

**PHYSICAL EDUCATION
CURRICULUM
PreK-12**

**Diocese of Tucson
Department of Catholic Schools**

**Amended and Reaffirmed
May 2006**

Introduction

The Physical Education Curriculum contains a scope and sequence for Grades K through 8. Particular skills are presented in one grade level and developed in the next grade level. Some skills are again presented at higher grade levels due to variations in children's developmental skills.

For each grade level there is a basic format consisting of topic, content matter, vocabulary, and a focus on student expectations and assessments.

The Curriculum Committee suggests that the physical education instructor develop a portfolio for each student including the various checklists of skills that have been provided in the Appendix.

Before performing any activities, be sure to consider the safety of the student, equipment available and its condition, and the environment in which the activities will be performed.

The high school (grades 9-12) portion of the curriculum is borrowed, in part, from the Diocese of Phoenix. We thank them for their generous sharing.

Physical Education Curriculum Committee

Special thanks to the following members who helped to review the existing curriculum, amend to current standard, and reaffirm the work of our teachers of physical education of the Diocese of Tucson:

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Physical Education Curriculum Guide
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Vision Statement

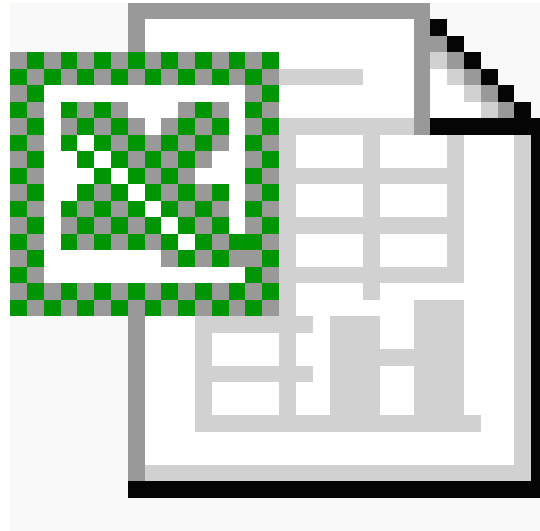
The Diocese of Tucson believes that its schools are distinctively Catholic because they educate mind, body and soul. We believe that every child is a sacred vessel through which God's work is done. The school nourishes each child's academic, spiritual and physical journey to God. Its ultimate goal is the enjoyment and participation in wholesome physical recreation and wellness throughout life.

Physical education provides an opportunity to demonstrate self-discipline, self-motivation, good sportsmanship, and an opportunity to contribute to the development of social skills. It strives to promote a positive correlation between learning and physical well-being. The Physical Education Curriculum includes domains of cognitive, affective, and psychomotor development.

Consequently, if Physical Education is an integral part of our culture and well-being, and if Physical Education enhances the academic learning process, then it must be an inseparable part of the Catholic educational philosophy – to educate the whole child.

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PE Scope and Sequence 2007

GRADE LEVEL: Kindergarten

TOPIC: Motor Skills

CONTENT MATTER: Locomotor

LOCOMOTOR SKILLS: Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

VOCABULARY:

jump	gallop	walk	leap
hop	skip	stop	slide
jog	soft landing	general space	
personal space			

OBJECTIVES:

A-1 Walk with proper arm/leg opposition, and correct foot alignment

A-2 Jump in place

A-3 Jump forward, backward and to either side

A-4 Demonstrate soft landing when jumping

A-5 Hop in place (right or left foot)

A-6 Hop forward, backward and to either side

A-7 Hop over and around objects

A-11 Demonstrate a slide by stepping to the side with one foot and closing with the other (right and left)

A-13 Stop on command

A-15 Demonstrate a gallop by stepping with the same foot each time and closing with the other foot

A-18 Skip from one designated position to another

A-19 Skip changing direction and speed

A-20 Differentiate the following movements: running, jogging, jumping, hopping, leaping, sliding, skipping, and galloping

A-22 Move in space without collisions

ASSESSMENT:

Teacher observation with checklist

Drawing of different pathways – straight, curved,
Zigzag

GRADE LEVEL: Kindergarten

TOPIC: Motor Skills

CONTENT MATTER: Non-locomotor

NON-LOCOMOTOR SKILLS: Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, etc.

VOCABULARY: balance sway rock
swing twist curl
imitative movement

OBJECTIVES:

A-23 Use movement to express feelings

A-24 Use movement imitatively: animals, personalities, machines and shapes

A-27 Maintain balance in a variety of positions

A-30 Bend, stretch, swing, sway, twist, rock, turn and curl total body and individual body parts in place with ease

A-32 Demonstrate pushing and pulling

ASSESSMENT: Teacher observation with checklists

GRADE LEVEL:

Kindergarten

TOPIC:

Motor Skills

CONTENT MATTER:

Manipulative skills

**MANIPULATIVE
Skills:**

Are the skills used when a child handles an object.

The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

VOCABULARY:

single jump

OBJECTIVES:

A-35 Balance objects such as bean bags, koosh balls, etc.,
utilizing body parts

A-36 Perform various locomotor and non-locomotor
skills using a variety of manipulatives (e.g., jump ropes, balls, rings, bean bags, etc.)

A-45 Demonstrate the single jump technique while turning an individual rope

ASSESSMENT:

Teacher observation with jump rope checklists

GRADE LEVEL: Kindergarten

TOPIC: Motor Skills

CONTENT MATTER: Sending skills

SENDING SKILLS: Skills such as tossing, throwing, batting, or kicking

VOCABULARY: stationary target

OBJECTIVES:

A-49 Keep a balloon in the air using different body parts

A-55 Roll a ball toward a target

A-50 Toss an object straight up so that it lands within personal space

A-57 Toss a small object with one hand and catch with the other

A-52 Show a one-hand roll using a large ball

A-60 Kick a ball rolled by a partner

A-53 Roll balls of various sizes and weights

A-61 Kick a stationary ball with right and left foot

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL:

Kindergarten

TOPIC: Motor Skills

CONTENT MATTER:

Receiving Skills

RECEIVING SKILLS:

The skill of catching

VOCABULARY:

None

OBJECTIVES:

A-78

Demonstrate catching a large rolling ball with two hands

A-79

Drop and catch a large ball with two hands

ASSESSMENT:

Teacher observation with checklist

GRADE LEVEL: Kindergarten

TOPIC: Body Awareness

CONTENT MATTER: Body Awareness

BODY AWARENESS: Will include a basic knowledge of general and personal space including directional movements and identification of body parts.

