

K-2 Physical Education

Course Description:

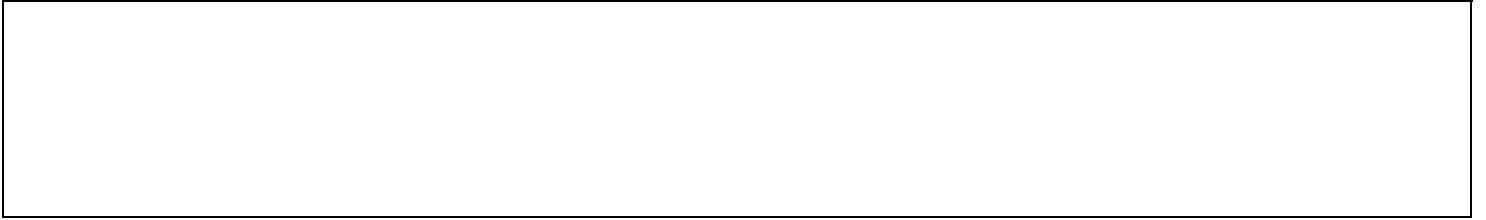
The K-2 physical education program focuses on skill development. In each of the units of the course the students will learn a set of skill necessary for general physical well being. The students will be asked to describe, perform, and explain each of the skills taught. Upon completing second grade, each student will be proficient in the skills taught, and be prepared for the more advanced skills encountered in third grade.

Suggested Course Sequence

- Unit 1: Balance: 3 weeks
- Unit 2: Traveling: 3 weeks
- Unit 3: Dodging, Fleeing and Chasing: 3 weeks
- Unit 4: Throwing: 4 weeks
- Unit 5: Catching: 4 weeks
- Unit 6: Jumping and Landing: 3 weeks
- Unit 7: Kicking: 4 weeks
- Unit 8: Volleying: 4 weeks
- Unit 9: Physical fitness: 5 weeks
- Unit 10: Cooperative Games: 4 weeks

Content Area: Physical Education	
Unit Title: 1. Balance	
Grade Level: K-2	
<p>Unit Summary: Balance is defined as the ability to evenly distribute ones weight, maintaining the center of gravity over the base(s) of support. In this unit students will participate in a variety of activities displaying balance and body control maintaining balance in both static (stationary), and dynamic (moving) situations.</p> <p>Interdisciplinary Connections: The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handing emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.</p> <p>21st Century Themes and Skills:</p> <p>CRP 1. Act as a responsible and contributing citizen and employee.</p> <p>CRP 3. Attend to personal health and financial well-being.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 6. Demonstrate creativity and Innovation</p> <p>CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP 12. Work productively in teams while using cultural global competence.</p>	
Learning Targets	
Standards (Content and Technology):	
CPI#:	Statement:
CCCS 2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings.
CCCS 2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
CCCS 2.5.2.A.3	Respond to changes in tempo, beat, rhythm, or musical style.
CCCS 2.5.2.A.4	Correct movement errors in response to feedback.
CCCS 2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to a safe active environment.
8.1.P .E.1	Use the Internet to explore and investigate questions with a teacher’s support.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
Unit Essential Question(s):	Unit Enduring Understandings:
<ul style="list-style-type: none"> How do we evenly distribute our weight over our base of 	<ul style="list-style-type: none"> Students will recognize their ability to balance

