



Park Hill School District

Building Successful Futures • Each Student • Every Day

1st Grade Physical Education Curriculum

Course Description: Foundationally built upon Missouri's Grade Level Expectations and national studies, Park Hill's health and physical education courses provide students with the fundamental knowledge and skills to develop personal fitness goals and to succeed in reaching those goals. Courses connect the relevancy of nutrition, activity, and options outside of class to encourage students to continue their fitness goals.

Resources for Physical Educators

- www.dynamicpeasap.com
- www.openphysed.org
- www.pecentral.org
- www.shapeamerica.org
- www.sparkpe.org
- www.thepespecialist.com

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1st Quarter	Introductory Skills	Topic 1: Foundations of PE Topic 2: Fundamentals of Movement
2nd-3rd Quarter	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness
3rd-4th Quarter	Advanced Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness

Unit 1: Introductory Skills

Subject: Physical Education

Grade: First Grade

Name of Unit: Introductory Skills

Length of Unit: 1st Quarter

Overview of Unit: During this unit, students will be working cooperatively in a positive way while participating in low-organized games. They will move safely in their general space while demonstrating body awareness.

Priority Standards for unit:

- S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.
- S4.E2.1 Follows rules and perimeters of the learning environment.
- S4.E3.1 Responds appropriately to general feedback from the teacher.
- S4.E5.1 Exhibits the established protocols for class activities.
- S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
- S4.E4.1 Works independently and respectfully with others in a variety of class environments.
- S2.E1.1 Moves in self-space and general space in response to designated beats and rhythms.
- S2.E3.1a Differentiates between fast and slow speeds.
- S2.E3.1b Differentiates between strong and light force.
- S1.E1.1 Hops, gallops, jogs, and slides using a mature pattern.
- S3.E3.1 Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
- S3.E2.1 *Meet the national standard of 60 minutes of daily physical activity.
- S2.E2.1a Travels demonstrating low, middle, and high levels.
- S2.E2.1b Travels demonstrating a variety of relationships with objects (e.g., over under, around, and through)
- S5.E1.1 Identifies physical activities as a component of good health.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the difference between general space awareness and personal space awareness	Tell	Remember	1
that decisions have consequences	Recognize	Understand	1

recognizes the difference in speeds while moving	Recognize	Understand	1
motor skills while participating in low-organized game	Demonstrate	Apply	2
recognize that the heart is a muscle with functions	Recognize	Understand	1
skills of movement in different ways	Demonstrate	Apply	2

Essential Questions:

1. What is the difference between personal space and general space?
2. What are the different speeds you can use while moving?
3. Why is it important to follow the rules of activities and games?
4. Why is body awareness important while playing a game involving movement?
5. What are the different ways you can move around various objects?

Enduring Understanding/Big Ideas:

1. Personal space is a small area around each individual in which they feel comfortable, while general space is all usable space in an area that is not within someone's personal space.
2. Traveling in space can have different speeds/paces; slow, medium, fast.
3. If I don't follow the rules of activities, there are consequences for the choices that I make.
4. It is important to be aware of your body movement so that there are no injuries during an activity or game.
5. When moving in space, you can move around objects such as; under, over, around, etc.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
respect, accountability, sportsmanship, personal space, heart	sportsmanship

Topic 1: Foundations of PE

Title: Foundations of PE

Suggested Length of Time: 1st Quarter

Standards Addressed

Priority:

- S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.

- S4.E2.1 Follows rules and perimeters of the learning environment.
- S4.E3.1 Responds appropriately to general feedback from the teacher.
- S4.E5.1 Exhibits the established protocols for class activities.
- S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
- S4.E4.1 Works independently and respectfully with others in a variety of class environments.
- S2.E1.1 Moves in self-space and general space in response to designated beats and rhythms.
- S2.E3.1a Differentiates between fast and slow speeds.
- S2.E3.1b Differentiates between strong and light force.
- S5.E1.1 Identifies physical activities as a component of good health.

