bean bag usage is limited to throwing games and activities. 	<ul style="list-style-type: none"> Bean bags can be used to study scientific principles including gravity, friction, and object manipulation.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will identify scientific factors that affect movement and skills. 	<ul style="list-style-type: none"> Students will perform basic movement skills and concepts to develop and improve upon their balance, coordination, and motor skills. 	<ul style="list-style-type: none"> Students will demonstrate creativity by exploring new ways to travel with the bean bags. Students will think critically about the effects gravity has on the environment and their surroundings.


Academic Vocabulary:		
<ul style="list-style-type: none"> Fine motor skills Gross motor skills Hand/eye coordination Foot/eye coordination General coordination Personal Space 	<ul style="list-style-type: none"> General Space Balance Object manipulation Creative movement Gravity 	<ul style="list-style-type: none"> Critical cues Underhand throwing Overhand throwing Catching Agility

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:
<ul style="list-style-type: none"> Science: Gravity Health: Body parts

Additional Resources:
<ul style="list-style-type: none"> Audio system

Created By:
Tyler Smith & Kim Reichart

			Soccer 1st Grade
Course/Subject: Soccer	Grade: 1		Suggested Timeline: 3 Classes

Grade Level Summary	The focus is to introduce students to a variety of soccer skills to improve health/skill-related fitness components. Students will be presented with basic foot-eye coordination skills.
Grade Level Units	Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title	Soccer
Unit Summary	Students will be provided with essential skills such as kicking, dribbling, passing, and receiving. Through practice and repetition students will enhance their soccer skills so they can be directly incorporated into games and activities.

Unit Essential Questions: 1. What are the critical cues for kicking a soccer ball? 2. What are the critical cues for dribbling a soccer ball?	Key Understandings: 1. The students will understand the value of practice in regards to soccer skills. 2. The student will be able to demonstrate and explain critical cues for grade appropriate soccer skills. 3. The student will demonstrate safe practices while performing soccer skills.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health
10.5.3.A.	Recognize and use basic movement skills and concepts

Important Standards Addressed in the Unit:	
10.5.3.C.	Know the function of practice
10.5.3.B.	Recognize and describe the concepts of motor skill development using appropriate vocabulary

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Kicking with the toe provides the most power when striking the ball. 	<ul style="list-style-type: none"> In order to kick with power and accuracy, the ball should be struck with the laces or inside of the foot.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use physical education appropriate terminology Students will apply the critical cues when practicing skills in various warm-ups, games, and activities Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. 	<ul style="list-style-type: none"> Dribbling Passing Kicking 	<ul style="list-style-type: none"> Students will be self-motivated to progress soccer skills through the implantation of critical cues.

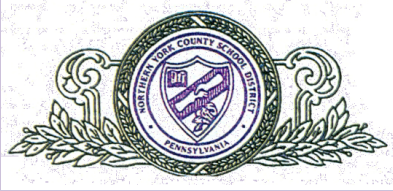
Academic Vocabulary:		
<ul style="list-style-type: none"> Control dribble Speed dribble Passing Receiving 	<ul style="list-style-type: none"> First-touch Kicking Hand-ball Trapping 	<ul style="list-style-type: none"> Foul Out-of-bounds Offense Defense

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Skill test

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health

Additional Resources:
<ul style="list-style-type: none"> Websites

Created By:
Tyler Smith & Kim Reichart



Gymnastics

1st Grade

Course/Subject:
Gymnastics

Grade:
1

Suggested Timeline:
4 Classes

Grade Level Summary	The focus is to introduce students to a variety of gymnastic equipment to improve health/skill related fitness components. Students will be presented with basic movement skills such as core strength, balance, coordination, and flexibility.
Grade Level Units	Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title	Gymnastics
Unit Summary	The Gymnastics unit will provide students with the opportunity to promote physical fitness and health. Two classes will be spent primarily on gymnastics equipment and then the additional two classes will be spent on basic movement skills, tumbling, and gymnastic routines.