VOCABULARY: directional movements force

OBJECTIVES:

B-1 Demonstrate the ability to lead a group or follow a leader

B-2 Perform directional movements on verbal commands (forward, backward, up down, and sideways – left/right)

B-3 Identify right side and left side

B-4 Demonstrate understanding of directions such as: backward/forward/sideways, high/low, in front/in back, into/out of, on/off, on top/underneath, top/bottom, over/under, up/down, upper/lower, around/through/across, right/left, upside down/right side up

B-5 Demonstrate understanding of directions such as: above/below/along, toward, away, beside, to the side of, sideways, inside/outside, between, behind/ ahead, before/after

B-6 Demonstrate understanding of relationships between self and others: face to face, back to back, side by side, close together, far apart, separate, together

B-7 Demonstrate contrasting movements such as: round/straight/square, short/long/tall, smooth/rough/jerky, sudden/sustained, swift/slow, tight/loose, tiny/big/ large, wide/narrow/thin, zig zag/straight, curved/ flat/straight, graceful/awkward, light/heavy, near/ far

B-9 Recognize, name, and demonstrate body parts and large muscle groups; i.e. forearm, thigh, calf, trunk, instep

B-10 Differentiate between one's own personal space and that of another

ASSESSMENT:

Teacher observation with checklists

GRADE LEVEL: Kindergarten

TOPIC: Rhythmic Movement

CONTENT MATTER: Rhythmic Movement

RHYTHMIC MOVEMENT: Means engaging in various movements through space to music or rhythmic sounds

VOCABULARY:
traditional dance
ethnic dance
cultural dance
recreational dances
imagery
tempo

OBJECTIVES:

C-1 Perform traditional dance steps in various ethnic, cultural, and recreational dances

C-2 Use self-expressive movements in response to rhythmical accompaniments, imagery and stories

C-3 Perform locomotor and non-locomotor skills in singing games

C-4 Perform basic locomotor movements in response to different time and tempo of music

C-5 Demonstrate light and heavy movements

C-6 Demonstrate stiff and smooth movements

C-7 Move to music in basic formations: partners, scattered, line, circle, etc.

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL:

Kindergarten

TOPIC:

Health and Skill Related Fitness

CONTENT MATTER:

Health and Skill Related Fitness

HEALTH AND SKILL RELATED FITNESS:

Important components of health related fitness include aerobic endurance, muscle strength, and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.

VOCABULARY:

physical fitness test	coordination
strength	cardiovascular efficiency
power	warm ups
flexibility	strategy
agility	implement
benefits	breathing rate (before, after)
nutrition	basic first aid

OBJECTIVES:

- D-1 Participate in at least one physical fitness test item
- D-2 Associate results of fitness testing to personal health status and ability to perform various activities.
- D-4 Perform exercises that will increase strength and Power
- D-5 Perform exercises that will increase flexibility
- D-6 Perform exercises that will increase speed, agility, and coordination

- D-7 Perform tests that will increase cardiovascular efficiency
- D-8 Identify at least one activity associated with each component of health-related physical activity and one from a skill related physical activity
- D-9 Develop and implement a strategy for personal fitness components and for goals

D-10 Recognize the necessity of warm ups of body muscles before strenuous exercise

D-12 Understand that breathing rate varies before and after exercise

D-19 Know importance and benefits derived from regular physical activities

D-20 Relate good nutrition and sleep habits to physical fitness

D-21 Know the importance of basic first aid

D-28 Understand how to balance food intake with physical activity

ASSESSMENT:

Physical fitness tests

GRADE LEVEL: Kindergarten

TOPIC: Attitudinal Growth

CONTENT MATTER: Attitudinal Growth

ATTITUDINAL GROWTH: In physical education, attitudes may be expressed in interests, appreciations, and values developed in/or toward physical education. Evaluation of attitudes should measure such areas as cooperation, sportsmanship, emotional control, respect for others and respect of the rules of the class and equipment.

VOCABULARY:
proper clothes and shoes (attire)
sportsmanship
cooperation skills
emotional control
physical exertion

OBJECTIVES:

E-1 Know and observe safety rules related to class

E-2 Wear proper clothes and shoes for physical activities

E-3 Demonstrate cooperation skills necessary for successful participation

E-4 Demonstrate sportsmanship and emotional control

E-5 Show respect for and appreciation for individual differences

E-6 Learn proper usage of equipment

E-7 Demonstrate proper respect and responsible (such as taking turns) social behavior

E-8 Demonstrate simple problem solving skills (decide whose turn it is)

- E-9 Participate in activities that require physical exertion daily outside of PE class
- E-10 Identify personal interests in regards to one's exercise capabilities

- E-14 Participate in physical activity opportunities in the community (cancer walks, marathons).
- E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

ASSESSMENT:

Teacher observation with social behavior checklist

Student self-evaluation

GRADE LEVEL: Kindergarten **TOPIC:** Games/Sports (General)

CONTENT MATTER: Games/Sports (General)

GAMES: Are activities that include low organization and are non-competitive

SPORTS: Are a more organized and competitive in nature

VOCABULARY: low organizational games
lead-up
modified
non-competitive

STUDENTS WILL:

F-1 Participate in low organizational games (including those from other countries)

F-2 Learn activities which will be of value in life-long recreational pursuits

F-3 Participate in lead-up and modified games

ASSESSMENT: Teacher observation

GRADE LEVEL: Kindergarten **TOPIC:** Gymnastics (stunts, tumbling)

CONTENT MATTER: Gymnastics (stunts, tumbling)

STUNTS: A performance displaying a person’s skill or dexterity

TUMBLING: The art of performing acrobatic tumbles

VOCABULARY: base of support
 forward rolls
 backward rolls
 individual balances
 partner balances

STUDENTS WILL:

- G-1 Perform individual and partner balances
- G-2 Perform individual and partner stunts
- G-4 Control body balance on increasingly smaller base of support
- G-5 Know how to fall safely
- G-6 Demonstrate the effect of vision on balance
- G-7 Perform forward and backward rolls

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: First **TOPIC:** Motor Skills

CONTENT MATTER: Locomotor

LOCOMOTOR SKILLS: Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

VOCABULARY: Leap for distance

OBJECTIVES:

A-8 Leap for distance

A-10 Leap over obstacles

A-12 Change direction smoothly while sliding

A-14 Slide with a partner, face to face, while holding hands

A16 Recognize a gallop as a forward slide

A-17 Gallop with a partner

A-21 Run with upright body position using the proper knee and arm bend

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: First

TOPIC: Motor Skills

CONTENT MATTER: Non-Locomotor

NON-LOCOMOTOR SKILLS: Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing and circling, etc.

VOCABULARY: pull push
mirror movement

OBJECTIVES:

A-25 Raise and lower body with good balance using both feet

A-26 Raise and lower body with good balance using separate feet (one foot at a time)

A-28 Mirror movement of leader or partner

A-29 Move in direction opposite to leader

A-31 Demonstrate the relationship between bending and straightening to pushing and pulling

A-33 Execute various non-locomotor skills with a Partner

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: First

TOPIC: Motor Skills

CONTENT MATTER: Manipulative

MANIPULATIVE SKILLS: Are the skills used when a child handles an object. The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

VOCABULARY: front and back cross
speed jump
double jump (bounce)

OBJECTIVES:

A-37 Turn rope in cooperation with a partner

A-38 Jump from side to side over a motionless rope held several centimeters from the floor by two people

A-39 Jump over a rope swung back and forth by two people

A-40 Jump a rope turned by two people

A-43 Jump an individual rope using any technique

A-44 Jump an individual rope turned backward

A-46 Demonstrate the double jump technique while turning an individual rope

A-47 Alternate feet while jumping alone

A-48 Demonstrate various forward jump rope skills such as jogging, running, skipping, speed jump, criss-cross

ASSESSMENT: Teacher observation with jump rope checklist

GRADE LEVEL: First

TOPIC: Motor Skills

CONTENT MATTER: Sending skills

SENDING SKILLS: Skills such as tossing, throwing, batting, or kicking

VOCABULARY: one hand roll eye-hand coordination
two hand roll strike
dribble (with hand)

OBJECTIVES:

A-54 Roll a ball with different amounts of force to a specific target

A-56 Pass a ball to a partner so the partner can catch it

A-58 Strike an appropriate object with a racket, paddle, bat, etc.