support? • How does balance affect our ability to move safely?	in and out of the gym.			
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Be able to define balance • Be able to show proficiency in both static and dynamic balance. • Be able to show proficiency in balancing at different levels. • Be able to mount and dismount an apparatus while supporting their body weight in their feet (i.e. a balance beam). • Demonstrate the ability to mount and dismount an apparatus while supporting their body weight with their hands (i.e. parallel bars). 				
Evidence of Learning				
<p>Formative Assessments: Teacher observation Students feedback</p> <p>Summative/Benchmark Assessment(s): Unit benchmark assessment (typically a game or activity that will check for performance indicators)</p> <p>Resources/Materials (copy hyperlinks for digital resources): Appropriate physical education equipment.</p>				
<p>Modifications:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Follow IEP modifications and accommodations • English Language Learners <ul style="list-style-type: none"> - Rephrase questions when necessary - Allow extend time to answer questions </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> - Consult with classroom teacher(s) - Follow I&RS procedure and action plan • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities </td> </tr> </table>			<ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Follow IEP modifications and accommodations • English Language Learners <ul style="list-style-type: none"> - Rephrase questions when necessary - Allow extend time to answer questions 	<ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> - Consult with classroom teacher(s) - Follow I&RS procedure and action plan • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities
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Lesson Plans				
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)		
Static Balance	Students will demonstrate the ability to balance while static at different levels.	1 day		
Dynamic balance	Students will demonstrate the ability to balance while moving at different levels.	1 day		
Balancing on an apparatus.	Students will demonstrate the ability to balance on an apparatus with their bodyweight in their feet Students will demonstrate the ability to balance on an apparatus with their bodyweight in their hands.	1 day		
<p>Teacher Notes:</p>				
<p>Additional Resources Click links below to access additional resources used to design this unit:</p>				



Unit Overview

Content Area: Physical Education

Unit Title: 2. Traveling

Grade Level: K-2

Unit Summary: Simply put, traveling is moving from one location to another (point a to point b). In this unit students will explore a variety of ways (walking, running, skipping, galloping etc.), and speeds to travel. Students will participate in games and activities to become proficient in traveling safely through a predetermined space.

Interdisciplinary

Connections: The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.

21st Century

Themes and Skills:

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global

competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
CCCS 2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings.
CCCS 2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
CCCS 2.5.2.A.3	Respond to changes in tempo, beat, rhythm, or musical style.
CCCS 2.5.2.A.4	Correct movement errors in response to feedback.
CCCS 2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
CCCS 2.5.2.B.2	Explain the difference between offense and defense.
CCCS 2.5.2.B.3	Determine how attitude impacts physical performance.
CCCS 2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
CCCS 2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
CCCS 2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to a safe active environment.
8.1.P .E.1	Use the Internet to explore and investigate questions with a teacher’s support.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What are the effects when objects move through space? • How does one move safely through space? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Movement in personal and open space require an understanding of appropriate boundaries • Different movements through space create a variety of effects (e.g. speed, level, rhythm)
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Unit Learning Targets/Objectives:
Students will...

- **Identify the difference between open space and personal space.**
- **Successfully perform a variety of locomotive movements.**
- **Demonstrate the ability to move safely through the playing area.**

Evidence of Learning

Formative Assessments:
 Teacher observation
 Students feedback

Summative/Benchmark Assessment(s):
 Unit benchmark assessment (typically a game or activity that will check for performance indicators)

Resources/Materials
 (copy hyperlinks for digital resources):
 Appropriate physical education equipment.

Modifications:

- **Special Education Students**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
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- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students’ intrinsic motivations
 - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Open space vs. persona space	<p>Students will be able to differentiate between personal space, and open space.</p> <p>Students will demonstrate the ability to move safely in open space by avoiding their classmates’ personal space.</p>	1 day
Locomotive skills	Students will demonstrate the ability to correctly walk, run, skip, gallop, hop and leap.	3 days

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Physical Education
Unit Title: 3. Dodging, Fleeing, and Chasing
Grade Level: K-2
<p>Unit Summary: Dodging, fleeing and chasing is the ability to avoid being hit with an object, avoid being caught or tagged by someone giving chase, and catching or tagging someone the student is chasing. In this unit Students will participate in games and activities to improve their ability to avoid being stuck by an object (dodging), avoiding being caught by someone giving chase (fleeing), and catching peers who are fleeing (chasing).</p> <p>Interdisciplinary</p> <p>Connections: The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.</p> <p>21st Century</p> <p>Themes and Skills:</p> <p>CRP 1. Act as a responsible and contributing citizen and employee.</p> <p>CRP 3. Attend to personal health and financial well-being.</p> <p>CRP 4. Communicate</p>

clearly and effectively
and with reason.

