		<b>Ball Skills</b>  <b>2nd Grade</b>
<b>Course/Subject:</b> Ball Skills	<b>Grade:</b> 2	<b>Suggested Timeline:</b> 3 Classes

<b>Grade Level Summary</b>	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.
<b>Grade Level Units</b>	Ball Skills, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, Jump Ropes, Manipulatives

<b>Unit Title</b>	Ball Skills
<b>Unit Summary</b>	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.

<b>Unit Essential Questions:</b> 1. What are the critical cues for the following ball skills? 2. How can ball skills be incorporated into everyday life and activities?	<b>Key Understandings:</b> 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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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
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.

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

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

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#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>Rolling</li> <li>Dribbling</li> <li>Throwing</li> <li>Catching</li> <li>Underhand throw</li> </ul>	<ul style="list-style-type: none"> <li>Ball skill critical cues</li> <li>Fielding</li> <li>Accuracy</li> <li>Control</li> <li>Overhand throw</li> </ul>	<ul style="list-style-type: none"> <li>Finger pads</li> <li>Basket catch</li> <li>Two hand catch</li> <li>Overhead catch</li> </ul>
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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
- 

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#### Interdisciplinary Connections:

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


#### Additional Resources:

- Ball skill rubrics
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#### Created By:

Tyler Smith & Kim Reichart

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		<b>Soccer</b>  <b>2nd Grade</b>
<b>Course/Subject:</b> Soccer	<b>Grade:</b> 2	<b>Suggested Timeline:</b> 3 Classes

<b>Grade Level Summary</b>	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.
<b>Grade Level Units</b>	Ball Skills, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, Jump Ropes, Manipulatives

<b>Unit Title</b>	Soccer
<b>Unit Summary</b>	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.

<b>Unit Essential Questions:</b> 1. What are the critical cues for kicking a soccer ball? 2. What are the critical cues for dribbling a soccer ball?	<b>Key Understandings:</b> 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>
<b>10.4.3.A.</b>	Identify and engage in physical activities that promote physical fitness and health
<b>10.5.3.A.</b>	Recognize and use basic movement skills and concepts

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

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

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

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

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

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

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

<b>Created By:</b>
Tyler Smith & Kim Reichart



## Gymnastics

### 2nd Grade

**Course/Subject:**

Gymnastics

**Grade:**

2

**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, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, 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>
<b>10.3.3.D.</b>	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).
<b>10.5.3.B.</b>	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

**Important Standards Addressed in the Unit:**

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

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

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


<b>Academic Vocabulary:</b>		
<ul style="list-style-type: none"> <li>Personal space</li> <li>Muscular strength</li> <li>Flexibility</li> <li>Balance</li> </ul>	<ul style="list-style-type: none"> <li>Core strength</li> <li>Static balance</li> <li>Symmetrical</li> <li>Non-Symmetrical</li> </ul>	<ul style="list-style-type: none"> <li>Inverted</li> <li>Upright</li> <li>Counter-Balance</li> <li>Counter-Tension</li> </ul>

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

<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>Science: Various type of animal movements</li> <li>Health: Balance, muscular system</li> </ul>

<b>Additional Resources:</b>
<ul style="list-style-type: none"> <li>Single balance worksheet, Posters, Audio system</li> </ul>

<b>Created By:</b>
Tyler Smith & Kim Reichart

		<b>Cooperative Games</b>  <b>2nd Grade</b>
<b>Course/Subject:</b> Cooperative Games	<b>Grade:</b> 2	<b>Suggested Timeline:</b> 1 Class

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

<b>Unit Title</b>	Cooperative Games
<b>Unit Summary</b>	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.

<b>Unit Essential Questions:</b> 1. How does cooperative play impact real-life scenarios? 2. What character traits exist in someone that can work cooperatively with others?	<b>Key Understandings:</b> 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
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<b>Focus Standards Addressed in the Unit:</b>	
<i>Standard Number</i>	<i>Standard Description</i>
<b>10.3.3.D.</b>	Analyze the role of individual responsibility for safety during physical activity.
<b>10.4.3.F.</b>	Identify and describe positive and negative interactions of group members in physical activities.

<b>Important Standards Addressed in the Unit:</b>	
<b>10.4.3.D.</b>	Describe factors that affect childhood physical activity preferences.
<b>10.5.3.F.</b>	Identify and apply game strategies to basic games and physical activities.