A-64 Kick a ball through a goal or at a target

A-69 Demonstrate eye-hand coordination by accurately catching and throwing an object at varying distance

A-71 Keep light weight objects such as a balloon or beach ball going back and forth over a net

A-73 Dribble in general space controlling the ball with your hand

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: First

TOPIC: Motor Skills

CONTENT MATTER: Receiving Skills

RECEIVING SKILLS: The skill of catching.

VOCABULARY: underhand toss
underhand throw

OBJECTIVES:

A-81 Move into position to catch a rolling ball

A-83 Catch objects of a variety of sizes thrown or
tossed underhand by a partner

A-85 Catch a ball bounced by a partner

A-86 Catch small objects in a pail, box or scoop, etc.

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: First

TOPIC: Rhythmic Movement

CONTENT MATTER:

RHYTHMIC MOVEMENT: Means engaging in various movements through space to music or rhythmic sounds

VOCABULARY:
patterns
rhythmic tempos
lummi sticks

OBJECTIVES:

C-8 Respond to changes in patterns and rhythmic tempos while handling objects, i.e., jump rope, balls, lummi sticks, etc.

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: First

TOPIC: Health and Skill Related Fitness

CONTENT MATTER:

HEALTH AND SKILL RELATED FITNESS: Important components of health related fitness include aerobic endurance, muscle strength and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.

VOCABULARY: accuracy time
distance physical fitness components
speed

OBJECTIVES:

D-2 Associate results of fitness testing to personal health status and ability to perform various activities

D-3 Begin to learn how to measure and evaluate performance and improvement: accuracy distance, speed and time

D-8 Identify at least one activity associated with each component of health-related physical activity and one from a skill related physical activity

D-28 Understand how to balance food intake with physical activity

ASSESSMENT: Physical fitness tests

GRADE LEVEL: First

TOPIC: Gymnastics

CONTENT MATTER: Stunts-Tumbling

STUNTS: A performance displaying a person's skill or dexterity

TUMBLING: The art of performing acrobatic tumbles

VOCABULARY: headstand

OBJECTIVES:

G-10 Perform headstands

G-14 Demonstrate the proper care and use of mats

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: First

TOPIC: Soccer

CONTENT MATTER: Skill and knowledge development

VOCABULARY: None

OBJECTIVES:

I-3 Develop ability to kick a moving ball

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL: First

TOPIC: Body Awareness

CONTENT MATTER: Refer to Kindergarten

VOCABULARY: Body Awareness will include a basic knowledge of general and personal space including directional movements and identification of body parts.

force

OBJECTIVES:

B-2 Perform directional movements on verbal command

B-3 Identify right side and left side

B-4 Demonstrate understanding of directions such as:
backward/forward, on top/underneath, around/through/across

B-9 Recognize, name and demonstrate body parts and large muscle groups; i.e. forearm, thigh, calf, trunk, instep

ASSESSMENT: Teacher observation with checklist

GRADE: First

TOPIC: Games/Sports (General)

CONTENT MATTER: Refer to Kindergarten

VOCABULARY: lead-up
modified
non-competitive

OBJECTIVES:

F-3 Participate in lead-up and modified games

ASSESSMENT: Teacher observation

GRADE LEVEL: First

TOPIC: Attitudinal Growth

CONTENT MATTER: Refer to Kindergarten

successful participation
E-10 Identify personal interests in regards to one's
E-14 Participate in physical activity
opportunities in the
exercise capabilities
community

VOCABULARY: sportsmanship
cooperation skills
physical exertion

E-15 Explain and demonstrate the difference in compliance
and non-compliance of games

ASSESSMENT: Teacher observation
With social behavior
checklist

OBJECTIVES:

Student self evaluation
Second

E-3 Demonstrate cooperation skills necessary for
E-4 Demonstrate sportsmanship and
emotional control

GRADE LEVEL:

TOPIC: Motor Skills

CONTENT MATTER: Locomotor

LOCOMOTOR SKILLS: Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

VOCABULARY: leap

OBJECTIVES:

- A-9 Leap for height
- A-12 Change directions smoothly while sliding
- A-16 Recognize a gallop as a forward slide
- A-21 Run with upright body position using the proper knee and arm bend

- A-10 Leap over obstacles
- A-14 Slide with a partner, face to face, holding hands
- A-17 Gallop with a partner

ASSESSMENT:

- Translate a sequence of directions into physical activity
- Observation of fine motor skills
- Demonstrate various movements – checklist
- Observation of a variety of different jumps

GRADE:

Second

TOPIC:

Motor Skills

CONTENT MATTER:

Non-Locomotor

NON-LOCOMOTOR SKILLS:

Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, etc.

VOCABULARY:

OBJECTIVES:

Objectives are a progression of kingergarten and first grade skills.

ASSESSMENT:

Teacher observation

GRADE: Second

TOPIC: Motor Skills

CONTENT MATTER: Manipulative

MANIPULATIVES: Are the skills used when a child handles an object. The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

VOCABULARY: None

OBJECTIVES:

A-41 Run in, jump, and run out of a turning rope

A-42 Run through a turning rope without jumping

ASSESSMENT: Teacher observation with jump rope checklists

GRADE LEVEL: Second

TOPIC: Motor Skills

CONTENT MATTER: Sending Skills

SENDING SKILLS: Skills such as tossing, throwing, batting, or kicking

VOCABULARY: overhand throw including follow through and technique

OBJECTIVES:

A-59 Control a ball with feet while moving around objects

A-62 Kick a ball with different amounts of force

A-63 Kick a ball with the side of the foot

A-65 Kick a moving ball with the right and left foot

A-66 Demonstrate underhand and overhand throws with a small object

A-67 Demonstrate underhand and overhand throws with a playground ball

A-68 Throw with different amounts of force

A-70 Demonstrate follow through as it applies to proper throwing technique

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: Second

TOPIC: Motor Skills

CONTENT MATTER: Receiving Skills

RECEIVING SKILLS: The skill of catching

VOCABULARY: receiving

OBJECTIVES:

A-84 Catch a ball thrown overhand by a partner

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: Second

TOPIC: Body Awareness

CONTENT MATTER: Spatiality

BODY AWARENESS: Will include a basic knowledge of general and personal space including directional movements and identification of body parts.

VOCABULARY: clockwise
counter-clockwise

OBJECTIVES:

B-9 Recognize, name, and demonstrate body parts and large muscle groups

B-11 Demonstrate knowledge of clockwise and counter-clockwise

B-12 Have a basic knowledge of bone and muscle groups

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: Second

TOPIC: Rhythmic Movement

CONTENT MATTER: Rhythm

RHYTHMIC MOVEMENT: Means engaging in various movements through space to music or rhythmic sounds

VOCABULARY: rhythm
tempo

OBJECTIVES:

C-4 Perform basic locomotor movements in response to different time and tempo of music

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: Second

TOPIC: Health and Skill Related Fitness

CONTENT MATTER: Exercise

HEALTH AND SKILL RELATED FITNESS

Important components of health related fitness include aerobic endurance, muscle strength and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.