Unit Essential Questions:

1. What are the safety rules for gymnastics equipment and how does it positively contribute to the overall experience?
2. What are the critical cues for various non-locomotor activities?

Key Understandings:

1. Student will demonstrate expected behaviors when utilizing the gymnastics equipment.
2. Students will individually and collectively implement a variety of non-locomotor activities.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.3.D.	Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).
10.5.3.B.	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

Important Standards Addressed in the Unit:

10.4.3.E.	Identify reasons why regular participation in physical activities improves motor skills.
10.4.3.F	Recognize positive and negative interactions of small group activities.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Gymnastics is primarily a female sport. 	<ul style="list-style-type: none"> Gymnastics is a representation of strength, flexibility, balance, etc. for all genders.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn the rules and regulations for gymnastics equipment Students will demonstrate an understanding of the value of stretching before an activity Students will demonstrate safety procedures for conducting gymnastic activities. 	<ul style="list-style-type: none"> Stretches Animal movements Basic Rolls Basic stunts Partner Activities Gymnastic apparatuses 	<ul style="list-style-type: none"> Students will be given the opportunity to be creative both individually and collectively

Academic Vocabulary:

<ul style="list-style-type: none"> Personal space Muscular strength Flexibility Balance 	<ul style="list-style-type: none"> Core strength Static balance Symmetrical Non-Symmetrical 	<ul style="list-style-type: none"> Inverted Upright Counter-Balance Counter-Tension
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Evidence: Assessments and Performance Task(s)

- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:

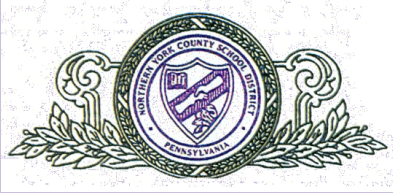
- Science: Various type of animal movements
- Health: Balance, muscular system

Additional Resources:

- Single balance worksheet, Posters, Audio system

Created By:

Tyler Smith & Kim Reichart



Cooperative Games

1st Grade

Course/Subject:
Cooperative Games

Grade:
1

Suggested Timeline:
1 Class

Grade Level Summary	The focus is to have each student perform activities and games in a setting built for cooperation and team-building.
Grade Level Units	Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title	Cooperative Games
Unit Summary	Through cooperative games students will learn a variety of character building traits and expectations such as sharing, empathizing with others, expressing an understanding of a fellow classmate's emotions, and working together as a group to achieve a common goal.

Unit Essential Questions:

1. How does cooperative play impact real-life scenarios?
2. What character traits exist in someone that can work cooperatively with others?

Key Understandings:

1. Safety rules and behaviors in the gymnasium will be identified and explained
2. Students will be able to use previous life experiences to impact their decision making in a cooperative game setting
3. Positive social interactions will develop throughout the cooperative game play with all group members

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.3.D.	Analyze the role of individual responsibility for safety during physical activity.
10.4.3.F.	Identify and describe positive and negative interactions of group members in physical activities.

Important Standards Addressed in the Unit:

10.4.3.D.	Describe factors that affect childhood physical activity preferences.
10.5.3.F.	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> My idea for this activity works better than what you had in mind. 	<ul style="list-style-type: none"> We all have various talents to contribute to challenges and by working together we can piece together a solution to reach a common goal.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will follow the rules and parameters of the learning environment. Students will listen respectfully to corrective feedback from others. 	<ul style="list-style-type: none"> Students will demonstrate competency in various character traits such as sharing, mindfulness, acceptance, and respect for equipment and peers. 	<ul style="list-style-type: none"> Students will think critically to develop creative solutions to complete cooperative activities. Students will communicate and provide feedback on the pros and cons of strategies attempted to complete the challenge.