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

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

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

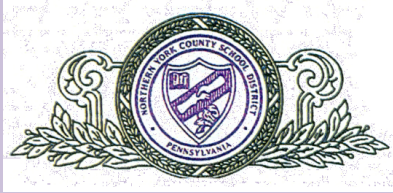
<b>Evidence: Assessments and Performance Task(s)</b>
<ul style="list-style-type: none"> <li>Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best</li> <li>Ticket out the door</li> </ul>

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

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

<b>Created By:</b>
Tyler Smith & Kim Reichart





## Gym Scooters

### 2nd Grade

**Course/Subject:**

Gym Scooters

**Grade:**

2

**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, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, 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:**

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:**

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.

**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
<b>10.3.3.D.</b>	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).
<b>10.4.3.F.</b>	Recognize positive and negative interactions of small group activities.

**Important Standards Addressed in the Unit:**

<b>10.4.3.A.</b>	Identify and engage in physical activities that promote physical fitness and health.
<b>10.5.3.A.</b>	Recognize and use basic movement skills and concepts.

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

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


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

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

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

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

<b>Created By:</b>
Tyler Smith & Kim Reichart

		<b>Locomotor Movement</b>  <b>2nd Grade</b>
<b>Course/Subject:</b> Locomotor Movement	<b>Grade:</b> 2	<b>Suggested Timeline:</b> 2 Classes

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

<b>Unit Title</b>	Locomotor Skills
<b>Unit Summary</b>	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.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are the critical cues for the following locomotor skills?</li> <li>2. How can locomotor skills be incorporated into everyday life and activities?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. The student will understand the value of practice in regards to physical skills.</li> <li>2. The student will be able to demonstrate and explain the critical cues for grade appropriate locomotor skills.</li> <li>3. The student will demonstrate safe practices while performing locomotor skills.</li> </ol>
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>10.3.3.D.</b>	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).
<b>10.5.3.B.</b>	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

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

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

#### Academic Vocabulary:

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

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

		<b>Movement Exploration</b>  <b>2nd Grade</b>
<b>Course/Subject:</b> Movement Exploration	<b>Grade:</b> 2	<b>Suggested Timeline:</b> 2 Classes

<b>Grade Level Summary</b>	The focus is to have each student demonstrate a competency with various principles of movement while evaluating the impact of such movements on their daily lives.
<b>Grade Level Units</b>	Ball Skills, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, Jump Ropes, Manipulatives

<b>Unit Title</b>	Movement Exploration
<b>Unit Summary</b>	Students will be developing their eight locomotor skills, understanding and performing non-locomotor movements, and identifying various principles of space in relation to the body. Critical cues will be identified through conversation and activities within the physical education class. The students will also be using practice to develop their own skills using appropriate vocabulary so they may advocate learned movement skills in their community.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are the differences and similarities of home base, general space, and personal space?</li> <li>2. What are the eight locomotor skills and how can they be described using critical cues to increase performance?</li> <li>3. What are examples of non-locomotor movements?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. Students will develop movement principles related to space awareness, body awareness and home base.</li> <li>2. Students will understand motor development concepts of non-locomotor and locomotor skills, directionality and pathways, levels, and rates of movement.</li> </ol>
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>10.5.3.A.</b>	Recognize and use basic movement skills and concepts.
<b>10.5.3.B.</b>	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

<b>Important Standards Addressed in the Unit:</b>	
<b>10.3.3.D.</b>	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).
<b>10.5.3.C.</b>	Know the function of practice.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
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<ul style="list-style-type: none"> <li>Students learn principles of movement outside of the school setting and are already familiar with them before coming to physical education class.</li> </ul>	<ul style="list-style-type: none"> <li>There are several students that have their first exposure to appropriate vocabulary for locomotor and non-locomotor movements in primary school physical education class.</li> </ul>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>The student will be able to identify home base, personal space, and general space.</li> <li>The student will be able to verbally explain the critical cues of locomotor skills.</li> <li>The student will understand the relationship between movement skills and everyday life activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify and practice the following skills while returning to home base after each; Hop, Walk, Run, Skip, Gallop, Jump, Slide, and Leap.</li> <li>Students will move according to directions, pathway, level, and tempo when performing locomotor skills.</li> <li>Students will perform bending, stretching, twisting, and turning while following the examples of peers and/or the instructor.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate competency in a variety of movement skills that will affect overall health and fitness.</li> <li>Students will be able to think critically about the relationship between principles of movement and quality of life.</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>Hop</li> <li>Walk</li> <li>Run</li> <li>Skip</li> <li>Locomotor skills</li> <li>Stretch</li> <li>Twist</li> </ul>	<ul style="list-style-type: none"> <li>Gallop</li> <li>Jump</li> <li>Slide</li> <li>Leap</li> <li>Non-locomotor movements</li> <li>Bend</li> <li>Body awareness</li> </ul>	<ul style="list-style-type: none"> <li>Self-space</li> <li>Levels</li> <li>Pathway</li> <li>Directions</li> <li>Personal space</li> <li>General space</li> <li>Home base</li> </ul>
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#### Evidence: Assessments and Performance Task(s)