VOCABULARY: aerobic
flexible
pulse

OBJECTIVES:

D-8 Identify at least one activity associates with each component of health-related physical activity and one from a skill related physical activity.

D-28 Understand how to balance food intake with physical activity.

ASSESSMENT: Physical fitness tests

GRADE LEVEL: Second

TOPIC: Attitudinal Growth

CONTENT MATTER: participation in a sportmanlike manner in community physical events

ATTITUDINAL GROWTH: In physical education, attitudes may be expressed in interests, appreciations, and values developed in/or toward physical education. Evaluation of attitudes should measure such areas as cooperation sportsmanship, emotional control, respect for others and respect of the rules of the class and equipment.

VOCABULARY:
sportsmanship
team work
respect

OBJECTIVES:

- E-14 Participate in physical activity opportunities in the community (cance walks, marathons).
- E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

ASSESSMENT:
Express rules related to safety
Observation of controlling your emotions (anger)
Control of your body – (not falling down or bumping into others)
Teacher observation with social behavior checklist
Student self evaluation

GRADE LEVEL: Second

TOPIC: Games/Sports (General)

CONTENT MATTER:

GAMES: Are activities that include low organization and are non-competitive

SPORTS: Are more organized and competitive in nature

VOCABULARY:

OBJECTIVES:

ASSESSMENT: Teacher observation

GRADE LEVEL: Second

TOPIC: Gymnastics

CONTENT MATTER: Stunts-Tumbling

STUNTS: A performance displaying a person's skill or dexterity

TUMBLING: The art of performing acrobatic tumbles

VOCABULARY: individual support activities
partner support activities

OBJECTIVES:

G-3 Demonstrate the proper positioning of the hands and knees in individual support activities

G-13 Demonstrate the proper positioning of the hands and knees in partner support activities

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: Second

TOPIC: Soccer

CONTENT MATTER:

LOCOMOTOR SKILLS:

VOCABULARY: soccer rules (refer to FIFA National) - Rule Book
instep-kick
trap
dribble with feet

OBJECTIVES:

I-1 Know soccer rules

I-4 Use right and left instep to kick

I-6 Pass a soccer ball to a partner

I-8 Trap a soccer ball with feet

I-11 Throw a ball overhead using two hands, keeping both feet on the ground

I-12 Dribble a soccer ball with the inside of the right and left foot

ASSESSMENT: Teacher observation with general rubric

TOPIC: Softball/Baseball

GRADE LEVEL: Second

CONTENT MATTER:

LOCOMOTOR SKILLS:

VOCABULARY: Base running technique

OBJECTIVES:

J-5 Demonstrate correct technique in base running

ASSESSMENT: Teacher observation on base running

GRADE LEVEL:

Third

TOPIC:

Motor Skills

CONTENT MATTER:

Locomotor

LOCOMOTOR SKILLS:

Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

VOCABULARY:

locomotor

OBJECTIVES:

This topic has been presented in an earlier grade, and will continue to be developed.

ASSESSMENT:

Continue with checklist if needed

GRADE LEVEL: Third

TOPIC: Motor Skills

CONTENT MATTER: Non-Locomotor

NON-LOCOMOTOR SKILLS: Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, etc.

VOCABULARY: locomotor
non-locomotor

OBJECTIVES:

A-34 Distinguish between a non-locomotor movement and a locomotor movement

ASSESSMENT: Teacher observation (refer to checklist if needed)

GRADE LEVEL:

Third

TOPIC:

Motor Skills

CONTENT MATTER:

Manipulatives

MANIPULATIVES:

Are the skills used when a child handles an object. The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

VOCABULARY:

OBJECTIVES:

ASSESSMENT:

Teacher observation with jump rope checklist

GRADE LEVEL: Third

TOPIC: Motor Skills

CONTENT MATTER: Sending Skills

SENDING SKILLS: Skills such as tossing, throwing, batting, or kicking

VOCABULARY: sports rebounds
passes
controlled dribble (hand)

OBJECTIVES:

- A-72 Identify sports in which various passes are used
- A-74 Demonstrate a controlled dribble while switching from one hand to the other hand (standing still)
- A-75 Demonstrate a controlled dribble while switching from one hand to the other hand (moving)
- A-76 Demonstrate a moving waist high and knee high dribble
- A-77 Demonstrate that an object rebounds according to the amount of force applied to it

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: Third

TOPIC: Motor Skills

CONTENT MATTER: Receiving Skills

RECEIVING SKILLS: The skill of catching

VOCABULARY: absorb

OBJECTIVES:

A-80 Absorb force on a catch

A-82 Bounce and catch a small ball with one hand

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: Third

TOPIC: Body Awareness

CONTENT MATTER: General Knowledge

BODY AWARENESS: Will include a basic knowledge of general and personal space including directional movements and identification of body parts.

VOCABULARY: exploding
personal space

OBJECTIVES:

B-8 Demonstrate understanding of concepts of force, speed and time, sudden movements, slow movements, exploding, pushing and pulling

B-9 Recognize, name, and demonstrate body parts and large muscle groups; i.e. forearm, thigh, calf, trunk, instep.

ASSESSMENT: Teacher observation
Checklist if needed

GRADE LEVEL: Third

TOPIC: Rhythmic Movement

CONTENT MATTER: General Knowledge

RHYTHMIC MOVEMENT: Means engaging in various movement through space to music or rhythmic sounds

VOCABULARY:

OBJECTIVES:

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: Third

TOPIC: Health and Skill Related Fitness

CONTENT MATTER: General Knowledge

HEALTH AND SKILL RELATED FITNESS: Important components of health related fitness include aerobic endurance, muscle strength, and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.

VOCABULARY: fitness abdominal
cool down pulse

OBJECTIVES:

D-8 Identify at least one activity associated with each component of health-relates physical activity and one from a skill related physical activity.

D-9 Develop and implement a strategy for personal fitness components and/or goals

D-10 Recognize the necessity of slow cool down period after strenuous activity

D-12 Locate pulse

D-16 Recognize that abdominal exercises strengthen weak abdominal muscles which are a major cause of lower back pain

D- 28 Understand how to balance food intake with physical activity.

ASSESSMENT: Feel the Beat Sheet
Physical Fitness tests

GRADE LEVEL: Third

TOPIC: Attitudinal growth

CONTENT MATTER: General Knowledge

ATTITUDINAL GROWTH: In physical education, attitudes may be expressed in interests, appreciations, and values developed in/or toward physical education. Evaluation of attitudes should measure such areas as cooperation, sportsmanship, emotional control, respect for others and respect of the rules of the class and equipment.

VOCABULARY: self-image respect compliance
sportsmanship non-compliance

OBJECTIVES:

E- 14 Participate in physical activity opportunities in the community (cancer walks, marathons).