Academic Vocabulary:		
<ul style="list-style-type: none"> Sharing Cooperation Empathize Goal 	<ul style="list-style-type: none"> Strategy Solution Respect Character 	<ul style="list-style-type: none"> Positive interactions Negative Interactions

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Ticket out the door

Interdisciplinary Connections:
<ul style="list-style-type: none"> Geography – Island names Guidance – Social responsibilities

Additional Resources:
<ul style="list-style-type: none"> PE Central Online

Created By:
Tyler Smith & Kim Reichart

		Gym Scooters 1st Grade
Course/Subject: Gym Scooters	Grade: 1	Suggested Timeline: 2 Classes

Grade Level Summary	The focus is to have each student participate in a variety of games and activities using gym scooters to enhance their current fitness level. An emphasis will be placed on safety to assure students become self-aware of their personal actions and how it may affect their health and the health of others.
Grade Level Units	Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title	Gym Scooters
Unit Summary	The Gym Scooters unit will provide students with the opportunity to enhance their current level of fitness. Activities will include team sports adapted to scooters, individual spatial exploration, movements that isolate body parts, and the opportunity to demonstrate responsible personal and social behavior.

Unit Essential Questions: <ol style="list-style-type: none"> 1. How does being self-aware contribute to the safety of yourself and others during physical activity? 2. How can gym scooters be used to adapt games and activities? 	Key Understandings: <ol style="list-style-type: none"> 1. The student will demonstrate responsible personal and social behavior, follow directions for each activity, and use appropriate practices to ensure a safe environment. 2. The student will be able to identify positive and negative interactions during small group activities. 3. The student will be able to demonstrate movements using isolated body parts.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.3.D.	Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).
10.4.3.F.	Recognize positive and negative interactions of small group activities.

Important Standards Addressed in the Unit:	
10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health.
10.5.3.A.	Recognize and use basic movement skills and concepts.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> There are a limited number of uses for gym scooters. 	<ul style="list-style-type: none"> A wide range of activities can be adapted using the gym scooters including basketball, hockey and soccer.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. Students will recognize positive/negative social interactions and the impact they can have on activities, self-esteem, and performance. 	<ul style="list-style-type: none"> Perform movements while isolating certain body parts such as arms only and legs only. 	<ul style="list-style-type: none"> Students will collaborate with fellow classmates to progress toward the accomplishment of a common goal. Students will be competent of how their decisions can affect themselves and others.


Academic Vocabulary:		
<ul style="list-style-type: none"> Isolated movements Cross leg sitting Push Pull 	<ul style="list-style-type: none"> Speed Teamwork Self-esteem Goal 	<ul style="list-style-type: none"> Personal space Open space Balance Traveling

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:
<ul style="list-style-type: none"> Guidance: Self-esteem, Health: Safety, parts of the body

Additional Resources:
<ul style="list-style-type: none"> Audio system, Scooters licenses

Created By:
Tyler Smith & Kim Reichart

		Locomotor Movement 1st Grade
Course/Subject: Locomotor Movement	Grade: 1	Suggested Timeline: 2 Classes

Grade Level Summary	The focus is to have each student demonstrate competency in a variety of locomotor skills.
Grade Level Units	Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title	Locomotor Skills
Unit Summary	Students will explore traveling while using different locomotor skills. Through practice and repetition students will enhance their locomotor skills so they can be directly incorporated into games and activities. Students will use a mature pattern in the grade appropriate locomotor skills.

Unit Essential Questions: 1. What are the critical cues for the following locomotor skills? 2. How can locomotor skills be incorporated into everyday life and activities?	Key Understandings: 1. The student will understand the value of practice in regards to physical skills. 2. The student will be able to demonstrate and explain the critical cues for grade appropriate locomotor skills. 3. The student will demonstrate safe practices while performing locomotor skills.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.3.D.	Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).
10.5.3.B.	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

Important Standards Addressed in the Unit:	
10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health.
10.5.3.A.	Recognize and use basic movement skills and concepts.
10.5.3.C.	Know the function of practice.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Only younger students perform locomotor skills such as galloping, skipping, etc. 	<ul style="list-style-type: none"> Locomotor skills are used in a variety of sports and activities that all age levels can participate in

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use physical education appropriate terminology. Students will apply the critical cues when practicing skills in various warm-ups, activities, and games. 	<ul style="list-style-type: none"> Hop, gallop, run, and skip using a mature pattern 	<ul style="list-style-type: none"> Students will be self-motivated (conscientious) to progress their locomotor skills through the implementation of critical cues.

