

Beaumont Independent School District



Elementary Physical Education

Curriculum Guide

2024-2025



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Beaumont ISD Information

Vision, Mission, and Core Beliefs

Vision

In collaboration with the entire community, we will create an inclusive environment of academic excellence that supports the diverse needs of all learners.

Mission

We will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment.

Core Beliefs

1. All children can and will learn. The District will prioritize effective, engaging instruction aligned with a challenging curriculum for all students.
2. We can achieve higher levels of performance within every facet of our organization. The District will promote high expectations for all students and staff members, clearly defined District goals, and strategically aligned resources.
3. Every classroom will have an effective teacher and every school will have an effective principal. The District will recruit, develop and retain highly effective teachers and administrators.
4. All school and work environments will be safe, secure, and supportive. The District will ensure that learning and work environments are safe, secure, and supportive in order for all students and staff to achieve high levels of performance.

5. In order to prepare our next generation to become responsible citizens, we will work collaboratively with our families and community partners. The District will actively collaborate with families and community partners to maximize opportunities for the success of our students.
6. We should be fiscally responsible and accountable to the public. The District will implement financial procedures and internal controls to ensure fiscal responsibility.

SHAC - School Health Advisory Council

A School Health Advisory Council (SHAC) is a group appointed by the school district to serve at the district level. Members of the SHAC come from different areas of the community and from within the school district. The majority of members must be parents who are not employed by the district. Texas law ([Texas Education Code, Title 2, Subtitle F, Chapter 28, Subchapter A, §28.004](#)) requires the establishment of a SHAC for every school district. SHACs are required to meet at least four times each year.

SHACs assist the districts in ensuring that local community values are reflected in health education instruction. Additionally, SHACs play an important role in strengthening the connection between health and learning. They can help parents and community stakeholders reinforce the knowledge and skills children need to stay healthy for a lifetime. (pulled from www.dshs.texas.gov)

Click [here](#) to access the BISD Health Advisory Committee information.

Instructional Calendar



Beaumont ISD
Preparing Our Next Generation

2024-2025 Instructional Calendar

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	29
28	29	30	31				25	26	27	28	29	30		29	30					
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	2	3	4	5	6	7	8
5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	15
12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	19	20	21	22
19	20	21	22	23	24	25	16	17	18	19	20	21	22	23	24	25	26	27	28	29
26	27	28	29	30	31		23	24	25	26	27	28		30	31					
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3							
6	7	8	9	10	11	12	4	5	6	7	8	9	10	2	3	4	5	6	7	8
13	14	15	16	17	18	19	11	12	13	14	15	16	17	9	10	11	12	13	14	15
20	21	22	23	24	25	26	18	19	20	21	22	23	24	16	17	18	19	20	21	22
27	28	29	30				25	26	27	28	29	30	31	23	24	25	26	27	28	29

SCHOOL HOURS

Bingman	8:10 a.m. - 3:30 p.m.
Lucas	8:05 a.m. - 3:25 p.m.
Homer Dr.	7:45 a.m. - 4:00 p.m.
Pietzsch-MacArthur	8:00 a.m. - 3:30 p.m.
Elementary	8:00 a.m. - 3:30 p.m.
Middle	8:45 a.m. - 4:15 p.m.
High School	7:15 a.m. - 2:45 p.m.
ECHS	7:15 a.m. - 2:45 p.m.
Pathways	7:20 a.m. - 2:35 p.m.
Brown	7:35 a.m. - 2:55 p.m.
Brown Extended Hours..M-Th	3:45 p.m. - 7:15 p.m.
Career Center	7:25 a.m. - 2:30 p.m.

Beaumont ISD
Administration Building
3395 Harrison Avenue
Beaumont, Texas 77706

GRADING PERIODS

- 1st grading period:
- 2nd grading period:
- 3rd grading period:
- 4th grading period:

GOALS NIGHT

High School - August 29
Middle School - August 30
Elementary - September 6

GRADUATION DATES

KEY

- - First/Last Day of School
- - Staff Development or Teacher Work Days
- - Teacher Work Day
- ▶ - End of Grading Period
- - Half Day/Early Release
- - Staff/Student Holiday
- - New Teacher Orientation
- - Intersession Days

Elem. PE Grading Rubric

	Exceeding 100 – 90%	Meeting 89 – 80%	Approaching 79 – 70%	Limited Progress 69% or lower
Demonstrates Cooperative Behavior and Effort Following Directions	~Works beyond grade level expectations to demonstrate leadership and effort. ~Consistently prepared for class.	~Follows directions, demonstrates sportsmanlike qualities, and makes positive contributions. ~Frequently prepared for class.	~Occasionally demonstrates sportsmanlike qualities and makes positive contributions. ~Difficulty demonstrating self control and following directions.	~Demonstrates unsportsmanlike qualities. ~Difficulty following directions. ~Rarely prepared for class.
Demonstrates Movement and Motor Skills	~Mastery of selected skills and activities. ~Surpasses grade level expectations with advanced skills.	~Demonstrates correct form on a regular basis.	~Inconsistently demonstrates correct form.	~Unable to demonstrate correct form with guidance.
Applies Physical concepts/princip les through developmental activities	~Surpasses grade level expectations with advanced tactics.	~Independently applies skills and strategies in activities.	~Students occasionally applies skills and strategies.	~Student is unable to apply skills and strategies in activities appropriately.