E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

ASSESSMENT: Teacher observation with social behavior checklist
Student self evaluation

GRADE LEVEL:

Third

TOPIC:

Games/Sports
(General)

CONTENT MATTER:

General Knowledge

GAMES:

Are activities that include low organization and are non-competitive

SPORTS:

Are more organized and competitive in nature

VOCABULARY:

offensive
defensive

OBJECTIVES:

ASSESSMENT:

Teacher observation

Peer Assessment

GRADE LEVEL: Third

TOPIC: Gymnastics

CONTENT MATTER: Stunts and Tumbling

STUNTS: A performance displaying a person's skill or dexterity

TUMBLING: The art of performing acrobatic tumbles

VOCABULARY:

routine	straddle	handstand
pike	cartwheel	round off
tuck		

OBJECTIVES:

G-8 Demonstrate various tumbling positions such as pike, tuck, straddle, etc.

G-11 Perform handstands

G-9 Perform cartwheels and round offs

G-12 Perform simple routine with a variety of tumbling stunts

ASSESSMENT: Teacher observation with checklist

GRADE LEVEL: Third

TOPIC: Basketball

CONTENT MATTER: Skill Development

VOCABULARY: basketball rules (refer to Rule Book mentioned in)
bounce pass overhead pass
chest pass guarding

OBJECTIVES:

H-1 Know the rules for playing basketball

H-3 Develop skill in bounce, chest and overhead passing

H-2 Develop skill in dribbling with both right and left hand

H-5 Develop skill in guarding

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL: Third

TOPIC: Soccer

CONTENT MATTER: Skill Development

VOCABULARY: punt trap passing with feet(a soccer ball)
heading

STUDENT WILL:

- I-5 Punt a ball for distance
- I-7 Pass a soccer ball to a partner with both right and left foot
- I-9 Trap a soccer ball with legs
- I-10 Trap a soccer ball with chest
- I-13 Develop skill in heading the ball

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL: Third

TOPIC: Softball/Baseball

CONTENT MATTER: Skill Development

VOCABULARY: rules (refer to Rule Book)
grip
stance

OBJECTIVES:

J-1 Know softball/baseball rules

J-2 Demonstrate correct technique in throwing a softball:
overhand

J-3 Demonstrate correct technique in throwing a softball:
underhand

J-4 Demonstrate proper grip and stance in batting

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL:

Fourth

TOPIC: Motor Skills**CONTENT MATTER:**

Locomotor

LOCOMOTOR:

Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

VOCABULARY:

leap gallop jog jump walk
hop skip slide run

OBJECTIVES:

Combine one specific skill (e.g. leaping) with other locomotor skills.

Leap over obstacles (e.g. rope, bean bag, hoop)

Jump up and mark the wall with fingertips.

Hop in time with a partner.

Skip with a partner – hands crossed in a skating position.

ASSESSMENT:

Continue checklist for those who haven't mastered

Peer assessment

GRADE LEVEL:

Fourth

TOPIC: Motor Skills**CONTENT MATTER:**

Non-locomotor

NON-LOCOMOTOR:

Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing and circling, etc.

VOCABULARY:

balance	mirror movement	
pushing	bend	swing
pulling	stretch	sway
curl	twist	rock

OBJECTIVES:

Combine swinging and swaying with other non-locomotor skills.

Bend and stretch different parts of the body with varying speeds.

With a partner, practice mirror movement.

See how many parts of the body they can twist, as well as the number of combinations they can make.

Push and pull in pantomime.

ASSESSMENT:

Peer assessment

GRADE LEVEL: Fourth

TOPIC: Motor Skills

CONTENT MATTER: Manipulative Skills

MANIPULATIVE SKILLS: Are the skills used when a child handles an object. The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

VOCABULARY: double jump alternate
single jump criss/cross

OBJECTIVES: Balance the bean bag on as many body parts as he/she can.

While balancing an object, he/she will attempt different locomotor skills.

Make up a jump rope routine using various techniques.

Make up a jump rope routine using various techniques:

- (a) with a partner
- (b) with one rope
- (c) with two ropes

ASSESSMENT: Teacher observation with jump rope checklist

GRADE LEVEL:

Fourth

TOPIC:

Motor Skills

CONTENT MATTER:

Sending Skills

SENDING SKILLS:

Skills such as tossing, throwing, batting, or kicking

VOCABULARY:kick toss pass strike
underhand dribble overhand**OBJECTIVES:**

Control a ball with feet while moving around objects.

Practice eye-hand coordination by catching and throwing an object at varying distances.

Practice a controlled dribble while switching from one hand to the other hand (standing still or moving).

Practice with a utility ball and note the force as ball rebounds.

ASSESSMENT:

Teacher observation with checklist

GRADE LEVEL:

Fourth

TOPIC:

Motor Skills

CONTENT MATTER:

Receiving Skills

RECEIVING SKILLS:

The skill of catching

VOCABULARY:

absorb force

OBJECTIVES:

Practice catching balls of varying size thrown by a partner.

Practice catching balls of varying speed thrown by a partner.

Practice catching balls of varying height thrown by a partner.

Bounce and catch a ball by themselves.

Bounce and catch a ball with a partner.

ASSESSMENT:

Teacher observation with checklist

GRADE LEVEL:

Fourth

TOPIC:

Body Awareness

CONTENT MATTER:

General Knowledge

BODY AWARENESS:

Will include a basic knowledge of general and personal space including directional movements and identification of body parts.

VOCABULARY:

sudden movement	exploding
slow movement	force
time	speed
counter clockwise	bone/muscle groups

OBJECTIVES:

Practice different ways to explode (e.g. sprinting).

Label a simplified diagram of the human skeleton (bones).(B-9)

Identify various muscles on a diagram appropriate for a nine year old.

Push objects with hands, feet, back.

ASSESSMENT:

Teacher observation

GRADE LEVEL: Fourth

TOPIC: Rhythmic Movement

CONTENT MATTER: General Knowledge

RHYTHMIC MOVEMENT: Means engaging in various movements through space to music or rhythmic sounds

VOCABULARY: rhythmic tempo
cultural ethnic

OBJECTIVES:

- Create a rhythmic pattern with a partner to a piece of music.
- Create a rhythmic pattern with a group to a piece of music.
- Create a rhythmic pattern using an object such as –
(jump ropes, balls, lummi sticks).
- Participate in various cultural or traditional dances appropriate to their age.

ASSESSMENT: Group project with peer assessment

GRADE LEVEL: Fourth

TOPIC: Health and Skill Related Fitness

CONTENT MATTER: General Knowledge

HEALTH AND SKILL RELATED FITNESS:

Important components of health related fitness include aerobic endurance, muscle strength, and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.

VOCABULARY: respiration
heart rate
body temperature (rel. to exercise)

OBJECTIVES:

D-8 Identify at least one activity associated with each component of health-related physical activity and one from a skill related physical activity.

D-9 Discuss the importance of personal fitness goals

D-11 Identify the reasons why a cool down is important after strenuous activity

D-14 Observe increase in respiration during exercise and a return during rest

D-16 Observe increase in body temperature with increase in heart rate

D-17 Practice abdominal exercises that strengthen weak abdominal muscles

D- 28 Understand how to balance food intake with physical activity.