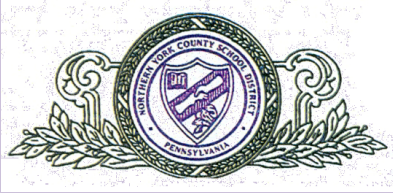
Academic Vocabulary:		
<ul style="list-style-type: none"> Hop Gallop Run Skip 	<ul style="list-style-type: none"> Personal space General space Heel Ball of foot 	<ul style="list-style-type: none"> Lead leg Trail leg Rhythm Pumping the arms

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Unit will include a skill test and/or cognitive assessment

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health: Parts of the body

Additional Resources:
<ul style="list-style-type: none"> Critical cue posters, Locomotor skill rubrics, Grade Level Outcomes for K-12 Physical Education by SHAPE America.

Created By:
Tyler Smith & Kim Reichart



Locomotor Movement

1st Grade

Course/Subject:
Locomotor Movement

Grade:
1

Suggested Timeline:
2 Classes

Grade Level Summary	The focus is to have each student demonstrate competency in a variety of locomotor skills.
Grade Level Units	Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title	Locomotor Skills
Unit Summary	Students will explore traveling while using different locomotor skills. Through practice and repetition students will enhance their locomotor skills so they can be directly incorporated into games and activities. Students will use a mature pattern in the grade appropriate locomotor skills.

Unit Essential Questions:

1. What are the critical cues for the following locomotor skills?
2. How can locomotor skills be incorporated into everyday life and activities?

Key Understandings:

1. The student will understand the value of practice in regards to physical skills.
2. The student will be able to demonstrate and explain the critical cues for grade appropriate locomotor skills.
3. The student will demonstrate safe practices while performing locomotor skills.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.3.D.	Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).
10.5.3.B.	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

Important Standards Addressed in the Unit:

10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health.
10.5.3.A.	Recognize and use basic movement skills and concepts.
10.5.3.C.	Know the function of practice.

Misconceptions:

Proper Conceptions:

<ul style="list-style-type: none"> Only younger students perform locomotor skills such as galloping, skipping, etc. 	<ul style="list-style-type: none"> Locomotor skills are used in a variety of sports and activities that all age levels can participate in
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use physical education appropriate terminology. Students will apply the critical cues when practicing skills in various warm-ups, activities, and games. 	<ul style="list-style-type: none"> Hop, gallop, run, and skip using a mature pattern 	<ul style="list-style-type: none"> Students will be self-motivated (conscientious) to progress their locomotor skills through the implementation of critical cues.

Academic Vocabulary:

<ul style="list-style-type: none"> Hop Gallop Run Skip 	<ul style="list-style-type: none"> Personal space General space Heel Ball of foot 	<ul style="list-style-type: none"> Lead leg Trail leg Rhythm Pumping the arms
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best Unit will include a skill test and/or cognitive assessment

Interdisciplinary Connections:

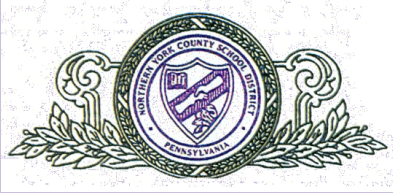
- Health: Parts of the body

Additional Resources:

- Critical cue posters, Locomotor skill rubrics, Grade Level Outcomes for K-12 Physical Education by SHAPE America.