CRP 6. Demonstrate
creativity and innovation

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thinking and make sense
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CRP9. Model integrity,
ethical leadership and
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CRP 12. Work productively
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Learning Targets

Standards (Content and Technology):

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CCCS 2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
CCCS 2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
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8.1.P .E.1	Use the Internet to explore and investigate questions with a teacher’s support.
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8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
Unit Essential Question(s): <ul style="list-style-type: none"> • How can we avoid getting struck by an object? • What movements will make us the most successful in avoiding being captured or capturing an 	Unit Enduring Understandings: <ul style="list-style-type: none"> • It takes level and movement changes to avoid being struck. • It takes changes in pace and direction to capture and avoid capture by an opponent.

opponent?		
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Be able to avoid being stuck by an object • Be able to avoid being caught by someone giving chase. • Be able to stalk and capture an opponent. 		
Evidence of Learning		
<p>Formative Assessments: Teacher observation Students feedback</p> <p>Summative/Benchmark Assessment(s): Unit benchmark assessment (typically a game or activity that will check for performance indicators)</p> <p>Resources/Materials (copy hyperlinks for digital resources): Appropriate physical education equipment.</p>		
<p>Modifications:</p> <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 		
Lesson Plans		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Moving safely in space	Students will demonstrate the ability identify ways to avoid collisions with their classmates,	1 day

	<p>and/or obstacles in the playing area.</p>	
<p>Tag Games</p>	<p>Students will demonstrate the ability to dodge, flee and chase while moving safely in the playing area.</p> <p>Students will demonstrate the ability to move at different paces.</p>	<p>3 days</p>
<p>Teacher Notes:</p>		
<p>Additional Resources Click links below to access additional resources used to design this unit:</p>		

Content Area: Physical Education	
Unit Title: 4. Throwing	
Grade Level: K-2	
<p>Unit Summary: Throwing is the ability to grasp an object with one or both hands, and propelling the object by building momentum; and finishing in a controlled balance position. The three styles of throwing are overhand, underhand, and sidearm. The students will participate in a variety of games and activities to improve their ability to properly and accurately throw and object.</p>	
<p>Interdisciplinary Connections: The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.</p>	
<p>21st Century Themes and Skills:</p> <p>CRP 1. Act as a responsible and contributing citizen and employee.</p> <p>CRP 3. Attend to personal health and financial well-being.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 6. Demonstrate creativity and innovation</p> <p>CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP 12. Work productively in teams while using cultural global competence.</p>	
Learning Targets	
Standards (Content and Technology):	
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8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> Why are appropriate movements essential in accurately throwing an object? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> Proper body alignments will generate the greatest chance for success when

<ul style="list-style-type: none"> • What appropriate movements must we utilize to appropriately throw an object? 	<p>throwing objects.</p> <ul style="list-style-type: none"> • Building strength and accuracy will generate the greatest chance for success when throwing objects.
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Unit Learning Targets/Objectives:
Students will...

- **Be able to identify their throwing hand.**
- **Be able to step with the opposite foot of their throwing hand when preparing to throw.**
- **Be able to utilize cues to put their bodies in an appropriate position to throw**
- **Be able to properly and accurately throw an object using all three styles of throwing.**

Evidence of Learning

Formative Assessments:
 Teacher observation
 Students feedback

Summative/Benchmark Assessment(s):
 Unit benchmark assessment (typically a game or activity that will check for performance indicators)

Resources/Materials (copy hyperlinks for digital resources):
 Appropriate physical education equipment.

Modifications:

<ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word 	<ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement
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Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<p>Identify the throwing hand.</p>	<p>Student will demonstrate the ability to correctly identify their throwing hand.</p> <p>Students will</p>	<p>1 Day</p>

	demonstrate their previous knowledge by attempting to throw with little feedback from the instructor.	
Opposite foot step.	<p>Students will demonstrate the ability to step with the opposite foot of their throwing hand in preparation to throw.</p> <p>Students will demonstrate the ability to end in a controlled and balanced position</p>	1 day
Throwing at a target	Students will demonstrate the ability to accurately throw an object at a target	2 days
Teacher Notes:		
<p>Additional Resources Click links below to access additional resources used to design this unit:</p>		