Demonstrates a Health Enhancing Level of Physical Fitness Participation	~Student demonstrates an exceptional level of physical fitness and continually strives for improvement ~Surpasses grade level expectations in all components of fitness ~Demonstrates personal best	~Improves personal growth within physical fitness expectations. ~Participates in activities without undue cardiovascular fatigue	~Occasionally progresses toward improving their personal fitness levels ~Inconsistently participates in activities without undue cardiovascular fatigue	~Does not maintain personal levels of physical fitness ~Unable to participate in activities without undue cardiovascular fatigue
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[PDF Version of Grading Rubric](#)

Physical Education Curriculum

Parent Opt-In Letter

Click [HERE](#) for Health Opt-In Letter (English)

Click [HERE](#) for Health Opt-In Letter (Spanish)

Hot Weather Guidelines

Click [HERE](#) for PDF of Hot Weather Guidelines

Health Unit

1st Nine-Weeks (August 12 - October 9)

1. Personal Hygiene

- **CATCH.org - Unit 1 - Let's Go CATCH**
 - K - 2nd Grade
 - Lesson 1 (Ready, Set, Go! A Journey To Health)
 - Lesson 2 (Every Journey Needs A Guide)
 - Lesson 3 (CATCH MVP Healthy Habits)
 - 3rd - 5th Grade
 - Lesson 1 (Why I'm A CATCH MVP)
 - Lesson 2 (Healthy Me)
 - Lesson 3 (Health Options)
- **CATCH.org - Unit 3 - Physical Health and Hygiene**
 - K - 2nd Grade
 - Lessons 3 - 7 (CATCH Healthy Smiles)
 - 3rd - 5th Grade
 - Lesson 2 (Clean Body, Healthy Smile)
- **QuaverEd Health Lessons**
 - K - 5th Grade
 - General Health
 - Healthy Practices and Hygiene

2. Fire Safety

- **CATCH.org - Unit 6 - Staying Safe**
 - K - 2nd Grade
 - Lesson 5 (Personal Safety Plan)
 - 3rd - 5th Grade

- Lesson 7 (You To The Rescue)
- **QuaverEd Health Lessons**
 - K - 5th Grade
 - Safety and Accident Prevention

3. Red Ribbon Week (Drug Prevention)

- **CATCH.org - Unit 5 - Substance Misuse Prevention**
 - K - 2nd Grade
 - Lesson 1 (Proper Use of Medication)
 - Lesson 2 (Emergency 911)
 - 3rd - 5th Grade
 - Lesson 1 (Consequences of Using E-Cigarettes)
 - Lesson 2 (Making Our Own Choices)
 - Lesson 3 (Don't Let Them Lie and Win)
 - Lesson 4 (Your Life, Your Choice)
 - Lesson 5 (Understanding Substance Misuse)
- **QuaverEd Health Lessons**
 - K - 5th Grade
 - Healthy Eating and Nutrition
 - Responsible Decision Making

2nd Nine-Weeks (October 16 - December 20)

4. Bullying

- **CATCH.org - Unit 6 - Staying Safe**
 - K - 2nd Grade
 - Lesson 3 (Say No To Bullying)
 - Lesson 4 (Staying Safe Online)
 - 3rd - 5th Grade

- Lesson 4 (Online Safety)
 - Lesson 5 (Say No To Bullying)
- **QuaverEd Health Lessons**
 - K - 5th Grade
 - Social Behavior

5. Growth and Development

- **CATCH.org - Unit 4 - Mental Health and Wellness**
 - K - 2nd Grade
 - Lesson 1 (What Is Mental Health?)
 - Lesson 2 (Taking Care Of Myself)
 - Lesson 3 (Caring For Others)
 - 3rd - 5th Grade
 - Lesson 1 (Brain Development)
 - Lesson 2 (Taking Care Of Your Brain and Body)
 - Lesson 3 (Caring Communities)
- **QuaverEd Health Lessons**
 - K - 5th Grade
 - General Health
 - Mental Health and Wellness

3rd Nine-Weeks (January 7 - March 6)

6. Nutrition and Health

- **CATCH.org - Unit 2 - Nutrition and Physical Activity**
 - K - 2nd Grade
 - Lesson 1 (Gobble, Gobble Go!)
 - Lesson 2 (Eat The Rainbow)
 - Lesson 3 (Water = Go! Sugar = WHOA!)

- Lesson 4 (Exercise and Energy Balance)
 - Lesson 5 (Beware of Portion Size)
 - Lesson 6 (Food Sensitivity)
- 3rd - 5th Grade
 - Lesson 1 (Nutrients Get Us GO-ing!)
 - Lesson 2 (Physical Activity Means Go!)
 - Lesson 3 (The “Whole” Truth About Foods)
 - Lesson 4 (Take Out The Sugar & Caffeine)
 - Lesson 5 (Knowing What You Eat)
 - Lesson 6 (Disease and Allergy Awareness)
 - Lesson 7 (Goal Setting For A Lifetime Of Health)
- **QuaverEd Health Lessons**
 - K - 5th Grade
 - Healthy Eating and Nutrition
 - Healthy Practices and Hygiene

7. Human Body

- **CATCH.org - Unit 3 - Physical Health and Hygiene**
 - K - 2nd Grade
 - Lesson 1 (Body Systems)
 - 3rd - 5th Grade
 - Lesson 1 (Body Systems)
- **QuaverEd Health Lessons**
 - K - 5th Grade
 - Healthy Practices and Hygiene
 - Disease and Illness Prevention

4th Nine-Weeks (March 17 - May 30)

8. Summer Safety

- **CATCH.org - Unit 6 - Staying Safe**
 - K - 2nd Grade
 - Lesson 2 (Avoiding Danger)
 - Lesson 5 (Personal Safety Plan)
 - Lesson 6 (The Power of the Sun and Safe Summer)
 - 3rd - 5th Grade
 - Lesson 2 (Avoiding Danger)
 - Lesson 3 (Personal Safety Plan)
- **QuaverEd Health Lessons**
 - K - 5th Grade
 - Safety and Accident Prevention

Fitnessgram

[FitnessGram Login](#)

Click on the above link.