Created By:

Tyler Smith & Kim Reichart



Parachute 1st Grade

Course/Subject:
Parachute

Grade:
1

Suggested Timeline:
2 classes

Grade Level Summary

The focus is to have each student participate in a variety of warm-ups, drills, and games while using the parachute. An emphasis will be placed on safety to assure students become self-aware of their personal actions..

Grade Level Units

Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title

Parachute

Unit Summary

The students will explore parachute skills by practicing the different methods used to make the formations. Students will follow safety rules presented by the teacher and be expected to maintain self-control during the activities.

Unit Essential Questions:

1. Why is self-control important when using the parachute?
2. Describe how teamwork is important when using the parachute?

Key Understandings:

1. The student will demonstrate responsible personal and social behavior, follow directions for each activity, and use appropriate practices to ensure a safe environment.
2. The students will use appropriate vocabulary essential for the parachute
3. The students will learn the concept of cooperation and teamwork with their classmates.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.3 D	Identify and use safe practices in physical activity settings.
10.5.3 B	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

Important Standards Addressed in the Unit:

10.4.3 F	Recognize positive and negative interactions of small group activities.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Only younger students play with the parachute. 	<ul style="list-style-type: none"> Parachute play is for all age levels. It allows for physical activity while having fun at the same time.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn appropriate vocabulary pertaining to the parachute. Students will demonstrate expected behaviors to help maintain a safe environment. Students will recognize positive/negative social interactions and the impact they can have on activities, self-esteem, and performance. 	<ul style="list-style-type: none"> Warm-ups, Drills, and Games using the parachute 	<ul style="list-style-type: none"> Students will be given the opportunity to be creative both individually and collectively and to use their imaginations.

Academic Vocabulary:

<ul style="list-style-type: none"> Basket Mushroom Mountain 	<ul style="list-style-type: none"> Waves Popcorn Floating Cloud 	<ul style="list-style-type: none"> Umbrella Merry Go Round
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:

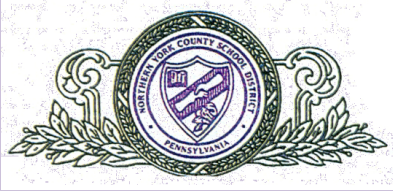
- Science-Physics

Additional Resources:

- Audio System, Websites

Created By:

Tyler Smith & Kim Reichart



Physical Fitness

1st Grade

Course/Subject:
Physical Fitness

Grade:
1

Suggested Timeline:
4 Classes

Grade Level Summary	The focus is to have each student correctly perform each Physical Fitness test to the best of their ability while attempting to achieve the Healthy Fitness Zone.
Grade Level Units	Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title	Physical Fitness
Unit Summary	The Physical Fitness unit will provide students with the opportunity to self-assess various levels of their health and well-being through FitnessGram testing. Students will be attempting to reach the Healthy Fitness Zone while understanding the importance of maintaining a health-enhancing level of physical activity and fitness.

Unit Essential Questions:

1. What are the benefits of completing the FintessGram physical fitness tests?
2. How do we self-assess our personal level of fitness?

Key Understandings:

1. The student will respond verbally/non-verbally (e.g. “thumbs up”) when responding to the effect of the physical activity on their body.
2. The student will understand the value of repetition and practice in regards to physical activity and skills.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.4.3.A.	Identify and engage in physical activities that promote physical fitness and health.
10.4.3.B.	Know the positive and negative effects of regular participation in moderate to vigorous physical activities
10.4.3.C.	Know and recognize changes in body responses during moderate to vigorous physical activity.

Important Standards Addressed in the Unit:

10.1.3.B.	Identify and know the location and function of the major body organs and systems.
10.5.3.C.	Know the function of practice.
10.5.3.D.	Identify and use principles of exercise to improve movement and fitness activities.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Athletes are good at all fitness tests 	<ul style="list-style-type: none"> • Physical fitness is about a person's total well-being and not just one aspect

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Students will learn basic terminology and the benefits of fitness testing. 	<ul style="list-style-type: none"> • Students will have the opportunity to develop and improve upon their physical fitness skills. 	<ul style="list-style-type: none"> • Students will have the opportunity to provide feedback to fellow students throughout fitness testing. • Students will be conscientious of the effects of life choices on their overall well-being and health.

