

ELEMENTARY SCHOOL PHYSICAL EDUCATION

Physical Education is an integral and vital part of the general education program that significantly contributes to the total growth and development of each student, primarily through movement experiences. Elementary school is the foundation for the development of fundamental motor skills. It is imperative that the focus of physical education be on skill acquisition. The fundamental motor skills of the elementary physical education program form the building blocks for game play, physical activity and fitness activities that follow in the middle school and high school. It is unique because it provides a balance of activities that reflect and challenge the diverse needs of students in the psychomotor, cognitive and affective domains.

The physical education program at the elementary school level is designed to provide students with a wide variety of skill developing activities including movement, lifelong, individual and modified team sports, and physical fitness. The focus is to expose students to a variety of activities, to develop fitness, and to encourage physical activity not only during physical education class, but as an integral part of a healthy lifestyle. The program aims to educate students to be healthy and active throughout their lives.

At the elementary school level, students are provided the introductory skills and given opportunities to become proficient in skill themes and movement concepts. Students are also provided the opportunity to enhance emotional, intellectual, and social growth. The sequential nature of the PreK-5 curriculum allows the elementary school to foster a unique transition to the middle grade levels.

Course Overview

<u>Course Goals</u>	<u>Standards</u>	<u>Course Skill Objectives</u>
<ul style="list-style-type: none"> ● By the end of elementary school, students will be able to demonstrate proficiency in a combination of basic motor skills, fitness and movement concepts. ● Physical Educators will foster an environment where all students feel comfortable to take risks with new learning and challenging activities. In doing so, we will help the students understand the benefits of lifelong 	<ul style="list-style-type: none"> ● The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. ● The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. ● The physically literate individual demonstrates the knowledge and skills to 	<p>Students will:</p> <ul style="list-style-type: none"> ● Body Management ● Games ● Fitness ● Invasion Game ● Locomotor ● Backyard Games ● Striking ● Manipulative Skills <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate the motor skills and movement patterns needed to

<p>physical activity regardless of ability level.</p>	<p>achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none"> ● The physically literate individual exhibits responsible personal and social behavior that respects self and others. ● The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. 	<p>perform a variety of physical activities.</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of movement concepts and strategies as they apply to learning and the performance of physical activities. ● Make use of the skills and knowledge learned in physical education as they participate regularly in physical activity. ● Incorporate fitness and wellness concepts to achieve and maintain a healthy level of physical fitness. ● Exhibit responsible personal and social behavior that respects self and others in activity settings. ● Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.
<p>Course Unit Topics</p> <ol style="list-style-type: none"> 1. Body Management 2. Games 3. Fitness 4. Invasion Games 5. Locomotor 6. Backyard Games 7. Striking 8. Manipulative Skills 		<p>Assessments:</p> <p>Students will complete a summative assessment for each content topic:</p> <ol style="list-style-type: none"> 1. Body Management 2. Games 3. Fitness 4. Invasion Games 5. Locomotor 6. Backyard Games 7. Striking 8. Manipulative Skills

Body Management Grades PreK-5

This unit is designed to introduce students to different forms of manipulation of the body through a variety of apparatus. Balance, strength, flexibility and movement related to balance, agility and control are addressed.

Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Body Management:

Students will be able to:

- Demonstrate and understand basic movement relating to balance, agility and control.
- Understand the importance of safety and control while performing given activities.
- Feel comfortable with ability and limitations of one's self.

Dance:

Students will be able to:

- Develop an understanding and appreciation of dance and movement patterns.
- Develop knowledge of a variety of dance and movement patterns.
- Appreciate the value of dance and movement patterns as lifetime learners.
- Demonstrate etiquette in a variety of dance and movement activities.
- Develop an understanding of individual differences as they relate to dance and movement activity.

Hula Hoops:

Students will be able to:

- Manipulate hula hoops around different body parts.
- Appreciate the value of hula hoop activities as lifetime learners.

Skill Objectives:

Gymnastics:

Students will:

- demonstrate increased competency in the following muscular and endurance activities:
 - cargo net
 - vault
 - weight transferring activities
 - ropes
 - traverse wall
 - balance beams
 - parallel bars
- demonstrate increased competency in the following agility activities:
 - hurdles
 - agility ladder
 - partner support and counter balances\
- apply safety skills and concepts with all equipment and classmates

Assessment

The Body Management Common Assessment

Dance:

- Create or follow organized and purposeful movements to music while demonstrating an understanding of form, movement, space and timing
- Move effectively and efficiently in rhythm.
- Comprehend and demonstrate knowledge of dance through one of the following:
 - Line dances, social dances, partner dances, creative dances, interpretive dances, folk dances and /or trending dances
 - ex: Cha Cha Slide, Cupid Shuffle, Celebratory dances.