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

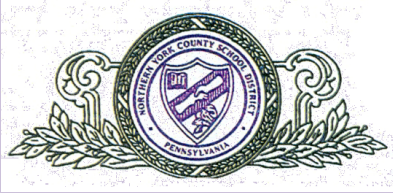
- Health: Parts of the body
- Math: Directions, Shapes

#### Additional Resources:

- Skill worksheets, Audio system, Projector

#### Created By:

Tyler Smith & Kim Reichart



## Parachute 2nd Grade

**Course/Subject:**  
Parachute

**Grade:**  
2

**Suggested Timeline:**  
2 classes

<b>Grade Level Summary</b>	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.
<b>Grade Level Units</b>	Ball Skills, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, Jump Ropes, Manipulatives

<b>Unit Title</b>	Parachute
<b>Unit Summary</b>	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>
<b>10.3.3 D</b>	Identify and use safe practices in physical activity settings.
<b>10.5.3 B</b>	Recognize and describe the concepts of motor skill development using appropriate vocabulary.

### Important Standards Addressed in the Unit:

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

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

<b>Academic Vocabulary:</b>		
<ul style="list-style-type: none"> <li>Basket</li> <li>Mushroom</li> <li>Mountain</li> </ul>	<ul style="list-style-type: none"> <li>Waves</li> <li>Popcorn</li> <li>Floating Cloud</li> </ul>	<ul style="list-style-type: none"> <li>Umbrella</li> <li>Merry Go Round</li> </ul>


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

<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>Science-Physics</li> </ul>

<b>Additional Resources:</b>
<ul style="list-style-type: none"> <li>Audio System, Websites</li> </ul>

<b>Created By:</b>
Tyler Smith & Kim Reichart



		<b>Physical Fitness</b>  <b>2nd Grade</b>
<b>Course/Subject:</b> Physical Fitness	<b>Grade:</b> 2	<b>Suggested Timeline:</b> 4 Classes

<b>Grade Level Summary</b>	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.
<b>Grade Level Units</b>	Ball Skills, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, Jump Ropes, Manipulatives

<b>Unit Title</b>	Physical Fitness
<b>Unit Summary</b>	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.

<b>Unit Essential Questions:</b> 1. What are the benefits of completing the FintessGram physical fitness tests? 2. How do we self-assess our personal level of fitness?	<b>Key Understandings:</b> 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.
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>10.4.3.A.</b>	Identify and engage in physical activities that promote physical fitness and health.
<b>10.4.3.B.</b>	Know the positive and negative effects of regular participation in moderate to vigorous physical activities
<b>10.4.3.C.</b>	Know and recognize changes in body responses during moderate to vigorous physical activity.

<b>Important Standards Addressed in the Unit:</b>	
<b>10.1.3.B.</b>	Identify and know the location and function of the major body organs and systems.
<b>10.5.3.C.</b>	Know the function of practice.
<b>10.5.3.D.</b>	Identify and use principles of exercise to improve movement and fitness activities.

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

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


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

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

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

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

<b>Created By:</b>
Tyler Smith & Kim Reichart

			<b>Play Tubes</b>  <b>2nd Grade</b>
<b>Course/Subject:</b> Play Tubes	<b>Grade:</b> 2		<b>Suggested Timeline:</b> 2 classes

<b>Grade Level Summary</b>	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.
<b>Grade Level Units</b>	Ball Skills, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, Jump Ropes, Manipulatives

<b>Unit Title</b>	Play Tubes
<b>Unit Summary</b>	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.

<b>Unit Essential Questions:</b> 1. What are the safety rules when using the Play Tubes?	<b>Key Understandings:</b> 1. Students will demonstrate responsible personal and social behavior, follow directions, and use appropriate practices to insure a safe environment.
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
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.