Content Area: Physical Education
Unit Title: 5. Catching
Grade Level: K-2
Unit Summary: Catching is defined as the ability to receive and gain control of an object that has been thrown, kicked, or struck. In this unit students will participate in a variety of games and activities to become proficient at catching a thrown, kicked, batted, or bounced object.
Interdisciplinary Connections: The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.
21st Century Themes and Skills: CRP 1. Act as a responsible and contributing citizen and employee. CRP 3. Attend to personal health and financial well-being. CRP 4. Communicate clearly and effectively and with reason. CRP 6. Demonstrate creativity and innovation CRP 8. Utilize critical

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CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

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8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What are the appropriate uses of the body when attempting to catch an object? • How do the uses of the body change when going from stationary to moving? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The use of hands as opposed to the body creates the best chance for success when throwing an object. • Movement creates an added obstacle to catching an object.
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Unit Learning Targets/Objectives:
Students will...

- **Be able to catch (gain control of an object) using their hands.**
- **Be able to catch an object while stationary.**
- **Be able to catch an object while moving.**

Evidence of Learning

Formative Assessments:
 Teacher observation
 Students feedback

Summative/Benchmark Assessment(s):
 Unit benchmark assessment (typically a game or activity that will check for performance indicators)

Resources/Materials

(copy hyperlinks for digital resources):
Appropriate physical education equipment.

Modifications:

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Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Catching with hands	Students will demonstrate the ability to catch objects using their hands rather than their bodies.	1 day
Stationary catching	Students will demonstrate the ability to catch objects while stationary	2 days
Dynamic catching	Students will demonstrate the ability to catch objects while they are moving	2 days

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Physical Education
Unit Title: 6. Jumping and Landing
Grade Level: K-2
<p>Unit Summary: Jumping and landing is the ability to leave to ground under control, and land in a balanced position. In this unit students will participate in games and activities to improve, and build on their jumping and landing skills. They will preform jumps with both one and two foot take offs. They will also land with both one and two foot landings.</p> <p>Interdisciplinary</p> <p>Connections: The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handing emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.</p>

21st Century

Themes and Skills:

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and innovation

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Learning Targets

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8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
Unit Essential Question(s): <ul style="list-style-type: none"> Why does jumping with two feet create more power and balance? What obstacles arise when landing on one foot rather than two? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Two feet take offs create more power and energy which creates a higher or lower jump Added balance and stability is needed to land on one foot as opposed to two feet.

Unit Learning Targets/Objectives:

Students will...

- **Be able to jump using one and two foot take offs.**
- **Be able to land in a balanced position on one and two feet.**
- **Be able to successfully jump over a self propelled hula-hoop or rope.**
- **Be able to successfully jump over a rope propelled by someone other than that student.**

Evidence of Learning

Formative Assessments:

Teacher observation
Students feedback

Summative/Benchmark Assessment(s):

Unit benchmark assessment (typically a game or activity that will check for performance indicators)

Resources/Materials

(copy hyperlinks for digital resources):
Appropriate physical education equipment.

Modifications:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and | <ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities - Build on students’ intrinsic motivations - Consult with parents to accommodate students’ |
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- permit drawing, as an explanation
- Accept participation at any level, even one word

interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Jumping and landing two foot take offs and landings	Students will demonstrate the ability to jump and land in a balanced position.	1 day
Jumping and landing with one foot take offs and landings	Students will demonstrate the ability to jump and land, using one foot at a time, in a balanced position.	1 day
Jumping rope.	Students will demonstrate the ability to show appropriate timing when jumping over a self propelled rope or hula-hoop	2 days

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Physical Education
Unit Title: 7. Kicking
Grade Level: K-2
<p>Unit Summary: Kicking is defined as striking an object with either foot. In this unit students will participate in games and activities to that will improve their ability to strike a stationary and moving object with their feet.</p> <p>Interdisciplinary</p> <p>Connections: The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handing emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.</p> <p>21st Century</p> <p>Themes and Skills:</p> <p>CRP 1. Act as a responsible and contributing citizen and employee.</p> <p>CRP 3. Attend to personal health and financial well-being.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 6. Demonstrate creativity and innovation</p> <p>CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP 12. Work productivel in teams while using cultural global</p>

competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
CCCS 2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings.
CCCS 2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
CCCS 2.5.2.A.3	Respond to changes in tempo, beat, rhythm, or musical style.
CCCS 2.5.2.A.4	Correct movement errors in response to feedback.
CCCS 2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
CCCS 2.5.2.B.2	Explain the difference between offense and defense.
CCCS 2.5.2.B.3	Determine how attitude impacts physical performance.
CCCS 2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
CCCS 2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
CCCS 2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to a safe active environment.
8.1.P .E.1	Use the Internet to explore and investigate questions with a teacher’s support.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.