Testing Dates: September 09, 2024 through September 20, 2024

Make-up Dates: January 27, 2025 through January 31, 2025

Data Due Date: May 09, 2025

Username: District Email

District Code: zATL

Password: birth month and year as six-digit numbers and first and last initial in all caps. EX:(012000JD)

Resources

1. [PE Central](#)
2. [Open](#)
3. [Shape America](#)
4. [Kids Heart Challenge](#)
5. [YouTube](#)
6. [Tahperd](#)
7. [American Diabetes Association](#)
8. [Concussion](#)
9. [Nourish Interactive](#)
10. [TEA](#)
11. [Fitnessgram](#)
12. [Kids Against Bullying](#)
13. [Good Character](#)
14. [Go Noodle](#)
15. [TED Health](#)
16. [Teach Physed](#)
17. [PHYSEDGAMES](#)
18. [CATCH.org](#)
19. [QuaverEd.com](#)

TEKS

TEKS - Health

Click [HERE](#) for PDF of TEKS that were released on Aug 1, 2022 .

TEKS-Physical Education

Click [HERE](#) for the PDF of TEKS that were released on Aug 1, 2022.

STEM SPORTS

Click [HERE](#) for the PDF of the Stem Sports Sample Lessons.

Year at a Glance

Pre-K- 2nd PE Year at a Glance (YAG)				
1st 9-Weeks Aug. 12- Oct. 09	Instructional Days 41.5	Unit 1: Orientation	Aug. 12 -13	Rules and Procedures
			Aug.14 -16	Safety and sportsmanship
		Unit 2: Movement Skills	Aug. 19 - 23	Locomotor skills with movement terms -road safety
			Aug. 26 - 30	Locomotor skills
			Sept. 02 - 06	Chasing, dodging, and fleeing
		Unit 3: Body Parts/ Systems	Sept. 9 -13	Health-related fitness components -strength, endurance, and flexibility
			Sept. 16 - 20	Cardiovascular system -negative effects without rest and sleep
		Unit 4: Dance/Rhythm	Sept. 23 - 27	Drum Fit/Rhythm Sticks
			Sept. 30 - Oct. 04	Square Dance
			Oct. 07 - 09	Line Dances
2nd 9-Weeks Oct. 16- Dec. 20	42.5	Unit 5: Throwing and Catching	Oct. 16 - 25	Throwing/catching skills
			Oct. 28 - Nov. 1	Throwing/ catching games
		Unit 6: Striking and volleying	Nov. 04 - Nov. 08	Striking skills
			Nov. 11 - 15	Volleying skills
		Unit 7: Bouncing and Catching	Nov. 18 - 22	Bouncing/ catching skills
			Dec. 02 - Dec. 06	Bouncing/ catching activities
		Unit 8: Low Organized Games	Dec. 09 - 13	Cooperative games
			Dec. 16 - 20	Holiday games
3rd 9-Weeks Jan. 7- Mar. 6	39	Unit 9: Orientation	Jan. 07 - 10	Rules, procedures, and safety review
		Unit 10: Balance and coordination	Jan. 13 - 17	Rolling/ balance beam
			Jan. 21 - 24	Scooter boards/ hula hoops
		Unit 11: Jump rope	Jan. 27 - 31	Aerobic Games
			Feb. 03 - 07	Jump rope skills
			Feb. 10 - 13	Jump rope, nutrition,
		Unit 12:Parachute	Feb. 19 - 28	Parachute Skills
			Mar. 03 - 06	Parachute Games

4th 9-Weeks Mar. 17- May 30	51.5	<i>Unit 13: Aerobic/Recreational Games</i>	Mar. 17 - 21	Tag Games
			Mar. 24 - 28	Speed/Agility
			Mar. 31 - Apr. 04	Cooperative Games
			Apr. 07 - 11	Yard Games/Pool Safety
		STAAR TESTING	Apr. 08 -25	STAAR TESTING
		Unit 14: Kicking/Dribbling	Apr. 14 - 17	Kicking/Dribbling Skills
			Apr. 22 - 25	Kicking/Dribbling Games
			Apr. 28 - May 02	Intro. To Soccer
		Unit 15: Track and Field	May. 05 - 09	Relay games
			May 12 - 16	Intro to track and field -sun safety
	Total Days 174.5	Unit 16: Striking with a manipulative	May 19 - 23	Striking skills
			May 27 - 30	Striking activities

3rd-5th PE Year at a Glance (YAG)