ASSESSMENT: Physical fitness tests

Feel the Beat Sheet

GRADE LEVEL: Fourth

TOPIC: Attitudinal Growth

CONTENT MATTER: General Information

ATTITUDINAL GROWTH: In physical education, attitudes may be expressed in interests, appreciations, and values developed in/or toward physical education. Evaluation of attitudes should measure such areas as cooperation sportsmanship, emotional control, respect for others and respect of the rules of the class and equipment.

VOCABULARY:

physical exertion	teamwork
self-image	sportsmanship
emotional control	

OBJECTIVES:

Share personal outside athletic interests

E-14 Participate in physical activity opportunities in the community

Role play simple problem solving skills

E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

Show an understanding of proper safety rules

Show an understanding of proper usage of equipment

ASSESSMENT: Peer Assessment

Teacher observation with social behavior checklist

Self evaluation with self responsibility checklist

GRADE LEVEL:	Fourth	TOPIC:	Games/Sports (General)
CONTENT MATTER:	General Information		
GAMES:	Are activities that include low organization and are non-competitive		
SPORTS:	Are more organized and competitive in nature		
VOCABULARY:	life-long recreational pursuits		
OBJECTIVES:	Create a low organized game with a partner (or group). Create a low organized game with limited equipment. Participate in one activity that can be pursued later in life (e.g. badminton, tennis, jogging, golf, aerobics, bowling).		
ASSESSMENT:	Teacher observation Peer Assessment		

GRADE LEVEL:

Fourth

TOPIC:

Gymnastics

CONTENT MATTER:

Stunts and Tumbling

STUNTS:

A performance displaying a person's skill or dexterity

TUMBLING:

The art of performing acrobatic tumbles

VOCABULARY:cartwheels
round off
headstand
handstandpike
straddle
tuck**OBJECTIVES:**

Perform a simple routine with a variety of stunts by themselves.

Practice the various tumbling skills.

Balance on a low beam, line, etc.

ASSESSMENT:

Teacher observation with checklist

GRADE LEVEL: Fourth

TOPIC: Basketball

CONTENT MATTER: Skill Development

VOCABULARY: pivot
shoot(ing) set shot
lay-up free throw

OBJECTIVES:

H-4 Develop skill in pivoting

H-8 Develop skill in set shot

H-6 Develop skill in shooting

H-9 Develop skill in free throw

H-7 Develop skill in lay-up

H-10 Develop skill in rebounding

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL:

Fourth

TOPIC:

Soccer

CONTENT MATTER:

Skill Development

VOCABULARY:

trap

offensive

goal kick

dribble

defensive

corner kick

overhead

OBJECTIVES:

Identify and label various team positions.

Practice the various techniques used in soccer (trap, heading, punting, passing).

Demonstrate a knowledge of the following:

-throwing rules

-kick off

-corner kick

-goal kick

-handling the ball

ASSESSMENT:

Teacher observation with general rubric

GRADE LEVEL: Fourth

TOPIC: Softball/Baseball

CONTENT MATTER: Skill Development

VOCABULARY: overhand grip/stance (batting)
underhand

OBJECTIVES:

- Identify and label various fielding positions.
- Demonstrate to a partner proper grip and stance.
- Learn the difference between a ball and a strike.
- Learn the difference between fair and foul balls.

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL: Fourth

TOPIC: Volleyball

CONTENT MATTER: Skill Development

VOCABULARY:
underhand serve
overhand serve
offensive and defensive strategies
set
bump (forearm pass)
sidearm serve

OBJECTIVES:

K-1 Know volleyball rules

K-3 Develop skill in setting

K-2 Demonstrate at least one volleyball serve such as:
underhand, overhand, sidearm

K-4 Develop skill in bumping

K-8 Know offensive and defensive volleyball strategies

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL: Fifth

TOPIC: Health and Skill Related Fitness

CONTENT MATTER:

VOCABULARY: target heart rate
body fat
body weight

OBJECTIVES:

D-8 Identify at least one activity associated with each component of health-related physical activity and one from a skill related physical activity.

D-9 Develop a goal for personal fitness

D-9 Identify strategies to meet personal fitness goals

D-14 Record pulse before, during, and after exercise

D-15 Know a target heart rate

D-18 Distinguish body fat and body weight

D- 28 Understand how to balance food intake with physical activity.

ASSESSMENT: Physical fitness tests

Feel the Beat Sheet

GRADE LEVEL: Fifth

TOPIC: Soccer

CONTENT MATTER: Skill and Knowledge Development

VOCABULARY:

trap	offensive	goal kick
penalty kick	dribble	defensive
off-sides	free kick	overhead
corner kick		

OBJECTIVES:

I-1 Produce a diagram identifying team positions

I-1 Recognize the difference between a free kick and penalty kicks

I-1 Learn the goal keeper privileges

I-14 Develop knowledge of offensive and defensive strategies

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL: Fifth

TOPIC: Volleyball

CONTENT MATTER: Knowledge Development

VOCABULARY: bumping setting overhand
sidearm underhand side-out
rotation

OBJECTIVES:

K-1 Learn the number of hits per side

K-1 Learn the basic rotation

K-1 Learn the scoring system (side-out-points)

K-1 Learn rule about line violations

K2-4 Continue to practice serving, setting, bumping

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL: Fifth

TOPIC: Basketball

CONTENT MATTER: Knowledge Development

VOCABULARY: pivot shooting lay up
set shot free throw rebounding

OBJECTIVES:

H-1 Learn rules – jump ball, line violations, out of bounds, traveling, scoring

H-4 Refine pivoting

H-6 Refine shooting skills

H-7 Refine lay up

H-8 Refine set shot

H-9 Refine free throw

H-10 Refine rebounding

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL: Fifth

TOPIC: Softball/Baseball

CONTENT MATTER: Knowledge Development

VOCABULARY: overhand grip/stance (batting)
underhand

OBJECTIVES:

J-1 Refine position skill and duty, fair and foul ball, safe and out

J-2 Refine throwing skills

J-4 Refine grips and stance in batting

J-6 Develop knowledge of offensive and defensive strategies

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL:

Fifth

TOPIC:

Attitudinal Growth

CONTENT MATTER:

Social Behavior Development

VOCABULARY:

sportsmanship	emotional control
respect	team work
cooperation	participation

OBJECTIVES:

Demonstrate proper sportsmanship, emotional control and respect during class activities.

Show teamwork, cooperation, and participation during class activities.

ASSESSMENT:

Peer Assessment

Teacher observation

Social behavior checklist

Self Evaluation with self responsibility checklist

GRADE LEVEL:

Fifth

TOPIC:

Gymnastics

CONTENT MATTER:

Stunts and Tumbling

VOCABULARY:

pike straddle tuck
round off handstand cartwheel

STUDENT WILL:

Redefine skills already presented.

Create individual routines

Create partner routines

ASSESSMENT:

Stunts and tumbling checklist

GRADE LEVEL:

Fifth

TOPIC:

Rhythmic Movement

CONTENT MATTER:

VOCABULARY:

ethnic dances
recreational dances

cultural dances
fad dances

STUDENT WILL:

Participate in various ethnic and cultural dances.

Participate in various recreational and fad dances.