Engaging Experience 1

Detailed Description/Instructions:

Spaceship- Instruct the students on personal and general space. Demonstrate movement with arms and legs out and then have the students display that activity, making sure they are not touching anyone or anything in "space." Tell them they are each going to get a "spaceship," which will be their personal space. While in their "spaceship," they will not be allowed in any other student's personal space. Have students walk to one of the hoops, which are scattered throughout the gym, stand in it, and hold onto the hoop with their hands, keeping the hoop parallel to the floor. The front part of the hoop is touching the student's waistline. Have the students move in their self-space, emphasizing that their hoop/"spaceship" should not be touching any other hoop/"spaceship." Tell them they are going to walk around the gym (or outside) in their "spaceship," making sure not to bump into anyone or anything. Discuss that if their "spaceship" bumps into another "spaceship," they must sit down inside the "spaceship" with their hands on their knees. They cannot get up and walk until the teacher taps them on the shoulder. First, students move slowly around the gym. Successful practice allows the students to gradually increase their walking speed. In addition, encourage them to move in different pathways, at different levels and perform various locomotor movements.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 2

One Way to do this is to have students dribble a basketball to the beat of the music. Pick different songs with various rhythms, speeds, and beats to practice the different tempos of dribbling while changing directions. A good song to use is the Cha Cha Slide.

Webb's DOK: 2

Engaging Scenario 3

One way to do this is to rhythm sticks to cardio drumming. Students can use sticks, pool noodles, or rhythm sticks. Students can hit the floor or buckets if you have them. This will help to differentiate between fast and slow speeds.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 1st Quarter

Standards Addressed

Priority:

- S1.E1.1 Hops, gallops, jogs, and slides using a mature pattern.
- S3.E3.1 Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
- S2.E2.1a Travels demonstrating low, middle, and high levels.
- S2.E2.1b Travels demonstrating a variety of relationships with objects (e.g., over under, around, and through)

Supporting

- S3.E2.1 *Meet the national standard of 60 minutes of daily physical activity.

Engaging Experience 1

Detailed Description/Instructions:

Over, Under, Around, and Through Students will partner up and have a hula hoop between them. One student will be holding the hula hoop while the other student is completing the activities. The hula hoop will start on the floor while the student completing the activities goes over the hula hoop. Then the student will hold the hula hoop, at eye level, while the other student moves under the hula hoop. Then a student will hold the hula hoop while the other students travel around the hula hoop. Then the student will hold the hula hoop from the floor, upright, while the other student goes through the hula hoop. The students will then have a countdown timer for 10 seconds, skipping around the gym to find another hula hoop and a new partner.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

One Way to do this is to play red light green light. Choose a student as the conductor. That student will say "red, yellow, or green". Each color represents different speeds. Add in different commands such as; jump, left, right, under, etc.

Webb's DOK: 2

Engaging Scenario 3

One way to do this is to create an obstacle course with dots, hula-hoops, and mats. Students will hop on the dots, jump in and out of hula-hoops, and slide on their feet on the mats. Students can go over, under, around, and through hula-hoops as well.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Taxi Driver - During this game, students have a colored hula hoop that represents their personal space that they are steering around inside the greater general space. They “drive” their hoops around the gym without “crashing” (touching each other) and while following the “rules of the road” (teacher directions). If a student breaks the rules of the road, then that student will need to visit the “police station” and complete a prescribed exercise to reenter the game. If students crash/get into an accident, then they will go to the “garage” to complete a prescribed exercise to reenter the game. These are consequences for making poor decisions.

Unit 2: Intermediate Skills

Subject: Physical Education

Grade: First Grade

Name of Unit: Intermediate Skills

Length of Unit: 2nd-3rd Quarter

Overview of Unit: During this unit, students will be able to demonstrate the ability to move safely in a variety of ways using spatial awareness. They will also understand how the body reacts to different levels of physical activity.

Priority Standards for unit:

- S1.E5.1 Combines locomotor and non-locomotor skills in a teacher-designed dance.
- S1.E3.1 Demonstrates two of five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings.
- S1.E4.1 Demonstrates two of five critical elements for jumping and landing in a vertical plane using two-foot take-offs and landings.
- S1.E7. Maintains stillness on different bases of support with different body shapes.
 - Move feet to a high level by placing the weight on the hands and landing with control.
 - Move in symmetrical positions.
- S2.E5.1 Demonstrates skills of chasing, fleeing, and dodging to avoid or catch others.
- S1.E13.1 Throws underhand demonstrating two of the five critical elements of a mature pattern.
 - Throw a ball demonstrating an overhand technique, side orientation to the target, and stepping in opposition.
- S1.E16.1a Catches a soft object from a self-toss before it bounces.
- S1.E16.1b Catches various sizes of balls self-tosses or tossed by a skilled thrower.
- S1.E22.1 Volleys an object with an open palm sending it upward.
- S3.E1.1 Discuss the benefits of being active and exercising and/ or playing.
 - Describes behaviors that are physically active and physically inactive.
- S3.E6.1 Differentiate between healthy and unhealthy foods.
- S2.E2.1 Travels demonstrating low, middle, and high levels.
- S2.E2.1b Travels demonstrating relationships with objects.
- S2.E5.1 Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)

