

<b>Select a Course:</b>	PE Health Grade 1
<b>Teacher:</b>	CORE PE Health Grade 1
<b>Course:</b>	PE Health Grade 1
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August	<p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p>								
September	<p><b>Spatial Awareness</b></p> <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p> <table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Enduring Understandings</b></p> <p>Students will understand: 1. How to change their movement based on the characteristics of their environment.</p> </td> <td style="vertical-align: top;"> <p><b>Essential Questions</b></p> <p>1. How can I move in self-space and general space in response to designated beats/rhythms? 2. How do I travel demonstrating low, middle, and high levels? 3. How do I travel demonstrating a variety of relationships with objects (over, under, around, through)? 4. How do I differentiate between fast and slow speeds, strong and light force?</p> </td> <td style="vertical-align: top;"> <p><b>Standards</b></p> <p>NASPE.2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>G.19 - Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.</p> </td> <td style="vertical-align: top;"> <p><b>Knowledge &amp; Skills</b></p> <p><b>TIER 1</b> 1. Safe 2. Slow 3. Fast 4. Run 5. Walk 6. Slide 7. Curved 8. Straight 9. Zig-zag</p> <p><b>TIER 2</b> 1. Follow 2. Demonstrate 3. Mirror 4. Repeat 5. Recognize 6. Share 7. Describe 8. Compare 9. Support 10. Socialize</p> <p><b>TIER 3</b> 1. Muscular Strength 2. Muscular Endurance 3. Flexibility</p> </td> </tr> </table>				<p><b>Enduring Understandings</b></p> <p>Students will understand: 1. How to change their movement based on the characteristics of their environment.</p>	<p><b>Essential Questions</b></p> <p>1. How can I move in self-space and general space in response to designated beats/rhythms? 2. How do I travel demonstrating low, middle, and high levels? 3. How do I travel demonstrating a variety of relationships with objects (over, under, around, through)? 4. How do I differentiate between fast and slow speeds, strong and light force?</p>	<p><b>Standards</b></p> <p>NASPE.2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>G.19 - Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.</p>	<p><b>Knowledge &amp; Skills</b></p> <p><b>TIER 1</b> 1. Safe 2. Slow 3. Fast 4. Run 5. Walk 6. Slide 7. Curved 8. Straight 9. Zig-zag</p> <p><b>TIER 2</b> 1. Follow 2. Demonstrate 3. Mirror 4. Repeat 5. Recognize 6. Share 7. Describe 8. Compare 9. Support 10. Socialize</p> <p><b>TIER 3</b> 1. Muscular Strength 2. Muscular Endurance 3. Flexibility</p>	
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October	<p><b>K-5 Movement Relationships (Safe Climbing)</b> This Unit is a compilation from the works of many other PE Teachers that I have worked with - special thanks to them.</p> <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p> <table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Enduring Understandings</b></p> <p>-Students will understand how personal exercise choices affect one's physical</p> </td> <td style="vertical-align: top;"> <p><b>Essential Questions</b></p> <p>-How do your everyday choices affect your health and</p> </td> <td style="vertical-align: top;"> <p><b>Standards</b></p> <p>19A.StageA.3 - Understand the differences between personal space and general space.</p> </td> <td style="vertical-align: top;"> <p><b>Knowledge &amp; Skills</b></p> <p>Students will know...</p> </td> <td style="vertical-align: top;"> <p><b>Academic Language</b></p> <p>From NWEA: - Persuasive Argument</p> </td> </tr> </table>				<p><b>Enduring Understandings</b></p> <p>-Students will understand how personal exercise choices affect one's physical</p>	<p><b>Essential Questions</b></p> <p>-How do your everyday choices affect your health and</p>	<p><b>Standards</b></p> <p>19A.StageA.3 - Understand the differences between personal space and general space.</p>	<p><b>Knowledge &amp; Skills</b></p> <p>Students will know...</p>	<p><b>Academic Language</b></p> <p>From NWEA: - Persuasive Argument</p>
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<p>fitness</p> <ul style="list-style-type: none"> <li>- Students will understand getting fit and staying fit will help them in and out of school.</li> <li>- Students will understand what power means and what it doesn't mean.</li> </ul>	<p>fitness?</p> <ul style="list-style-type: none"> <li>- How can you improve your success with these challenges?</li> <li>- Do all exercises help the body in the same way?</li> <li>- What does it mean to be the best version of myself?</li> </ul>	<p>19A.StageA.4 - Participate in activities/games that make the heart beat faster and increases the rate of breathing.</p> <p>19A.StageB.4 - Demonstrate an awareness of others while moving in general and/or personal space.</p> <p>19A.StageB.6 - Participate in activities/games that make the heart beat faster and increase the rate of breathing.</p> <p>19B.StageA.2 - Respond to teacher prompts that enhance the development of weight bearing and balance activities on a variety of body parts.</p> <p>19B.StageA.3 - Demonstrate spatial awareness in personal and general space (directional, levels, pathways) behind, ahead of, next to, near to, over, under, on, through, beside.</p> <p>19B.StageB.1 - Identify personal space.</p> <p>19B.StageB.2 - Demonstrate a combination of two simple weight bearing and/or balance movements or activities.</p> <p>19B.StageB.3 - Distinguish between moving behind, ahead of, next to, near to, over, under, on, through, beside.</p> <p>19B.StageB.4 - Relate activity-based movement skills to movement concepts using the qualities of movement such as speed and flow (e.g., participate in dodging/ fleeing activities in slower speeds without running into others or objects).</p> <p>19C.StageA.1 - Develop responsibility for safe movement practices.</p> <p>19C.StageA.2 - Recite the safety guidelines for daily activities.</p> <p>19C.StageA.3 - Participate safely in physical activity by following rules and directions.</p> <p>19C.StageA.4 - Work cooperatively with others during activity.</p> <p>19C.StageA.5 - Repeat safe practices and/or behaviors for physical activity.</p> <p>19C.StageA.6 - With teacher support, demonstrate safe movement in general and personal space.</p> <p>19C.StageA.7 - List possible injuries that can occur when not following safety rules.</p> <p>19C.StageB.1 - Recognize the safety factors associated with participating in physical activities.</p> <p>19C.StageB.2 - Apply class rules, procedures, and safety practices.</p> <p>19C.StageB.3 - Choose between safe</p>	<p>-simple cues involved in weight transfer and dynamic and static balance movements.</p> <p>-The importance of participating safely, responsibly, and cooperatively</p> <p>-what activities can be done outside of school to improve muscular strength and endurance</p> <p>Students will be able to....</p> <p>-Name and point to the muscles that help them achieve success with various challenges.</p> <p>- Show ability to move in various directions (e.g., behind, ahead of, next to, near, over, under on, through, beside) in stations, and centers.</p> <p>-Demonstrate understanding of personal and group safety</p>	<ul style="list-style-type: none"> <li>- Intensity</li> <li>- Reaction Force</li> <li>- Newtons 3rd Law</li> <li>- (Base) of Support</li> <li>- Rotate</li> <li>- Inference</li> </ul> <p> center-of-gravity</p>
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and unsafe practices/behaviors.