1st 9-Weeks Aug. 12- Oct. 09 41.5	Unit 1: Orientation	Aug. 12 - 13	Rules and Procedures
		Aug. 14 - 16	Safety and sportsmanship
	Unit 2: Movement Skills	Aug. 19 - 23	Locomotor skills
		Aug. 26 - 30	Chasing, Dodging and Fleeing
	Unit 3: Fitness and health	Sept. 02 - 06	Health related fitness components (Fitnessgram Test)
		Sept. 09 - 13	Muscular and skeletal system -negative effects (Fitnessgram Test)
		Sept. 16 - 20	Aerobic Games
	Unit 4: Dance/Rhythm	Sept. 23 - 27	Tinikling/Drum Fit
		Sept. 30 - 04	Square Dance
		Oct. 07 - 09	Line Dance
2nd 9-Weeks Oct. 16- Dec. 20 42.5	Unit 5: Football	Oct. 16 - 25	Football Skills
		Oct. 28 - Nov. 1	Football activities (Stem Sports)
	Unit 6: Volleyball	Nov. 04 - Nov. 08	Volleyball skills
		Nov. 11 - 15	Volleyball activities (Stem Sports)
	Unit 7: Basketball	Nov. 18 - 22	Basketball skills
		Dec. 02 - Dec. 06	Basketball activities (Stem Sports)
	Unit 8: Low Organized Games	Dec. 09 - 13	Cooperative games
		Dec. 16 - 20	Holiday games
3rd 9-Weeks Jan. 7- Mar. 6 39	Unit 9: Orientation	Jan. 07 - 10	Rules, procedures, and safety review
	Unit 10: Balance and coordination	Jan. 13 - 17	Gymnastics
		Jan. 21 - 24	Scooter boards
	Unit 11: Fitness Jump Rope	Jan. 27 - 31	Fitness Test Make-Up
		Feb. 03 - 07	Jump rope skills
		Feb. 10 - 13	Jump rope, nutrition, and aerobics
	Unit 12: Parachute	Feb. 19 - 28	Parachute Skills
		Mar. 03 - 06	Parachute Games
4th 9-Weeks	Unit 13: Recreational	Mar. 17 - 21	Yard Games-Corn Hole, 4-square, etc...
		Mar. 24 - 28	Kick Ball/Mat Ball
	Unit 13: Recreational	Mar. 31 - Apr. 04	Tag Games
		Apr. 07 - 11	Capture the Flag

Mar. 17- May 30	STAAR TESTING	Apr. 08 - 25	STAAR TESTING
	Unit 14: Soccer	Apr. 14 - 17	Soccer Skills
		Apr. 22 - 25	Soccer Activities
		Apr. 28 - May 02	Soccer Activities (Stem Sports)
	Unit 15: Track and Field	May. 05 - 09	Running events
		May 12 - 16	Field events
	Unit 16: Wiffle ball	May 19 - 23	Striking
		May 27 - 30	Wiffle ball skills and activities

Yearly Unit Plan

2024-2025 Unit Plan

1st 9-Weeks <i>Aug. 12 - Oct. 09</i>	<i>Unit 1: Orientation</i>	Aug. 12 - 16	Rules and Procedures Safety Sportsmanship
	Unit 2: Movement Skills	Aug. 19 - Sept. 30	Locomotor skills Chasing,Dodging and Fleeing
	<i>Unit 3: Fitness and health</i> <i>Body Parts/System</i>	Sept. 02 - 20	Health related fitness components (Fitnessgram Test) Aerobic Games, Chasing Dodging
	<i>Unit 4: Dance/Rhythm</i>	Sept. 23 - Oct. 09	Tinikling/Drum Fit Square Dance Line Dance
2nd 9-Weeks <i>Oct. 16 - Dec. 20</i>	<i>Unit 5: Football</i>	Oct. 16 - Nov. 1	Throwing Catching Skills/Football Skills
	<i>Unit 6: Volleyball</i>	Nov. 4 - Nov. 15	Striking Volleying Skills/Volleyball skills
	<i>Unit 7: Basketball</i>	Nov. 18 - Dec. 06	Bouncing Catching Skills/Basketball skills
	Unit 8: Low Organized Games	Dec. 09 - 20	Cooperative games Holiday games
3rd 9-Weeks <i>Jan. 7 - March 6</i>	<i>Unit 9: Orientation</i>	Jan. 07 - 10	Rules, procedures, and safety review
	Unit 10: Balance and coordination	Jan. 13 - 24	Hula Hoops,Gymnastics, Scooter boards Fitness Test Make-Up
	<i>Unit 11: Fitness</i> <i>Jump Rope</i>	Jan. 27 - Feb. 13	Fitness Test Make-Up Jump rope skills nutrition, and aerobics
	<i>Unit 12: Parachute</i>	Feb. 19 - Mar. 06	Parachute Skills Games
4th 9-Weeks <i>Mar. 17- May 30</i>	<i>Unit 13: Recreational</i>	Mar. 17 - Apr. 11	Yard Games-Corn Hole, 4-square,KickBall/Mat Ball etc... Tag Games, Capture the Flag, Speed and Agility
	Unit 14: Soccer	Apr. 14 - May 02	Soccer Skills
	Unit 15: Track and Field	May 05 - May 16	Running events Field events
	Unit 16: Wiffle ball	May 19 - 30	Striking, Wiffle ball skills and activities

Kindergarten Unit Plan

(K)Unit 1: Orientation

Designated Grading Period/# Days:

1st 9 weeks: Week 1 / 5 days

Big Idea: I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.		Misconceptions <ul style="list-style-type: none"> - Inappropriate activities and techniques for warm-ups. - Physical Education is recess time.
Prerequisites (TEKS and Specificity) There are no prerequisites.		
TEKS <u>Physical Activity/ Health</u> K.5 C (explain how proper shoes and clothing promotes safe play and prevent injury), E (explain appropriate reactions during emergencies in physical activities) <u>Social Development</u> K.6 B (demonstrate the ability to play within boundaries during games and activities) K.7 B (work in a group setting in cooperation with others)		Process Standards/ Essential Skills Routines, rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation Ongoing Essential Skills/Repeated Standards <u>Movement</u> K.1 A (travel in different ways in a large group without bumping into others or falling) <u>Physical Activity and Health</u>

<p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 		<p>K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The students understands safety practices associated with physical activity and the student is expected to <ul style="list-style-type: none"> ○ use equipment properly 		

- know and apply safe practices
- explain how proper shoes and clothing promotes safe play
- explain appropriate reactions to emergencies in physical activities
- The student understands basic components of structured physical activity and is expected to
 - respond appropriately to start and stop signals
 - play within boundaries
- The student develops positive self-management and social skills and is expected to
 - follow rules, procedures, and safe practices
 - work in cooperation with others
 - share space with others
 - share equipment with others

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ● What are the rules in PE? ● What are the consequences and rewards for the rules? ● Why is it important to follow the rules in PE? ● What are the procedures in PE? ● How do we play safe in PE? 		<ul style="list-style-type: none"> ● Rules ● Procedures ● Sportsmanship ● Safety ● Equipment ● Cooperation

<ul style="list-style-type: none"> • What is good sportsmanship? • Why is good sportsmanship important in PE? 		
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch.org Lesson - Unit 6 Staying Safe -Catch PE K - 2 Activity Cards		-Introduction -Daily Exercises -Teach rules and procedures -Play reinforcement games for procedures and rules -Teach safety for campus and classroom/gym -Teach sportsmanship -Play team building/ sportsmanship games -Closure/ Check-in/ Self Assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Rules and Procedures

Objectives	Goals	Suggested Activities/ Resources
I can learn classroom rules, procedures. and safety. I can learn spatial awareness and how it relates to classroom safety.	-Students understand classroom producers such as start and stop signals and daily exercises routine -Students understand classroom rules and consequences/ rewards -Students understand classroom safety such as proper clothing/ shoes and appropriate responses in emergencies -Teach students about spatial awareness and why it's important in a PE setting.	- Rules and Procedures Overview Video - Starting and Stopping Signals Video -Review safety protocol for your campus as well as classroom safety -Teach/review daily exercises -CATCH Mirror Mirror (Moving and Traveling #329) -CATCH Kids in Space (Moving and Traveling #218) -CATCH The Snake Trail (Lined space activities #393) -CATCH Nice to Meet You (Warm Up and Cool Down #10) - QuaverEd P.E. Lesson - Catch.org Lesson - Unit 6 Staying Safe - Catch PE K - 2 Activity Cards

Sub Unit 2-Safety and Sportsmanship

Objectives	Goals	Suggested Activities/ Resources
I can learn the importance of sportsmanship.	-Students understand what good sportsmanship is and why it's important -reinforce rules, routines, safety, and spatial awareness	- Review sportsmanship and its importance -CATCH Catch Up Chase (Moving and Traveling #325) - CATCH Leapin' Lizards (Moving and Traveling #320) -CATCH Pass It On (Limited Space Activities #398) -CATCH Partner Challenges (Limited Space Activities #402)

<div> <div> (K)Unit 2: Movement Skills </div> <div> Designated Grading Period/# Days: 1st 9 weeks: Week 2-4 / 14 days </div> </div>	
Big Idea: I can understand and demonstrate relationship terms and movements such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of.	Misconceptions <ul style="list-style-type: none"> - Improper techniques to perform locomotor skills - Galloping is the same as skipping - Skipping is only for girls

<p>I can develop basic locomotor skills.</p> <p>I can develop chasing, dodging, and fleeing skills.</p>	
<p>Prerequisites (TEKS and Specificity)</p> <p>There are no prerequisites.</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>K.1 F (demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Process Standards/ Essential Skills</p> <p>Routines, rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>K.1 A (travel in different ways in a large group without bumping into others or falling)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and</p>

	<p>endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
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Mastery-Level, PRIORITY Standards:

- The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others.
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance.
- The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity.
- The student understands the basic components of structured physical activity and can respond to start and stop signals.
- The students develop positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others.
- The student demonstrated competency in fundamental, movement patterns and its expected to:

<ul style="list-style-type: none"> o travel in different ways in a large group without bumping into others or falling o demonstrate relationship terms such as over, under, behind, next to, though, right, left, down, forward, backward, and in front of 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> • Can you demonstrate under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of? • Can you demonstrate skipping, galloping, walking, running, jumping, and hoping? • Can you demonstrate dodging, fleeing, and chasing 	<ul style="list-style-type: none"> • Relationship terms: under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of • Locomotor skill: skipping, galloping, walking, running, jumping, and hoping • dodging • fleeing • chasing
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards	-Introduction -Daily Exercises -Review locomotor skills -review relationship terms -review fleeing, dodging, chasing -Play reinforcement games -Closure/ Check-in/ Self Assessment
Differentiation	
Use of self section, modified exercises and activities, and teacher accommodation	

English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1- Locomotor skills and relationship terms		
Objectives I can learn locomotor skills. I can learn relationship terms. I can learn road safety.	Goals -Students understand how to perform locomotor skills (walking, running, skipping, galloping, hopping, jumping) -Students understand basic relationship terms (under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of) -Students understand basics of road safety	Suggested Activities/ Resources -CATCH Locomotion Commotion (Tag Your It! #110) -Direction Boogie Video Shaper Catcher Video -Hula Hoop Car Road Trip Video -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards
Sub Unit 2-Locomotor skills		