Supporting Standards for Unit:

- S3.E2.1 *Meet the national standard of 60 minutes of daily physical activity.
- S5.E2.1 Recognizes the challenges in physical activities can lead to success.
- S5.E3.1a Describes positive feelings that result from participating in physical activities.

- S5.E3.1b Discusses personal reasons for enjoying physical activities.
- S4.E4.1 Works independently and respectfully with others in a variety of class environments.
- S2.E1.1 Moves in self-space and general space in response to designated beats and rhythms.
- S2.E3.1 Differentiates between fast and slow speeds.
- S1.E1.1 Hops, gallops, jogs, and slides using a mature pattern.
- S3.E3.1 Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a variety of physical activities that promote wellness (e.g., walking, jogging)	Identify	Understand	1
all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)	Demonstrate	Apply	2
non-locomotor skills in a variety of activities	Demonstrate	Apply	2
demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)	Identify	Understand	1
a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)	Demonstrate	Apply	2
rhythmic activities (e.g., lummi sticks, jump rope, parachute)	Demonstrate	Apply	2
that physical activity increases heart and respiratory rate	Recognize	Understand	1
manipulative skills; striking, catching, volleying, throwing	Demonstrate	Apply	2

Essential Questions:

1. What are physical activities that promote wellness?
2. What are some different motor skills that you can demonstrate in general space?
3. Can students demonstrate a variety of relationships (over, under, through) using a variety of objects (wands, hula hoops)?
4. Can students demonstrate rhythm using various objects (lummi sticks, jump rope, parachute)?
5. What are some activities that increase heart rate and respiratory rate?

6. What are the correct ways to demonstrate manipulative skills (catching, throwing, volleying)?

Enduring Understanding/Big Ideas:

1. Students will be able to identify physical activities that promote fitness and explain why it is important to be physically active.
2. Locomotor movements are a way to travel from one place to another (skip, gallop, leap, march, run). Non-locomotor movement is a way to move in a stationary position (bend, twist, turn).
3. Students will be able to demonstrate body control while moving throughout general and personal space.
4. Students will be able to use a variety of objects while managing spatial awareness (such as over, under, around, and through).
5. Given a variety of activities, students will demonstrate the ability to move in a rhythmic pattern.
6. Students will identify activities that increase heart rate and respiratory rate in order to improve their fitness level.
7. Students will demonstrate the critical elements of throwing, catching, and volleying.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
rhythmic	locomotor skills, non-locomotor skills, physical fitness, wellness, heart rate, respiration

Topic 1: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed

Priority:

- S1.E5.1 Combines locomotor and non-locomotor skills in a teacher-designed dance.
- S1.E3.1 Demonstrates two of five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings.
- S1.E4.1 Demonstrates two of five critical elements for jumping and landing in a vertical plane using two-foot take-offs and landings.
- S1.E7. Maintains stillness on different bases of support with different body shapes.

* Move feet to a high level by placing the weight on the hands and landing with control.

*Move in symmetrical positions.

- S2.E5.1 Demonstrates skills of chasing, fleeing, and dodging to avoid or catch others.
- S1.E13.1 Throws underhand demonstrating two of the five critical elements of a mature pattern.

* Throw a ball demonstrating an overhand technique, side orientation to the target, and stepping in opposition.

- S1.E16.1a Catches a soft object from a self-toss before it bounces.
- S1.E16.1b Catches various sizes of balls self-tosses or tossed by a skilled thrower.
- S1.E22.1 Volleys an object with an open palm sending it upward.