Refine knowledge in patterns and rhythmic tempos.

ASSESSMENT:

Peer assessment

GRADE LEVEL: Sixth

TOPIC: Volleyball

CONTENT MATTER: Skill and Knowledge Development

VOCABULARY: dig
spike
block

OBJECTIVES:

K-5 Develop skill for a dig

K-6 Know technique used in spiking

K-7 Know technique used in blocking

ASSESSMENT: Teacher observation with general rubric

GRADE LEVEL:

Sixth

TOPIC:

Rhythmic Movement

CONTENT MATTER:

VOCABULARY:

ethnic dances cultural dances
recreational dances fad dances

OBJECTIVES:

Participate in various ethnic and cultural dances.

Participate in various recreational and fad dances.

Refine knowledge in patterns and rhythmic tempos.

ASSESSMENT:

Peer Assessment

Teacher Observation

GRADE LEVEL: Sixth

TOPIC: Health and Skill Related Fitness

CONTENT MATTER:

VOCABULARY: target heart rate body fat body weight

OBJECTIVES:

D-8 Identify at least one activity associated with each component of health-related physical activity and one skill related physical activity.

D-18 Differentiate between body fat and body weight.

D-21 Refine first aid skills

D-15 Know how to calculate their own target heart rate.

D-28 Understand how to balance food intake with physical activity.

ASSESSMENT: Physical Fitness Test

Feel the Beat Sheet with option of target Heart Rate

GRADE LEVEL: Sixth

TOPIC: Attitudinal Growth

CONTENT MATTER: Social Behavior Development

VOCABULARY: sportsmanship emotional control
respect teamwork
cooperation participation

OBJECTIVES: Demonstrate proper sportsmanship, emotional control and respect during class activities.

Show teamwork, cooperation, and participation during class activities.

ASSESSMENT: Peer Assessment
Teacher observation with social behavior checklist
Self-evaluation with self-responsibility checklist
Good Sport checklist

GRADE LEVEL:

Sixth

TOPIC:

Gymnastics

CONTENT MATTER:

Stunts and Tumbling

VOCABULARY:

pike

straddle

tuck

cartwheel

round off

handstand

OBJECTIVES:

Refine skills already presented

Create individual routines

Create partner routines

ASSESSMENT:

Teacher observation with stunts and tumbling
checklist

GRADE LEVEL: Sixth

TOPIC: Basketball

CONTENT MATTER: Skill and Knowledge Development

VOCABULARY: pivot shooting lay up
set shot free throw rebounding

OBJECTIVES:

H-1 Refine previous rules and learn key positions (guard, forward, and center)

Refine all shooting skills

ASSESSMENT: General rubric

Teacher observation

GRADE LEVEL:

Sixth

TOPIC:

Soccer

CONTENT MATTER:

Skill and Knowledge Development

VOCABULARY:

offensive and defensive strategies
corner kick off sides

OBJECTIVES:

I-1 Refine knowledge of rules already presented

I-14 Refine offensive and defensive strategies

ASSESSMENT:

Teacher observation with general rubric

GRADE LEVEL:

Sixth

TOPIC:

Softball/Baseball

CONTENT MATTER:

Skill and Knowledge Development

VOCABULARY:

offensive and defensive strategies
bunt pickle

OBJECTIVES:

Learn proper techniques in bunting.

Learn basic fundamentals of the pickle both defensively and offensively.

Refine offensive and defensive strategies.

ASSESSMENT:

Teacher observation with general rubric

GRADE LEVEL:

Seventh

TOPIC:

Motor Skills

CONTENT MATTER:

Motor skills through team sports and individual activity.

VOCABULARY:

See primary grade levels

OBJECTIVES:

Show knowledge of motor skills through team sports/games.

Show knowledge of motor skills through individual sports.

ASSESSMENT:

Write about a movement skill, development goal,
practice plan.

GRADE LEVEL: Seventh

TOPIC: Games/Sports

CONTENT MATTER: General information

GAMES: Are activities that include low organization and are non-competitive

SPORTS: Are more organized and competitive in nature

VOCABULARY: Life long recreational pursuits

OBJECTIVES:

F-4 Use correct terminology

F-5 Analyze offensive and defensive strategies in games and sports.

ASSESSMENT: Written test

GRADE LEVEL: Seventh

TOPIC: Health and Skill Related Fitness

CONTENT MATTER:

VOCABULARY: emergency situations
hypothermia
heat exhaustion
hyperventilating

OBJECTIVES:

Demonstrate knowledge of health and skill related components of fitness.

D-8 Identify at least one activity associated with each component of health-related physical activity and one skill related physical activity.

D-22 Demonstrate appropriate first aid measures for emergency situations (e.g. hypothermia, heat exhaustion, hyperventilating)

D-28 Understand how to balance food intake with physical activity.

ASSESSMENT: Physical Fitness tests

Target heart rate

Written test

GRADE LEVEL: Seventh

TOPIC: Attitudinal Growth

CONTENT MATTER: Sportsmanship and leadership concepts

VOCABULARY: sportsmanship emotional control
respect teamwork
cooperation participation

OBJECTIVES:

E-12 Accept and respect the decisions made by game officials, whether they are students, teachers or officials outside of school.

E-14 Participate in physical activity opportunities in the community (cancer walks, marathons).

E-13 Perform leadership skills – captain, referee, timer, score keeper

E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

ASSESSMENT:

Student project – pick two famous athletes, one who is admired for positive behavior, one for negative behavior. Compare and contrast. Comment on the effect their images have on people their own age.

Peer Assessment

Teacher observation with social behavior checklist

Self-evaluation with self-responsibility checklist

Good Sport checklist

GRADE LEVEL: Seventh

TOPIC: Rhythmic Movement

CONTENT MATTER: Appreciation of various cultures through movement

VOCABULARY: ethnic dances cultural dances
recreational dances fad dances

OBJECTIVES: Participate in various ethnic and cultural dances.
Participate in various recreational and fad dances.
Refine knowledge in patterns and rhythmic tempos.

ASSESSMENT: Peer Assessment
Teacher observation
Written test

GRADE LEVEL: Seventh

TOPIC: Basketball

CONTENT MATTER: Skill and Knowledge Development

VOCABULARY: offensive and defensive strategies

OBJECTIVES:

H-11 Develop knowledge of offensive (triangle, post screens and role, half court set, fast break), and defensive (man to man zone triangle and two, full court press) strategies.

ASSESSMENT: General rubric
Written test
Teacher observation

GRADE LEVEL: Seventh

TOPIC: Soccer

CONTENT MATTER: Knowledge and Skill Development

VOCABULARY: offensive and defensive strategies
off sides

OBJECTIVES:

I-1 Continue to refine rules already presented.

I-14 Define offensive (wall pass, triangle, break away) and defensive (wall, diamond, mark-up) strategies.

ASSESSMENT: Written test
Teacher observation
General rubric

GRADE LEVEL: Seventh

TOPIC: Softball/Baseball

CONTENT MATTER: Skills and Knowledge Development

VOCABULARY: offensive and defensive strategies
bunt
pickle

OBJECTIVES: Refine bunting skills

Refine basic fundamental of the pickle both
defensively and offensively.