Hula Hoops:

Students will:

- Roll the hoops.
- Spin the hoops.
- Jump in and out of the hoop.
- Twirl the hoop around body parts.
- Learn jump roping technique.

Games Grades PreK-5

This unit is designed to teach students a variety of games to enhance participation in the physical education environment. Games will include, but not be limited to tag games, multicultural games, cooperative games and team games.

Standards

- **Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Cooperative Games

Students will be able to:

- Work together to complete tasks.
- Follow directions to complete tasks.
- Develop strategies to complete tasks.

- Emerge into specific roles within a task.
- Appreciate the value of cooperative team games as lifetime learners.

Modified Games/Creative games/Tag games/Multicultural games/Interdisciplinary activities/Small and Large Team Games

Students will be able to:

- Demonstrate increased competency in a variety of skills while participating in various small and large group games.
- Learn coping skills, conflict resolution and sportsmanship skills.
- Understand rules, concepts and differences while participating with their peers.
- Appreciate the value of small and large group games as lifetime learners.
- Understanding and appreciating diversity, differences in abilities levels and the value of learning about new cultures and traditions.

Skill Objectives

Cooperative Games

Students will:

- Apply safety skills and concepts.
- Work cooperatively.
- Communicate effectively using verbal and non-verbal techniques.

Modified Games/Creative games/Tag games/Multi-cultural games/Interdisciplinary activities/Small and Large Team Games

Students will:

- demonstrate increased competency in the following activities:
 - Tag games
 - Multicultural games
 - Small and large team games
 - Interdisciplinary activities
- understand rules and safety concepts of various activities
 - In bounds/Out of bounds
 - Body control
 - Locomotor/non-locomotor
 - Coping and conflict resolution
- Appreciate the value of small and large group games as lifetime learners.

Assessment

- K-5 Games common assessment

Fitness Grades PreK-5

This unit offers an opportunity for the students to participate in a variety of activities which includes the areas of strength, flexibility, and cardiovascular endurance.

Standards

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- **Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives**Fitness and Yoga activities**

Students will be able to:

- Demonstrate knowledge of how to improve the core areas of fitness including flexibility, endurance, strength and cardiovascular capabilities.
- Develop an understanding and appreciation of the benefits of fitness exercises and the risks of a sedentary lifestyle.

- Demonstrate safe and proper techniques when exercising to address fitness needs.
- Appreciate the value of physical fitness as lifetime learners.

Jump Rope

Students will be able to:

- Demonstrate increased competency in jumping skills.
- Demonstrate ability to jump for a sustained amount of time.
- Demonstrate a variety of different jumping patterns.
- Appreciate the value of jumping rope as lifetime learners.

Skill Objectives

Fitness and Yoga activities

Students will:

- Participate in a variety of flexibility activities.
- Use a variety of equipment to enhance muscular strength and endurance.
- Use a variety of activities to enhance cardiorespiratory fitness.
- Locate, calculate and monitor heart rate.

Jump Rope

Students will:

- demonstrate increased competency in the following jump rope skills:
 - Turning short and long rope
 - Timing
 - Jumping efficiently
 - Different jumping patterns
 - Coordinating with other

Assessment

- K-5 Fitness Common Assessment

Invasion Activities Grades PreK-5:

This unit is designed to teach students skills and strategies in order to successfully participate in traditional and non-traditional sports, games, and activities where one team crosses over into another team's territory.

Standards

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- **Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- Demonstrate an understanding of the basic rules pertaining to invasion games and activities.
- Demonstrate competency in skills needed to be successful in invasion games and activities.
- Actively participate in modified invasion activities/games.
- Appreciate the value of invasion games and activities as lifetime learners.