Unit Essential Question(s):

- **How do we organize our body position to properly kick a stationary ball?**
- **How does use of body position change when kicking a moving object?**

Unit Enduring Understandings:

- To properly kick, students must follow appropriate cues and demonstrate proper eye/hand coordination.

Unit Learning Targets/Objectives:
Students will...

- **Be able to properly kick a stationary object**
- **Be able to properly kick a moving object**
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Evidence of Learning

Formative Assessments:
 Teacher observation
 Students feedback

Summative/Benchmark Assessment(s):
 Unit benchmark assessment (typically a game or activity that will check for performance indicators)

Resources/Materials
 (copy hyperlinks for digital resources):
 Appropriate physical

education equipment.

Modifications:

- **Special Education Students**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students’ intrinsic motivations
 - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Identifying the kicking leg	<p>Students will correctly identify their kicking leg.</p> <p>Students will practice kicking with little feedback from the instructor to assess their current skill level.</p>	1 day
Kicking a stationary object	Students will demonstrate the ability to correctly kick a stationary object.	2 days
Kicking a moving object	Students will demonstrate the ability to correctly kick a moving object.	2 days

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Physical Education
Unit Title: 8. Volleying
Grade Level: K-2
<p>Unit Summary: Volleying is the act of striking an object with one or more body part to propel it in a desired direction. In this unit students will participate in games and activities to become proficient in volleying in an overhand, underhand, and sidearm pattern.</p> <p>Interdisciplinary</p> <p>Connections: The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handing emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.</p> <p>21st Century</p> <p>Themes and Skills:</p> <p>CRP 1. Act as a responsible and contributing citizen and employee.</p> <p>CRP 3. Attend to personal health and financial well-being.</p>

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
CCCS 2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings.
CCCS 2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
CCCS 2.5.2.A.3	Respond to changes in tempo, beat, rhythm, or musical style.
CCCS 2.5.2.A.4	Correct movement errors in response to feedback.
CCCS 2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
CCCS 2.5.2.B.2	Explain the difference between offense and defense.
CCCS 2.5.2.B.3	Determine how attitude impacts physical performance.
CCCS 2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
CCCS 2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
CCCS 2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to a safe active environment.
8.1.P .E.1	Use the Internet to explore and investigate questions with a teacher’s support.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.

Unit Essential Question(s):

- **What body position will give us the greatest chance for a successful volley?**
- **What obstacles arise when volleying over an obstacle?**

Unit Enduring Understandings:

- Proper body positions will give the greatest chance for an accurate volley.
- Volleying over an obstacle adds the dimensions of height to volleying.

Unit Learning Targets/Objectives:

Students will...

- **Be able to strike an object accurately to a target.**
- **Be able to strike an object over an obstacle (i.e. a net)**
- **Be able to volley an object against a wall, and/or to a partner.**

Evidence of Learning
Formative Assessments:

Teacher observation
Students feedback

Summative/Benchmark Assessment(s):

Unit benchmark assessment (typically a game or activity that will check for performance indicators)

Resources/Materials

(copy hyperlinks for digital resources):
Appropriate physical education equipment.

Modifications:

- | | |
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| <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word | <ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement |
|--|--|

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Striking an object	<p>Students will demonstrate the ability to accurately strike a stationary object.</p> <p>Students will demonstrate the ability to accurately strike moving object.</p>	1 day
Volleying	Students will demonstrate the ability to keep an object in the air using overhand, underhand and sidearm	3 days

	movements.	
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Content Area:	Physical Education
Unit Title:	9. Physical Fitness
Grade Level:	K-2
Unit Summary: Physical fitness is defined as a general state of physical well-being. There are five components to	

physical fitness (muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition). In this unit the students will define the five components as well as participate in activities to improve their overall physical fitness.

Interdisciplinary

Connections: The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.