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

<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>The students are just playing.</li> </ul>	<b>Proper Conceptions:</b> <ul style="list-style-type: none"> <li>Play Tubes can help with creativity, flexibility, coordination, and balance.</li> </ul>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Students will follow the rules and parameters of the learning environment.</li> <li>Students will listen respectfully to corrective feedback from others.</li> </ul>	<ul style="list-style-type: none"> <li>Locomotor skills</li> <li>Non-locomotor skills</li> <li>Balancing</li> <li>Tossing/Catching</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate creativity by exploring new ways to travel with the Play Tubes.</li> </ul>

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**Academic Vocabulary:**

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

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

- Health
- Art

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**Additional Resources:**


- Computer, book

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**Created By:**

Tyler Smith & Kim Reichart

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		<b>Bean Bags</b>  <b>2nd Grade</b>
<b>Course/Subject:</b> Bean Bags	<b>Grade:</b> 2	<b>Suggested Timeline:</b> 2 Classes

<b>Grade Level Summary</b>	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.
<b>Grade Level Units</b>	Ball Skills, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, Jump Ropes, Manipulatives

<b>Unit Title</b>	Bean Bags
<b>Unit Summary</b>	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.

<b>Unit Essential Questions:</b> 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?	<b>Key Understandings:</b> 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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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>10.5.3.A.</b>	Recognize and use basic movement skills and concepts.
<b>10.5.3.E.</b>	Know and describe scientific principles that affect movement and skills using appropriate vocabulary.

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

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

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

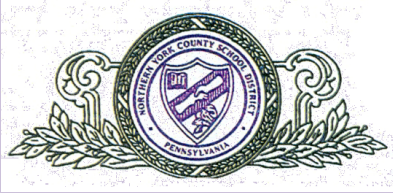
<b>Academic Vocabulary:</b>		
<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Gross motor skills</li> <li>Hand/eye coordination</li> <li>Foot/eye coordination</li> <li>General coordination</li> <li>Personal Space</li> </ul>	<ul style="list-style-type: none"> <li>General Space</li> 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

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

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

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

<b>Created By:</b>
Tyler Smith & Kim Reichart



## Jump Rope

### 2nd Grade

**Course/Subject:**  
Jump Rope

**Grade:**  
2

**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, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, 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, trick jumps, jump stick, and games using a rope.

#### Unit Essential Questions:

1. What are the benefits of jumping 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:

#### Proper Conceptions:

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

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**Academic Vocabulary:**

<ul style="list-style-type: none"> <li>● Double Jump</li> <li>● Single Leg</li> <li>● Rhythm</li> <li>● General Space</li> </ul>	<ul style="list-style-type: none"> <li>● Stagger</li> <li>● Alternating</li> <li>● Ball of Foot</li> <li>● Head to toe checklist</li> </ul>	<ul style="list-style-type: none"> <li>● Endurance</li> <li>● Personal Space</li> <li>● Trick Jumps</li> </ul>
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**Evidence: Assessments and Performance Task(s)**

<ul style="list-style-type: none"> <li>● Observation of SPORT; Sportsmanship, Participation, On task, Respect, Try your best</li> <li>● Skill test</li> </ul>
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**Interdisciplinary Connections:**

- Health

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**Additional Resources:**

- Posters


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**Created By:**

Tyler Smith & Kim Reichart

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		<b>Manipulatives</b>  <b>2nd Grade</b>
<b>Course/Subject:</b> Manipulatives	<b>Grade:</b> 2	<b>Suggested Timeline:</b> 1-3 Classes

<b>Grade Level Summary</b>	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.
<b>Grade Level Units</b>	Ball Skills, Soccer, Gymnastics, Cooperative Games, Gym Scooters, Locomotor Movement, Movement Exploration, Parachute, Physical Fitness, Play Tubes, Bean Bags, Jump Ropes, Manipulatives

<b>Unit Title</b>	Manipulatives
<b>Unit Summary</b>	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.

<b>Unit Essential Questions:</b> 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?	<b>Key Understandings:</b> 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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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
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.

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

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

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#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>Toss</li> <li>Catch</li> <li>Levels</li> <li>Swing</li> <li>Launch</li> <li>Opposite</li> </ul>	<ul style="list-style-type: none"> <li>Batting stance</li> <li>Personal space</li> <li>General space</li> <li>Follow-through</li> <li>Grip</li> <li>Foot-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>Catcher</li> <li>Hitter</li> <li>Outfielder</li> <li>Catching</li> <li>Hand-eye coordination</li> </ul>
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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
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#### Interdisciplinary Connections:

- Science
- Health

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#### Additional Resources:

- Websites

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#### Created By:

Tyler Smith & Kim Reichart

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