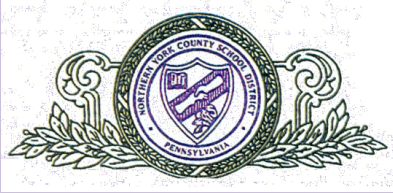
Academic Vocabulary:		
<ul style="list-style-type: none"> • Cardiovascular endurance • Muscular endurance • Muscular strength • Flexibility 	<ul style="list-style-type: none"> • Heart rate • Health fitness zone • Goals 	

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> • Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best • Student assessment on the following FitnessGram tests; Fitness run, PACER, push-ups, curl-ups, pull-ups, flex arm hang, shoulder stretch, and sit & reach test

Interdisciplinary Connections:
<ul style="list-style-type: none"> • Science: Cardiovascular system, muscular system

Additional Resources:
<ul style="list-style-type: none"> • Northern School District Fitness Card; FitnessGram Healthy Fitness Zone Poster

Created By:
Tyler Smith & Kim Reichart



Play Tubes

1st Grade

Course/Subject:

Play Tubes

Grade:

1

Suggested Timeline:

2 classes

Grade Level Summary

The students will use the play tubes to explore non-locomotor actions such as stretching, bending, and twisting. The tubes will be used for identification of body parts, locomotor skills, balancing skills, creativity, and tube tossing and catching.

Grade Level Units

Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title

Play Tubes

Unit Summary

The Play Tubes allow for individual development and progress of skills. Play Tubes assist movement exploration in areas of creativity, flexibility, coordination, balance, individuality, fun and success.

Unit Essential Questions:

1. What are the safety rules when using the Play Tubes?

Key Understandings:

1. Students will demonstrate responsible personal and social behavior, follow directions, and use appropriate practices to insure a safe environment.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.3.D	Identify and use safe practices in physical activity settings
10.5.3.A	Recognize and use basic motor skills: locomotor movements, non-locomotor movements, manipulative movements, relationships, combination movements, space awareness, effort.

Important Standards Addressed in the Unit:

10.4.3.D	Identify likes and dislikes related to participation in physical activities.
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Misconceptions:

- The students are just playing.

Proper Conceptions:

- Play Tubes can help with creativity, flexibility, coordination, and balance.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will follow the rules and parameters of the learning environment. Students will listen respectfully to corrective feedback from others. 	<ul style="list-style-type: none"> Locomotor skills Non-locomotor skills Balancing Tossing/Catching 	<ul style="list-style-type: none"> Students will demonstrate creativity by exploring new ways to travel with the Play Tubes.

Academic Vocabulary:

<ul style="list-style-type: none"> Body Parts 	<ul style="list-style-type: none"> Locomotor Skills 	<ul style="list-style-type: none"> Non-Locomotor Skills
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best

Interdisciplinary Connections:

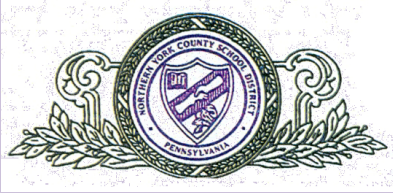
- Health
- Art

Additional Resources:

- Computer, book

Created By:

Tyler Smith & Kim Reichart



Jump Rope

1st Grade

Course/Subject:
Jump Rope

Grade:
1

Suggested Timeline:
2 classes

Grade Level Summary

The focus is to introduce students to a variety of jump rope skills to improve health/skill related fitness components. Students will be presented with basic jumping skills that will enhance their fitness level.

Grade Level Units

Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title

Jump Rope

Unit Summary

The jump rope unit will provide students with multiple opportunities to practice their jumping skills which will enhance their fitness level. Activities will include short/long ropes, jump stick, and games using a rope.