21st Century

Themes and Skills:

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
CCCS 2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings

	and applied settings.
CCCS 2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
CCCS 2.5.2.A.4	Correct movement errors in response to feedback.
CCCS 2.5.2.B.2	Explain the difference between offense and defense.
CCCS 2.5.2.B.3	Determine how attitude impacts physical performance.
CCCS 2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
CCCS 2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to a safe active environment.
CCCS 2.6.2.A.1	Explain the role of physical activity in relation to personal health.
CCCS 2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
CCCS 2.6.2.A.3	Develop a fitness goal and monitor progress toward achievement of the goal.
8.1.P .E.1	Use the Internet to explore and investigate questions with a teacher’s support.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
Unit Essential Question(s): <ul style="list-style-type: none"> • Why is it important to be/become physically fit? • What steps need to be taken to become/stay physically fit? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Physical fitness is essential to health and wellness. • Age appropriate physical activity will build and maintain physical fitness.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Be able to define physical fitness as well as the five components of physical fitness. • Identify which of the components each of the activities they participate in are attempting to improve. 	
Evidence of Learning	
Formative Assessments: Teacher observation Students feedback Summative/Benchmark Assessment(s): Unit benchmark assessment (typically a game or activity that will check for performance indicators) Resources/Materials (copy hyperlinks for digital resources): Appropriate physical education equipment.	
Modifications: <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific 	

- Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
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 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
- **Gifted and Talented Students**
 - Provide rewards as necessary
 - Provide extension activities
 - Build on students' intrinsic motivations
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Defining Fitness	<p>Students will demonstrate the ability to define physical fitness.</p> <p>Students will show an understanding of the components of physical fitness.</p>	1 day
Identifying the components of physical fitness	Students will demonstrate the ability to which of the five components of physical fitness and particular activity or exercise is attempting to improve.	3 days

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Physical Education
Unit Title: 10. Cooperative Games
Grade Level: K-2
<p>Unit Summary: During cooperative games students must work with one or more peers to complete a given task. During this unit students will participate in activities that will force them to work closely with their classmates. They may be given suggestion as to how to be more successful in a particular game; however many of these activities are purposely vague and open ended leaving students to create their own success.</p> <p>Interdisciplinary</p> <p>Connections: The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.</p> <p>21st Century</p> <p>Themes and Skills:</p> <p>CRP 1. Act as a responsible and contributing citizen and employee.</p> <p>CRP 3. Attend to personal health and financial well-being.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 6. Demonstrate creativity and innovation</p>

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
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CCCS 2.5.2.B.3	Determine how attitude impacts physical performance.
CCCS 2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
CCCS 2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
CCCS 2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to a safe active environment.

8.1.P .E.1	Use the Internet to explore and investigate questions with a teacher’s support.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • When is cooperation as a team essential for success? • How can we comprise to solve conflict? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Cooperating with peers is an essential skill that all individuals need for life. • It is important to comprise and find solutions when working with peers.
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<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Be able to define cooperate, and give example how to better work with their classmates. • Be able to successfully complete cooperative tasked with one or more other students.
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Evidence of Learning

Formative Assessments:

Teacher observation
Students feedback

Summative/Benchmark Assessment(s):

Unit benchmark assessment (typically a game or activity that will check for performance indicators)

Resources/Materials

(copy hyperlinks for digital resources):
Appropriate physical education equipment.

Modifications:

- **Special Education Students**
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 - Rephrase questions, directions, and explanations
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- **At-Risk Students**
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 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students’ intrinsic motivations
 - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<p>Defining cooperate</p>	<p>Students will demonstrate the ability to define cooperate.</p> <p>Students will demonstrate the ability to show an understanding of cooperative activities.</p> <p>Students will demonstrate the ability to successfully work with one or more other students to complete a task.</p>	<p>1 day</p>
<p>Cooperative activities</p>	<p>Students will demonstrate the ability to successfully</p>	<p>3 days</p>

	<p>work with one or more students to complete a given tasks.</p> <p>Students will demonstrate the ability to identify strategies that they and their classmates can use to better work with their group.</p>	
<p>Teacher Notes:</p>		
<p>Additional Resources Click links below to access additional resources used to design this unit:</p>		