Skill Objectives	Assessment
<p>Basketball Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in the following basketball skills: <ul style="list-style-type: none"> ○ shooting ○ passing (bounce and chest) ○ dribbling ● Develop an understanding of: <ul style="list-style-type: none"> ○ spacing and movement ○ offensive and defensive concepts ○ basic basketball game rules ● Apply safety skills and concepts <p>Floor Hockey Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in the following floor hockey skills: <ul style="list-style-type: none"> ○ shooting at a goal ○ wrist, snap and slap shots ○ passing ○ dribbling/stick handling ● Develop and understanding of: <ul style="list-style-type: none"> ○ spacing and movement ○ offensive and defensive concepts ○ basic hockey game rules ● Apply safety skills and concepts including how to handle the stick safely and appropriately <p>Football Students will:</p> <ul style="list-style-type: none"> ● Be able to demonstrate increased competency in the following skills: <ul style="list-style-type: none"> ○ throwing using proper cues ○ catching at different ability levels ○ throwing stationary ○ catching stationary ○ throwing while moving 	<ul style="list-style-type: none"> ● K-5 Invasion common assessment

- catching while moving
- catching in window
- apply safety skills

Soccer

Students will:

- Demonstrate increased competency in the following soccer skills:
 - dribbling
 - passing
 - trapping
 - shooting at a goal
- Demonstrate an understanding of:
 - spacing and movement
 - offensive and defensive concepts
 - basic football game rules

Swatball

Students will:

- Demonstrate increase competency in the following swatball skills:
 - passing
 - air dribbling
 - shooting
- Demonstrate an understanding of:
 - spacing/movement
 - offensive and defensive concepts
 - rules

Team Handball

Students will:

- Demonstrate increased competency in the following team handball skills:
 - throwing
 - catching
 - dribbling

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|--|--|
| <ul style="list-style-type: none">○ passing○ shooting● Develop an understanding of:<ul style="list-style-type: none">○ spacing/movement○ rules○ offensive and defensive concepts● Apply safety skills and concepts. | |
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Locomotor Activities Grades PreK-5

This unit is designed to develop student's spatial awareness skills. Students will also learn a variety of animal walks and locomotor skills.

Standards

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- **Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- Demonstrate an understanding of basic locomotor and non-locomotor concepts.
- Demonstrate increased competency in locomotor and non-locomotor skills.
- Actively participate in locomotor and non-locomotor activity/games.

Skill Objectives	Assessment
<p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in: <ul style="list-style-type: none"> ○ Non-locomotor skills <ul style="list-style-type: none"> ▪ turning ▪ twisting ▪ rolling ▪ balancing ▪ transferring weight ▪ jumping and landing ▪ stretching ○ Locomotor <ul style="list-style-type: none"> ▪ walk ▪ speed walk ▪ jog ▪ run ▪ sprint ▪ hop ▪ jump ▪ leap ▪ skip ▪ gallop ▪ chasing ▪ fleeing ▪ dodging ○ Directions <ul style="list-style-type: none"> ▪ up/down ▪ high/low ▪ forward/back ▪ left/right ▪ clockwise/counterclockwise ○ Speed <ul style="list-style-type: none"> ▪ pacing ▪ fast 	<ul style="list-style-type: none"> ● K-2 locomotive common assessment

- medium
 - slow
- Pathways
 - straight
 - curved
 - zigzag
 - asymmetric
- Location
 - self-space (personal space)
 - general space
- Effort
 - force
 - strong/light
 - flow
 - bound/free
 - time
 - fast/slow
- Animal walks
 - slither, hop, bound, run, crawl, fly
 - speeds, forces and pathways should all align with how each specified animal actually moves through space
- Develop an understanding of:
 - Spatial awareness
 - with body:
 - round/curved, narrow, wide, twisted, symmetrical/asymmetrical
 - with objects:
 - over, under, on, off, near, far, in front, behind, along, through, meeting, parting, surrounding
 - with people:
 - leading, following, mirroring, unison, contrasting, between groups, between partners, alone in a mass
- Apply safety skills and concepts

Backyard Games Grades PreK-5:

This unit is designed to introduce students to a variety of games that are played at gatherings, parties, beaches and barbecues. Many American's use these activities as a way to come together both socially and physically.

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- **Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activities/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Parachute

Students will be able to:

- Demonstrate an understanding of cooperative concepts to successfully participate in a cooperative group activity.