Unit Essential Questions:

1. What is the body position needed to jump rope?

Key Understandings:

1. The student will understand the value of practice in regards to physical skills.
2. The student will be able to demonstrate and explain the critical cues for grade appropriate jump rope skills.
3. The student will demonstrate safe practices while performing.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

10.3.3.D.

Identify and use safe practices in physical activity settings

10.5.3.C.

Know the function of practice.

Important Standards Addressed in the Unit:

10.4.3.B.

Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

Misconceptions:

- Jump Rope is an activity that is just for girls.

Proper Conceptions:

- Jump Rope is an activity for all genders.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will use the critical cues when practicing jump rope skills. The students will demonstrate responsible personal social behaviors, following directions and use appropriate practices to insure a safe environment. Students will have an opportunity to work on cardiovascular endurance, balance and coordination. 	<ul style="list-style-type: none"> Flat Rope Jumping Double Leg Jump Stagger Leg Jump Movement Exploration 	<ul style="list-style-type: none"> Students will be self-motivated(conscientious) when practicing their skills.

Academic Vocabulary:

<ul style="list-style-type: none"> Double Jump Rhythm General Space 	<ul style="list-style-type: none"> Stagger Ball of Foot Head to toe checklist 	<ul style="list-style-type: none"> Endurance Personal Space
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Evidence: Assessments and Performance Task(s)

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- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
 - Skill test
-

Interdisciplinary Connections:


- Health
-

Additional Resources:

- Posters
-

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			Manipulatives 1st Grade
Course/Subject: Manipulatives	Grade: 1		Suggested Timeline: 1-3 Classes

Grade Level Summary	The focus is to introduce students to a variety of manipulative skills to improve health/skill-related fitness components. Students will be presented with basic coordination skills.
Grade Level Units	Ball Skills, Bean Bags, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Jump Ropes, Manipulatives

Unit Title	Manipulatives
Unit Summary	Students will experience a variety of activities including launch boards, scoops, batting practice, frisbees, and juggling to improve basic coordination skills. Through practice and repetition, students will enhance their skills so they can be directly incorporated into games and activities.

Unit Essential Questions: 1. How do manipulative skills improve hand-eye and foot-eye coordination? 2. How do I position my body to be proficient in manipulative skills?	Key Understandings: 1. The student will understand the value of practice in regards to manipulatives skills. 2. The student will demonstrate safe practices while performing games and activities. 3. The student will demonstrate responsible personal and social behaviors.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.4.3.A.	Identify and engaged in physical activities that promote physical fitness and health.
10.5.3.E.	Know and describe scientific principles that affect movement skills and concepts using appropriate vocabulary.

Important Standards Addressed in the Unit:	
10.4.3.D.	Identify likes and dislikes related to participation in physical activities

Misconceptions: <ul style="list-style-type: none"> Students learn manipulative techniques outside of the school setting and are already familiar with them before coming to Physical Education class. 	Proper Conceptions: <ul style="list-style-type: none"> There are several students that have their first exposure to appropriate vocabulary for manipulative skills in primary school Physical Education class.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will demonstrate and show awareness to expected behaviors to help maintain a safe environment. Students will recognize positive/negative social interactions and the impact they can have on activities, self-esteem, and performance. 	<ul style="list-style-type: none"> Tossing Catching Swinging/striking Juggling 	<ul style="list-style-type: none"> Students will be self-motivated to progress manipulative skills through the usage of critical cues.

Academic Vocabulary:

<ul style="list-style-type: none"> Toss Catch Levels Swing Launch Opposite 	<ul style="list-style-type: none"> Batting stance Personal space General space Follow-through Grip Foot-eye coordination 	<ul style="list-style-type: none"> Catcher Hitter Outfielder Catching Hand-eye coordination
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Evidence: Assessments and Performance Task(s)

-
- Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best
-

Interdisciplinary Connections:

- Science
- Health

Additional Resources:

- Websites

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