Objectives I can practice locomotor skills.	Goals -Students are able to perform basic locomotor skills -Re-enforce movement terms and road safety	Suggested Activities/ Resources - Frog and Fish Video - Locomotion Color Video - Treasure Hunt Video -CATCH On The Go Locomotor Movement #26-45 -CATCH Musical Hoops (CATCH'em Quick Activities #64)
Sub Unit 3- Chasing, dodging, and fleeing		
Objective I can chase, flee, and dodge.	Goals -Students understand what chasing, fleeing, and dodging are -Students are able to practice chasing, fleeing, and dodging in a game setting	Suggested resources/ activities -CATCH See Me Flee (Moving and Traveling #323) -CATCH TAG-YOUR IT #93-108 -CATCH People Dodge (Warm Up and Cool Down #4)

(K)Unit 3: Body Parts/ Systems

Designated Grading Period/# Days:
1st 9 weeks: Week 5-6 / 9.5 days

<p>Big Idea: I can identify large and small body parts. I can describe the benefits of physical activity, and understand how it affects the heart and lungs. I can state that rest and sleep are important for caring for the body.</p>	<p>Misconceptions</p> <p>-sleep is not important for health</p>
<p>Prerequisites (TEKS and Specificity)</p> <p>There are no prerequisites.</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>K.2 A (identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 A (describe and select physical activities that provide opportunities for enjoyment and challenge) , E (describe the benefits from involvement in daily physical activity such as feel better and sleep better)</p> <p>K.4 A (observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration), B (locate the lungs and explain their purpose), C (state that rest and sleep are important in caring for the body)</p> <p>ELPS</p>	<p>Process Standards/ Essential Skills</p> <p>Routines,rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>K.1 A (travel in different ways in a large group without bumping into others or falling)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs,</p>

<ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance. ● The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity. ● The student understands the basic components of structured physical activity and can respond to start and stop signals. 	

<ul style="list-style-type: none"> ● The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others. ● The students can learn about the body and be able to identify selected body parts, understand how exercise affects the body, locate the lungs and explain their purpose, identify physical activity that is challenging and fun, and state that rest and sleep are important. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can you identify large and small body parts? ● Do you understand how exercises affect the heart and breathing? ● Can you locate your lungs and explain their purpose? ● Can you state that rest and sleep are important for the body? 	<ul style="list-style-type: none"> ● head ● neck ● back ● chest ● waist ● hips ● arms ● elbows ● wrist ● hand finger ● legs ● ankle ● foot ● toe ● sleep ● rest ● lungs ● heart
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-Catch.org Lesson - Unit 3 Physical Health and Hygiene	<ul style="list-style-type: none">-introduction-daily exercises-demonstrate where the parts of the body are located-play a reinforcing game for the parts of the body-explain how exercise affects the body-play a reinforcing game to demonstrate how exercise affects the body-review that sleep and rest are important for the body-closure/ check in / self assessment	
<div>Differentiation</div> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>		
English Language Learners (ELL) <ul style="list-style-type: none">-Non verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Health related fitness components

Objective	Goals	Suggested Resources/ Activities
I can participate in exercises for strength, endurance, and flexibility I can identify physical activities that are challenging and fun	-The student is introduced to the health related fitness components -The student participates in strength, endurance, and flexibility exercises -The student can name physical activity that they find challenging and fun	-Go over daily exercises or warm up and which exercises are strength, endurance, and flexibility -CATCH Tunnel Train (Mighty Muscles-Strength Activities #133) -CATCH Mighty Muscles Strength Stations (Mighty Muscles #135) -CATCH Limber Limbs Stretching Stations (Limber Limbs-Stretching Activities#172)

Sub Unit 2: Cardiovascular system

Objective	Goals	Suggested Resources/ Activities
I can understand what physical activity does to the heart and breathing I can locate the lung and state their purpose I can state that sleep is important for health	-The student understands how physical activity affects the heart and breathing -The students can locate the lungs in the body and state their purpose -The student can state that sleep and rest are important for the body	-Go over the function and location of the lungs -go over how physical activity affects the heart and breathing -go over how sleep is important for overall health -CATCH Heart Healthy Hiking (CATCH'em Quick Activities #54)

		--CATCH TAG-YOUR IT #93-108 - Catch.org Lesson - Unit 3 Physical Health and Hygiene

(K)Unit 4: Dance		Designated Grading Period/# Days: 1st 9 weeks: Week 7-9 / 13 days
Big Idea: I can perform rhythmic sequences.	Misconceptions Dancing is only for girls Dancing is not considered a physical fitness activity	
Prerequisites (TEKS and Specificity) There are no prerequisites		
TEKS <u>Movement</u> K.1 F demonstrates a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of; <u>Social Development</u>	Process Standards Routines, rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation Ongoing Essential Skills/Repeated Standards	

<p>K.7 B (work in a group setting in cooperation with others)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p><u>Movement</u></p> <p>K.1 A (travel in different ways in a large group without bumping into others or falling)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
<p>Mastery-Level, PRIORITY Standards:</p>	