Flying Disc Activities

Students will be able to:

- Demonstrate the proper form of throwing and catching a flying disc.
- Understand how throwing with proper form will increase their ability to throw with accuracy.
- Will feel comfortable with their own abilities while working with classmates in game situations.
- Demonstrate an understanding of rules to play a flying disc activity. These activities will include but not limited to Frisbee golf, ultimate Frisbee and other throwing and catching games.
- Demonstrate an understanding of team play on offense and defense to participate successfully in an ultimate Frisbee game.
- Appreciate the value of flying disc activities as lifetime learners.

Backyard Games

Students will:

- Understand rules of different backyard games
- Demonstrate ability to techniques and strategies necessary to be successful.
- Appreciate the value of backyard games lifetime learners.

Skill Objectives**Parachute**

Students will:

- Demonstrate increased competency in the following skills:
 - Elevator
 - Dome
 - Mushroom
 - Igloo
 - Mountain of Air
 - Carousel/ Merry-Go-Round
 - Hershey Kiss
 - Star
 - Popcorn
 - Race Track

Flying Disc Activities

Students will:

- Demonstrate increased competency in the following flying disc skills:
 - Throwing

Assessment

- K-5 Backyard games common assessment

- Catching
- Spin jamming
- Apply safety skills and concepts.

Backyard Games

Students will:

- Work cooperatively with a partner or group
- Demonstrate sportsmanship while participating in the activity
- Be able to use the proper form to participate in backyard games including
 - Underhand tossing
 - Flicking of the wrist
 - Stepping with opposition

Striking Grades PreK-5:

This unit is designed to help students understand how to strike an object appropriately to become successful and safe in games that involve striking. Students will learn how to strike using different body parts and how to use long handled and/or short handled instruments.

Standards

- **Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
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Essential Question:

- What different ways can the body move given a specific purpose?
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Unit Objectives:

Students will be able to:

- Demonstrate an understanding of rules and scoring of a modified striking game.
- Demonstrate an understanding of strategies, movement, and spacing during game play.
- Demonstrate proper technique of striking without an implement and with a short and long handled implement.
- Appreciate the value of striking sport/activities as lifetime learners.

Skill Objectives	Assessment
<p>Without an Implement:</p> <ul style="list-style-type: none"> ● Volleyball <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate bump, set and spike ● Know when to use each strike in a modified game situation <p>Short Handed:</p> <ul style="list-style-type: none"> ● Tennis ● Pickleball ● Badminton <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Grip the handle properly ● Strike with: <ul style="list-style-type: none"> ○ forehand ○ backhand ○ over head ○ under hand ○ smash ○ volley ○ rally <p>Long Handle:</p> <ul style="list-style-type: none"> ● Floor Hockey ● Wiffle Ball ● Pillow Polo <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Grip the handle and shaft appropriately ● List the anatomy of the equipment ● Use proper cues to strike the ball forward and backward ● Control the ball while moving ● Stop and receive a ball using proper cues <p>For both short and long handles students will be able to:</p> <ul style="list-style-type: none"> ● Apply safety skills and concepts ● Work cooperatively ● Communicate effectively 	<ul style="list-style-type: none"> ● K-5 common striking assessment

Manipulative Skills Grades PreK-5:

This unit is designed to introduce students to proper throwing, rolling, sliding, bowling, juggling and catching techniques that will be used during activities and games that help increase the ability to perform these skills.

Standards

- **Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
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Enduring Understanding:

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- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
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Essential Question:

- What different ways can the body move given a specific purpose?
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- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- Demonstrate proper throwing, rolling, sliding, bowling, juggling and catching techniques.
- Actively participate in activities and games that help increase the ability to perform these skills.
- Understand when to use appropriate form in regards to various manipulative activities.

Skill Objectives	Assessment
<p>Rolling, Sliding and Bowling: Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in the following throwing skills: <ul style="list-style-type: none"> ○ Foot/step opposition ○ Arm positioning ○ Truck rotation ○ Follow through ○ Release point <p>Throwing and catching: Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in the following throwing skills: <ul style="list-style-type: none"> ○ Foot/step opposition ○ Arm positioning ○ Truck rotation ○ Follow through ○ Trajectory/aim ● Demonstrate increased competency in the following catching skills: <ul style="list-style-type: none"> ○ Hand positioning ○ Tracking ● Apply safety skills and concepts <p>Juggling: Students will:</p> <ul style="list-style-type: none"> ● Track object in flight and make contact with various parts of their body ● Apply catching technique and strategies using one and two hands at a time. 	<ul style="list-style-type: none"> ● K-5 common manipulative assessment