19C.StageB.4 - Work cooperatively with others during activity

19C.StageB.5 - Identify safety procedures when participating in group physical activity.

19C.StageB.6 - Move with an awareness of others in general space.

20A.StageA.1 - Participate in health-related and skill-related fitness activities.

20A.StageA.2 - Identify activities that will change your heart rate.

20A.StageA.3 - Demonstrate how to locate a pulse in the wrist or neck to measure heart rate.

20A.StageB.3 - Identify activities that will change your heart rate.

21A.StageA.3 - Participate safely in physical activity.

21A.StageA.4 - Repeat safe practices and/or behaviors during physical activity.

21A.StageA.5 - Demonstrate the ability to work independently and cooperatively during physical activity.

21A.StageA.6 - Complete part(s) of a task when participating in physical activity.

21A.StageB.1 - Recall the class procedures followed for participation in physical activity.

21A.StageB.2 - Repeat the safety procedures followed when participating in physical activity.

21A.StageB.3 - Participate safely in physical activity.

21A.StageB.4 - Choose between safe and unsafe practices and/or behavior.

21A.StageB.5 - Follow directions when participating in physical activity.





21A.StageB.6 - Perform independently and cooperatively when participating in physical activity.

21A.StageB.7 - Complete a task when participating in physical activity.

21B.StageA.1 - Listen to safe practices and/or behaviors for the day's structured physical activity.

21B.StageA.2 - Demonstrate the ability to work cooperatively with a partner for a structured physical activity.

21B.StageA.3 - Complete part(s) of a task when working with a partner or group.