Engaging Experience 1

Detailed Description/Instructions:

Clean the Yard: Students will be divided into two teams with cones or mats spread across the half-court line. There will be various pieces of equipment for students to throw (dodgeballs, yarn balls, etc.) Students are throwing from one side of the gym to the other. Once the time has expired, the teacher will see how many pieces of equipment are on each side.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

One way to do this is for students to play a mirroring game. Students will partner up with another student. One student will start as the lead. The lead will jumbo different ways; left, right, up, down, foreword, back. The other student must mirror that student. You can make this a points game too.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario 3

One way to do this is to play benchball. Split the class into two teams. Create a bench out of mats on each side. Students have to throw to their teammates on the benches to earn points. Use cups or deck rings as a way to complete points. The main focus of this activity is to catch the ball with two hands.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed

Priority:

- S3.E1.1 Discuss the benefits of being active and exercising and/ or playing.
*Describes behaviors that are physically active and physically inactive.
- S3.E6.1 Differentiate between healthy and unhealthy foods.
- S2.E2.1 Travels demonstrating low, middle, and high levels.
- S2.E2.1b Travels demonstrating relationships with objects.
- S2.E5.1 Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes).

Supporting:

- S3.E3.1 Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.

Engaging Experience 1

Detailed Description/Instructions:

One option for instruction is to play **Run for the Money**. The students jog laps around the gym and earn a “Monopoly” dollar after each lap. Following the run, students can use their money to rent activity equipment and/or activities. The rental activity equipment will be in the middle of the gym (inside the volleyball lines). These activities can be; basketball, limbo, balance boards, scooters, and jump rope.

Bloom’s Levels: Apply

Webb’s DOK: Level 2

Engaging Experience 2

One way to do this is to play body tag. Students will use a tagging stick to tag other students. The teacher will give a body part (e.g. arm, leg, back) and that is the only part of the body that can be tagged.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario 3

One way to do this is to create a relay to separate food. This could be food groups or healthy and unhealthy foods. Print out pictures of food to utilize for this activity.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Mario Kart- The students will be split into partners based on pre-assessment data.

- **Partners**- one student will be the engine. They are the student who pushed the other students around the track. The other student is the driver. The driver is the one sitting on the scooters. The driver will sit on the big scooter and their legs will stretch out straight onto the small scooter. They must hold onto the big scooter on the handles.
- **The goal of the activity is to collect as many cups as possible and show good teamwork and cooperation.**
- **Cups**- to collect cups, the students must complete one lap around the track without wrecking at all. If the students make one lap around without wrecking, then they exit at the pit stop. Students will get off their scooters and grab 3 cups. They now stack their cups however they would like in the infield. They want to collect as many cups as possible, so they can go to the Mario store (in the lane with the big cones) to use their cups to purchase banana peels or turtles. When they want to purchase these, they each cost 10 cups for each one. Students will put their cups (when purchasing) by the third cone in the lane and either roll their turtles on the track or place their banana peel on the track carefully.
- **Pit stop**- this is the infield. Once the students enter the pit stop, they will get off their scooters and set them upside down by the cups. Once they have stacked their cups and been to the Mario store if desired, then they will switch roles of the driver and the engine and re-enter the track.
- **Wrecking**- the partners can only wreck if they fall off the scooter, if a gator skin ball rolls into them, or if they run into a cone. If the students wreck, they must stand up, pick their scooters up, and enter the infield. Students must do 5 jumping jacks together and take one of their cups away. They will put that cup back away in the center stack. Students can now re-enter the track but must switch spots between the engine and the driver.
- **Gator skin balls**- these are the turtles. Anyone that is in on the infield, may have the chance to roll the gator skin ball into a set of partners that are on the track.
- **Medium Cones**- these are banana peels. If a set of partners gets banana peels, they may carefully set them randomly on the track in any spot.
- The primary focus of this activity is to work together to make it around the track, make a decision once in the infield, and resolve their conflict of wrecking when appropriate.

Unit 3: Advanced Skills

Subject: Physical Education

Grade: First Grade

Name of Unit: Advanced Skills

Length of Unit: 3rd-4th Quarter

Overview of Unit: During this unit, students will be able to demonstrate manipulative skills in a variety of ways. They will be able to identify various parts of the body as well as healthy choices.