- The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others.
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance.
- The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity.
- The student understands the basic components of structured physical activity and can respond to start and stop signals.
- The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others.
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Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can you perform rhythmic sequences 	<ul style="list-style-type: none"> ● rhythm ● tinikling ● folk dance ● square dance
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards	-Introduction -Warm up/ exercises -Review rhythm -Teach dance steps -practice dance steps -Closure/ check in/ Self Assessment

Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Folk Dance		
Objective -I can learn the basics of folk dance -I can learn the basics of rhythm	Goals -The student will be able to use rhythm to participate in folk dance	Suggested Resources/ Activities - Create-A-Rhythm Lesson - Lummi Stick Macarena Lesson -Folk Dances https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=981#.YObspPhKiUk
Sub Unit 2: Square Dance		
Objective -I can learn the basics of square dance	Goals -The student will be able to use rhythm to participate in square dance	Suggested Resources/ Activities Scattered Square Dance Lesson QuaverEd P.E. Lesson Catch PE K - 2 Activity Cards

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<div> <div> (K)Unit 5: Throwing and Catching </div> <div> Designated Grading Period/# Days: 2nd 9 weeks: Weeks 1-3 / 13 days </div> </div>	
Big Idea: I can participate in throwing and catching activities.	Misconceptions Improper throwing and catching forms
Prerequisites (TEKS and Specificity) There are no prerequisites	
TEKS <u>Movement</u> K.1 H (toss a ball and catch it before it bounces twice)	Process Standards Routines, rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation Ongoing Essential Skills/Repeated Standards <u>Movement</u>
ELPS -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues	

	<p>K.1 A (travel in different ways in a large group without bumping into others or falling)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others. 	

<ul style="list-style-type: none"> ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance. ● The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity. ● The student understands the basic components of structured physical activity and can respond to start and stop signals. ● The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others. ● The student can toss a ball and catch it before it bounces twice 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I properly underhand throw? ● Can I properly overhand throw? ● Can I catch various items properly? 	<ul style="list-style-type: none"> ● throw ● catch ● underhand ● overhand ● toss
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards	-Introduction -Warm up/ exercises -Review proper underhand throwing for -Review proper overhand throwing form -Review proper form for catching -Closure/ check-in/ self-assessment
Differentiation	
Use of self section, modified exercises and activities, and teacher accommodation	

English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Throwing/ Catching Skills		
Objective I can throw and catch with proper form	Goals -The student can properly underhand throw -The student can properly overhand throw -The student can catch with proper form	Suggested Resources/ Activities -Teach proper form for overhand, underhand, and catching -Partner practice and assessment -Play reinforcing games - Tossing and Catching Drills - Save the Treasure Video - Bean Bag Toss Video -CATCH Frogs on the Lily Pads (Throwing and Catching #374) - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards
Sub Unit 2: Throwing/ Catching Games		

<p>Objective</p> <p>I can participate in throwing and catching games with various items</p>	<p>Goals</p> <p>-The student can throw and catch various objects</p> <p>-The student can throw and catch in various games</p>	<p>Suggested Resources/ Activities</p> <p>-Review proper forms</p> <p>-CATCH Throwing and Catching #363-390</p>

(K)Unit 6: Striking and Volleying

Designated Grading Period/# Days:

2nd 9 weeks: Weeks 4-5 / 10 days

Big Idea: I can learn to strike various objects and participate in fundamental striking activities.

Prerequisites (TEKS and Specificity)
There are no prerequisites

Misconceptions

- Swinging hard is the only way to make the ball go far.

TEKS

Movement

K.1 D (maintain balance while bearing weight on a variety of body parts)

Process Standards

Routines, rules, and procedures for the gym

Daily Exercises

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Teamwork/ Cooperation**Ongoing Essential Skills/Repeated Standards****Movement**

K.1 A (travel in different ways in a large group without bumping into others or falling)

Physical Activity and Health

K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)

Social Development

K.6 A (respond appropriately to starting and stopping signals)

K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)

Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance. ● The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity. ● The student understands the basic components of structured physical activity and can respond to start and stop signals. ● The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others. ● The student can maintain proper form and balance when striking and volleying. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I properly strike various objects? ● Can I properly volley various objects? ● Can I recognize important skills involved in volleyball? 	<ul style="list-style-type: none"> ● Strike ● Volley ● Volleyball ● Bump ● Set ● Spike
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards	<ul style="list-style-type: none">-Introduction-Warm-up/ exercises-Review rhythm-Teach dance steps-practice dance steps-Closure/ check-in/ Self Assessment	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Striking Skills

Objective	Goals	Suggested Resources/ Activities
-I can demonstrate proper striking skills.	-The student can demonstrate striking with various objects using my hands and arms.	-Review proper striking form -Practice with foam balls, beach balls, etc. -Play reinforcing games -CATCH Tumbleweeds (Striking and Volleying #360) -Volleying and Striking Activities

Sub Unit 2: Volleying Skills

Objective	Goals	Suggested Resources/ Activities
-I can demonstrate proper volleying skills.	-The student can demonstrate volleying skills with various objects using my hands and arms.	-Review proper volleying form -Practice with foam balls, beach balls, etc. -Play reinforcing games -CATCH Buddy Power (Striking and Volleying #353) -Volleying and Striking Activities -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

Sub Unit 3: Intro to Volleyball

<p>Objective</p> <p>-I can recognize key elements of volleyball.</p>	<p>Goals</p> <p>-The student can practice bumping, setting, and spiking</p> <p>-The student gets exposure to volleyball</p>	<p>Suggested Resources/ Activities</p> <p>-Introduce volleyball skills such as bumping, setting, serving, and spiking</p> <p>-Practice skills with a foam ball or beach ball</p> <p>-Set up a net and allow students to practice volleying over the net</p> <p>-Play reinforcing games with modification for age and implement (ex: use beach ball instead of volleyball or hand instead of the paddle)</p> <p>-Volleying and Striking Activities</p>

(K)Unit 7:Bouncing and Catching

Designated Grading Period/# Days:

2nd 9 weeks: Weeks 6-7 / 10 days

Big Idea: I can bounce and catch while stationary and moving.