Begin to master offensive and defensive strategies.

ASSESSMENT: Written test

Teacher observation with general rubric

GRADE LEVEL:

Seventh

TOPIC:

Volleyball

CONTENT MATTER:

Skill and Knowledge Development

VOCABULARY:

dig

spike

block

OBJECTIVES:

K-5 Refine digging skills

K-7 Refine blocking skills

K-6 Refine spiking skills

K-8 Refine offensive (different setting options) and defensive (blocking options) strategies

ASSESSMENT:
general rubric

Teacher observation with

Written test

GRADE LEVEL:

Eighth

TOPIC: Motor Skills**CONTENT MATTER:**

Motor Skills in team and individual sport

VOCABULARY:

See primary grade levels

OBJECTIVES:

Show knowledge of motor skills through team sports/games.

Show knowledge of motor skills through individual sports.

ASSESSMENT:

(Portfolio) Demonstrate competence in at least three different movement forms (videotape of performance or certification of participation) e.g. softball, all-stars, equestrian show, red cross certification.

(Group Project) Group of 8 create a performance using 3 dances.

Teacher observation 4 on 4, trying to keep ball going not hitting group, must be at least 2 hits on each side before going out. Count number passes across net, number combination passes on team, number of successful serves.

GRADE LEVEL: Eighth

TOPIC: Rhythmic Movement

CONTENT MATTER: Skill and Knowledge Development

VOCABULARY: ethnic dances cultural dances
recreational dances fad dances

OBJECTIVES:

- Participate in various ethnic and cultural dances.
- Participate in various recreational fad dances.
- Refine knowledge in patterns and rhythmic tempos.

ASSESSMENT:

- Peer Assessment
- Teacher observation
- Written test

GRADE LEVEL: Eighth

TOPIC: Fitness

CONTENT MATTER: Health and Skill Related Fitness

VOCABULARY: fatigue body composition tension

OBJECTIVES:

- D-8 Identify at least one activity associated with each component of health-related physical activity and one skill related physical activity.
- D-23 Recognize the importance of seeking out factual information, relative to health, to become an intelligent consumer.
- D-24 Understand the causes of stress and the resultant fatigue and tension. Develop effective ways of overcoming stress without the use of drugs, tobacco, or alcohol.

- D-26 Participate in an individualized fitness program.
- D-27 Evaluate the roles of exercise and other factors in weight control.
- D-28 Understand how to balance food intake with physical activity. fatigue and tension, and develop effective ways of overcoming stress without the use of drugs, tobacco

ASSESSMENT:

Student log – maintain a log of physical activity for seven consecutive days.

Formal test (fitness one)

Student report – describe physiological response to exercise providing own heart rate info as basis for illustrating the body’s response to a minimum of 3 different activities.

Continue to maintain a portfolio of fitness scores and progress towards attaining fitness goals.

Write a paper analyzing how growth in height and weight affects performance in a favorite sport.

Student project – identify 2 different activities available in community which you have no experience, must attend first as an observer, later as a participant (at least 3 times). Write a report on activity, cost, equipment, where, description.

Interview – select an adult who regularly engages in a personal activity, what exercises do they do, how long have they done it, what motivates them to continue, how they started, write brief paper.

Group project – plan a physical activity fair.

GRADE LEVEL: Eighth

TOPIC: Attitudinal Growth

CONTENT MATTER: sportsmanship and leadership

VOCABULARY: sportsmanship emotional control respect teamwork cooperation participation

OBJECTIVES:

E-12 Accept and respect the decisions made by game officials, whether they are students, teachers, or officials outside of school.

E-13 Perform leadership skills – captain, referee, timer, scorekeeper.

E-14 Participate in physical activity opportunities in the community (cancer walks, marathons).

E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

ASSESSMENT:

Student report – Essay discussing differences of opportunities for social interaction in teams and individual. Which did you prefer? Why? What activities does student participate in with friends? How are social factors important in selection of an activity?

Student project – (a) Identify incidents sport/activity participation (in or out of PE class) that made them feel really good and those really bad.

(b) Describe what they learned about how to create positive experiences for themselves and others in sport/physical activity.

Journal – Discuss situations that are stressful, after next incident do some formal physical activity,

Journal how they felt during and after. Did exercise help relieve tension?

Teacher observation – Record instances of unsafe behavior or undesirable behavior.

Event task – During a game, designated official will score game points and “behavior points” + 1 supportive, ethical behavior, -1 negative.

Student Journal – End of class students record example of their behavior, - good sportsmanship and poor sportsmanship.

Good sport checklist.

GRADE LEVEL: Eight

TOPIC: Basketball

CONTENT MATTER: Skill and Knowledge Development

VOCABULARY: Offensive strategies
Defensive strategies

OBJECTIVES:

H-11 Refine offensive strategies (triangle, post, screen and roll, half-court set, fast break) and defensive strategies (box and one, triangle and two, man to man zone, full court press).

ASSESSMENT:

1. General rubric
2. Written test
3. Teacher observation

GRADE LEVEL: Eighth

TOPIC: Soccer

CONTENT MATTER: Skill and Knowledge Development

VOCABULARY: offensive strategies
defensive strategies
off sides

OBJECTIVES:

I-1 Continue to refine rules already presented.

I-14 Refine offensive strategies (wall pass, triangle, break away) and defensive strategies (diamond, wall, mark-up).

ASSESSMENT:

1. Written tests
2. Teacher observation with rubric

GRADE LEVEL:

Eighth

TOPIC:

Softball/Baseball

CONTENT MATTER:

Skill and Knowledge Development

VOCABULARY:offensive strategies
defensive strategiesbunt
pickle**OBJECTIVES:**

Refine bunting skills

Refine basic fundamentals of the pickle, both offensively and defensively.

Begin to master offensive and defensive strategies.

ASSESSMENT:

1. Written test
2. Teacher observation with general rubric

GRADE LEVEL: Eighth

TOPIC: Volleyball

CONTENT MATTER: Skill and Knowledge Development

VOCABULARY: dig spike block

OBJECTIVES:

K-5 Begin to master digging skills.

K-7 Begin to master techniques used in blocking

K-6 Begin to master spiking skills.

K-8 Begin to master offensive strategies (different setting options) defensive strategies (blocking options).

ASSESSMENT:

1. Written test
2. Teacher observation with general rubric

GRADE LEVEL: Eighth

TOPIC: Games and Sports

CONTENT MATTER: General information

GAMES: Are activities that include low organization and are non-competitive

SPORTS: Are more organized and competitive in nature

VOCABULARY: Life long recreational pursuits

OBJECTIVES:

F-4 Continue to use correct terminology

F-5 Continue to analyze offensive and defensive strategies in games and sports

ASSESSMENT:

Student project – select activity, develop a 4 week training and conditioning program. Analysis of basic skills and movement patterns. Assessment of current skill and fitness status.

Description of specific conditioning exercises and practice procedures.

Student report – sports magazines (training tips, techniques) brief written summary of at least 3 articles on a movement form.

Student project – teach simple game or dance to a small group of 4th grades (a) develop written plan that describes practice sessions (b) keep a journal reflecting results of each practice session and adjustments for next practice session.