Priority Standards for unit:

- S1.E8.1 Transfer weight from one body part to another in self-space in dance and gymnastics environments.
- S1.E10.1 Demonstrates twisting, curling, bending, and stretching actions.
- S1.E9.1 Rolls with either a narrow or wide body shape.
- S1.E17.1 Dribbles continuously in self-space using the preferred hand.
*Continuously dribble a ball using the hands or feet without using control.
- S1.E18.1 Taps or dribbles a ball using the inside of the foot while walking in general space.
- S1.E21.1 Approaches a stationary ball and kicks it forward demonstrating two of the five critical elements of a mature pattern.
- S1.E24.1 Strikes a ball with a short-handled implement sending it upwards.
*Strike a ball repeatedly with a paddle.
- S1.E25.1 Consistently strike a ball with a bat from a tee or cone using the correct grip inside orientation.
- S1.E27.1a Jumps forward or backward consecutively using a self-turned rope.
- S1.E27.1b Jumps a long rope up to five times consecutively with teacher-assisted turning.
- S3.E5.1 Demonstrates skills necessary to improve fitness levels (e.g., fitnessgram).

Supporting Standards for Unit:

- S1.E1.1 Hops, gallops, jogs, and slides using a mature pattern.
- S3.E3.1 Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
- S3.E2.1 Meets the national standard of 60 minutes of daily physical activity.
- S3.E3.1 Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
- S4.E4.1 Works independently and respectfully with others in a variety of class environments.
- S3.E1.1 Discusses the benefits of being active and exercising and/or playing.
*Describes behaviors that are physically active and physically inactive.
- S3.E6.1 Differentiates between healthy and unhealthy foods.
- S5.E2.1 Recognizes the challenges in physical activity can lead to success.

- S5.E3.1a Describes positive feelings that result from participating in physical activities.
- S4.E3.1b Discusses personal reasons for enjoying physical activities.
- S5.E1.1 Identifies physical activity as a component of good health.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a variety of gymnastics skills, stunts, and tumbling	Demonstrate	Apply	2
a variety of manipulative skills while stationary and moving	Demonstrate	Apply	2
why muscles and bones are important to movement	Tell	Remember	1
three ways to stay fit	Name	Remember	1
the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Show	Understand	1
that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats)	Recognize	Understand	1

Essential Questions:

1. Why are bones and muscles important to movement?
2. Can you identify a bone and a muscle in each region of the body? (Head, arm, torso, and legs)?
3. What can you do to increase your overall fitness/health?
4. Why is it important to eat from a variety of food groups?
5. What are manipulative skills used in large muscle movements?
6. What are some skills to help you be successful in stunts and tumbling?

Enduring Understanding/Big Ideas:

1. Strong muscles help to hold posture and to move bones (body). Strong bones support and give structure to the body.
2. Students will identify the major muscles and bones in different regions of the body (head, arm, legs, and torso) by pointing to them.
3. Students should become more physically active, and eat from a variety of food groups to maintain overall health.
4. Manipulative skills include rolling, throwing, catching, and kicking.
5. Students should stay on the mats and follow the safety measures while engaging in stunts and tumbling.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	bone, muscle, food groups, flexibility, rolling, throwing, catching, kicking

Topic 1: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed*Priority:*

- S1.E8.1 Transfer weight from one body part to another in self-space in dance and gymnastics environments.
- S1.E10.1 Demonstrates twisting, curling, bending, and stretching actions.
- S1.E9.1 Rolls with either a narrow or wide body shape.
- S1.E17.1 Dribbles continuously in self-space using the preferred hand.
*Continuously dribble a ball using the hands or feet without using control.
- S1.E18.1 Taps or dribbles a ball using the inside of the foot while walking in general space.
- S1.E21.1 Approaches a stationary ball and kicks it forward demonstrating two of the five critical elements of a mature pattern.
- S1.E24.1 Strikes a ball with a short-handled implement sending it upwards.
*Strike a ball repeatedly with a paddle.
- S1.E25.1 Consistently strike a ball with a bat from a tee or cone using the correct grip inside orientation.

Engaging Experience 1**Detailed Description/Instructions:****Perfect Pass:**

Perfect Pass is a great throwing and catching game that has players teamed up and ready to work together to earn points. Start by placing down a bunch of hula hoops along the floor, the more the better. Then make some teams of anywhere from 3-5 players who start lined up behind cones in a relay-style setup. Give each team a type of ball (depending on which type of sport or throw you'd like to practice). When the game starts, the first person from each team runs to a hoop on the floor and stands in it, waiting to receive a pass from the second person in their team's line. A catch made with both feet in the hula hoop is a great thing, because then that player can bring the hula hoop home and add it as a point to their team total (if the catch is NOT made, then the hoop does NOT return home = 0 points earned). Then the next person goes out to a hoop to catch

another throw, etc., etc. The game continues like that. Teams try to get the most points by collecting the most hoops or try to beat their own best score each round. Try varying it up in a bunch of different ways (for example, different hoops are worth different points).