			<p>21B.StageB.1 - Repeat safety practices and/or behaviors when working with a partner during physical activity.</p> <p>21B.StageB.2 - Demonstrate the ability to work cooperatively with a partner or small group during physical activity.</p> <p>21B.StageB.3 - Complete a task when working with a partner or group with some teacher intervention during physical activity.</p>		
November	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
December	<p><b>Motor Skills</b></p> <p><b>Enduring Understandings</b> ✕</p> <p>  Students will understand:                      1. How to safely use motor skills in personal and general space.                      2. Students will understand when to use appropriate motor skills given a certain situation.                      3. The components to complete gallop, hop, and catch skills.                 </p>	<p><b>Essential Questions</b> ✕</p> <p>  1. What changes do I need to make when travelling in personal vs. general space?                      2. What are some different ways I can change my movement while performing motor skills?                 </p>	<p><b>Standards</b> ✕</p> <p>NASPE.1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>G.19 - Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p>  1. Hops, gallops, jogs, and slides using a mature pattern (S1.E1.1)                      2. Catches a soft object from a self-toss before it bounces (S1.E16.1a).                      3. Catches various sizes of balls self-tossed or tossed by a skilled thrower (S1.E16.1b).                 </p>	<p><b>Academic Language</b> ✕</p> <p>  <b>TIER 1</b>                      1. Run                      2. Slide                      3. Gallop                      4. Hop                      5. Catch                      6. Balance                      7. Roll                      8. Toss                      9. Fast                      10. Slow                      11. Hard                      12. Soft                      13. Jump                      14. Forward                      15. Backward                      16. Over                      17. Under                      18. Safety   <b>TIER 2</b>                      1. Share                      2. Follow                      3. Describe                      4. Repeat                      5. Direction                      6. Demonstrate                      7. Describe                      8. Compare                      9. Contrast                      10. Predict                      11. Explain   <b>TIER 3</b>                      1. Locomotor                      2. Non-locomotor                      3. Object Control                      4. Pathway                      5. Pattern                      6. Opposition                 </p>

January	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
February	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
March	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
April	<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <p> <b>Social Behavior</b></p> </div> <div style="width: 80%; text-align: right;"> <p>Enduring Understandings ✕</p> <p>Essential Questions ✕</p> <p>Standards ✕</p> <p>Knowledge &amp; Skills ✕</p> <p>Academic Language ✕</p> </div> </div>				
	<p></p> <p>Students will understand:</p> <ol style="list-style-type: none"> <li>1. How to take responsibility for one's own actions.</li> <li>2. The importance of following rules and protocols.</li> <li>3. The importance of working effectively, both individually and with partners.</li> </ol>	<p></p> <ol style="list-style-type: none"> <li>1. What does it look like to take responsibility for my actions?</li> <li>2. How can following the rules and protocols in different environments help achieve success?</li> <li>3. What skills are necessary in order to work successfully effectively by yourself and with others?</li> </ol>	<p>NASPE.4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>G.21 - Develop skills necessary to become a successful member of a team by working with others during physical activity.</p>	<p></p> <ol style="list-style-type: none"> <li>1. Increase knowledge and improve social skills to promote healthy interactions.</li> <li>2. Participate in a wide variety of physical activities without interfering with others or with objects.</li> <li>3. Perform cooperatively with a partner or a small group when participating in physical activity.</li> </ol>	<p></p> <p><b>TIER 1</b></p> <ol style="list-style-type: none"> <li>1. Talk</li> <li>2. Listen</li> <li>3. Behavior</li> <li>4. Expectations</li> <li>5. Rules</li> <li>6. Safety</li> <li>7. Responsible</li> <li>8. Attitude</li> <li>9. Motivation</li> <li>10. Compromise</li> <li>11. Integrity</li> <li>12. Character</li> <li>13. Encouragement</li> <li>14. Community</li> <li>15. Resolution</li> <li>16. Relationships</li> <li>17. Respect</li> <li>18. Acceptance</li> <li>19. Choice</li> <li>20. Example</li> <li>21. Procedure</li> </ol> <p><b>TIER 2</b></p> <ol style="list-style-type: none"> <li>1. Communicate</li> <li>2. Discuss</li> <li>3. Prepare</li> <li>4. Cooperate</li> </ol> <p><b>TIER 3</b></p> <ol style="list-style-type: none"> <li>1. Teamwork</li> <li>2. Strategize</li> <li>3. Sportsmanship</li> </ol>