Engaging Experience 2

One way to do this is to use a warmup or cold down. Students can twist, bend, curl, and stretch during yoga or a stretching routine.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario 3

One way to do this is to set up football stations. Stations could include; throwing towards a target, kicking a field goal, running the football, etc. Make each station point-based. Students can use a scorecard to keep track of their points with a partner.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Tumbling Dice:

This activity serves as a culminating activity in which students can perform the skills they've learned in a challenging way.

Prerequisites:

Basic skills in weight transfer (animal walks, cartwheels, etc.); rolling (forward, log, egg, etc.); and balancing on different numbers of body parts.

Suggested Grade Level:

1-3

Materials Needed:

Enough dice for small groups of 3-4 students each; poster board or projector; tumbling mats

Description of Idea

Use poster board or PowerPoint to make activities for six sides of each die. Draw, use pictures, and/or write the various challenges on poster board or PowerPoint.

Explain to students how one person in the group will roll the dice; each group member then gets to demonstrate how they meet the challenge. This is repeated until each student has had a chance to roll the die. If a different die has different challenges, groups may decide to "change in" their die for a new one.

Possible ideas for challenges on the different die include:

Transfer weight type; any type of roll; balance on 2 body parts; roll again; your choice; travel on four body parts.

Forward roll; cartwheel; backward roll; crab walk; frog jump; roll again. (Use only for groups for which you know each student can perform each skill correctly)

Log roll; balance on 3 body parts; travel using hands and feet; roll again; repeat the last challenge; jump and make a wide shape.

Assessment Ideas:

This idea could be used as an "assessment station"; the challenge rolled is what they need to demonstrate. The use of a large mat for students to perform the skills at the same time can help save time.

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed

Priority:

- S1.E27.1a Jumps forward or backward consecutively using a self-turned rope.
- S1.E27.1b Jumps a long rope up to five times consecutively with teacher-assisted turning.
- S3.E5.1 Demonstrates skills necessary to improve fitness levels (e.g., fitnessgram).

Supporting:

- S3.E3.1 Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
- S3.E1.1 Discusses the benefits of being active and exercising and/or playing.
*Describes behaviors that are physically active and physically inactive.
- S3.E6.1 Differentiates between healthy and unhealthy foods.
- S4.E3.1b Discusses personal reasons for enjoying physical activities.
- S5.E1.1 Identifies physical activity as a component of good health.

Engaging Experience 1

Detailed Description/Instructions:

Freeze Tag- Another activity is to play scooter freeze tag where students have to travel on certain body parts as directed safely.

Bloom's Levels: Remember/Apply

Webb's DOK: Level 1

Engaging Experience 2

One way to do this is to play Bridge Tag. Two students are the taggers and they must run around and tag others respectfully on the shoulder or back. If you get tagged, you must make a bridge. Hands and feet on the ground with your back up in the air. To get back in, other students who are not the taggers must crawl under “your bridge” and then you may get up. This can last a few minutes or however long they will stay engaged.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario 3

One way to do this is to have students jump rope individually. Have students start by using a hula-hoop to practice the turning and jumping motions. When students are ready, have the students use the jump rope to practice. Utilize the rule “turn first, then jump”.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Rollerball -

Rollerball is best played on a basketball court. Divide students into two teams (perhaps use a basketball court for this game). Each team spreads out on half the basketball court. Players from opposing teams cannot cross the centerline. The object of the game is to roll the ball across the opposite end line. If the ball crosses the opposite end line a point is awarded to the team who rolled the ball.

If the ball goes out of bounds, the closest player from the team whose side is closest to the ball will raise their hand before chasing the ball. Once retrieved, that player rolls it into a teammate so the game can continue. Whenever a player has the ball, they have 10 seconds to do something with it (either roll it or pass it to a teammate). They are allowed to move around with the ball and get close to the half-court line before rolling the ball. Emphasize that they can’t cross the half-court line when they roll the ball. If they step across the half-court line when they roll it, no point is awarded.

- Encourage lots of passing to other teammates.
- Emphasize to the students that the ball must be rolled and not thrown.
- Start with one ball in the game and after about 15 minutes of play, add the second ball.
- You can also set up cones outside the end lines. If a cone is hit by a ball, an extra point is awarded.

See physedgames.com

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns with the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, or audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher can substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.