Misconceptions

- Improper catching and bouncing techniques.
- Trying to catch the ball with their eyes closed and

	<p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> • The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others. • The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance. • The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity. • The student understands the basic components of structured physical activity and can respond to start and stop signals. • The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others. • The student can maintain proper form and balance when bouncing and catching while stationary and moving. 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> ● Can I bounce and catch while stationary? ● Can I bounce and catch while moving? ● Can I bounce and catch with proper form and balance? 	<ul style="list-style-type: none"> ● Bounce ● Catch ● Stationary ● Hand-eye coordination 		
Adopted Resources	General Student Activities (RtI Tier 1)		
-CATCH activity box -Online Resources -Youtube - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards	-Introduction -Warm-up/ exercises -Teach proper bouncing and catching form - Play reinforcing games -Closure/ Check-in/ Self-Assessment		
Differentiation Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	<table border="1"> <tr> <td data-bbox="756 839 1335 1154"> SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection </td><td data-bbox="1335 839 1915 1154"> GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection </td></tr> </table>	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection		

Strategies for Instruction/Teacher Supports

Sub Unit 1: Bouncing/ Catching

SKills

Objective	Goals	Suggested Resources/ Activities
I can bounce and catch while stationary and moving.	<ul style="list-style-type: none">- The student can bounce and catch while stationary-The student can bounce and catch while moving-The student can maintain proper form and balance while bouncing and catching	<p>CATCH Ball handling skills (Dribbling and Passing # 222)</p> <p>CATCH Pass It On (Dribbling and Passing #223)</p> <p>CATCH Jackhammers (Dribbling and Passing #225)</p> <p>-QuaverEd P.E. Lesson</p> <p>-Catch PE K - 2 Activity Cards</p>

Sub Unit 2: Bouncing/ Catching

Activities

Objective	Goals	Suggested Resources/ Activities
I can bounce and catch in various games.	<ul style="list-style-type: none">-The student can bounce and catch while moving in games.	<p>-Popcorn Bounce and Catch Video</p> <p>-Poison Ball Video</p>

	-The student can bounce and catch in games with proper form and balance	

(K)Unit 8: Low Organized Games		Designated Grading Period/# Days: 2nd 9 weeks: Weeks 8-9 / 9.5 days
Big Idea: I can Participate in low organized games.	Misconceptions Running and exercise is boring	
Prerequisites (TEKS and Specificity) There are no prerequisites		
TEKS <u>Movement</u>	Process Standards Routines, rules, and procedures for the gym	

<p>K.1 A (travel in different ways in a large group without bumping into others or falling)</p> <p><u>Social Development</u></p> <p>K.7 B (work in a group setting in cooperation with others)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>K.1 A (travel in different ways in a large group without bumping into others or falling)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p>
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	K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)
Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> • The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others. • The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance. • The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity. • The student understands the basic components of structured physical activity and can respond to start and stop signals. • The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others. • 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> • Can I participate in low-organized games? • Can I follow the rules of low-organized games? • Can I work cooperatively during low-organized games? 	<ul style="list-style-type: none"> • cooperation • organized game • rules
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none"> -CATCH activity box -Online Resources -Youtube -Catch PE K - 2 Activity Cards 	<ul style="list-style-type: none"> -Introduction -Warm-up/ exercise -explanation of organized game s -gameplay -closure/ check-in/ self-assessment
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>	
<p>English Language Learners (ELL)</p> <ul style="list-style-type: none"> -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations 	<p>SpEd/504/ Struggling/RtI Tier 2&3</p> <ul style="list-style-type: none"> -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection <p>GT/Advanced</p> <ul style="list-style-type: none"> -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Cooperative Games

Objective	Goals	Suggested Resources/ Activities
I can participate in games while working with teammates.	The student can develop sportsmanship skills. The student can develop cooperation skills The student can participate in games with rules	- Cooperation Games Archive - 6 Cooperation Games Video

Sub Unit 2: Holiday Games

Objective	Goals	Suggested Resources/ Activities
I can participate in games while working with teammates.	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules in games	- Snowman Blitz - Elf Express - Elves on the Run Video - Catch PE K - 2 Activity Cards

(K)Unit 9: Orientation

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 1 / 4 days

<p>Big Idea: I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.</p>	<p>Misconceptions</p> <ul style="list-style-type: none"> - Inappropriate activities and techniques for warm-ups. - Physical Education is recess time.
<p>Prerequisites (TEKS and Specificity) There are no prerequisites.</p>	
<p>TEKS <u>Physical Activity/ Health</u> K.5 C (explain how proper shoes and clothing promotes safe play and prevent injury), E (explain appropriate reactions during emergencies in physical activities) <u>Social Development</u> K.6 B (demonstrate the ability to play within boundaries during games and activities) K.7 B (work in a group setting in cooperation with others)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Process Standards Routines,rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards <u>Movement</u> K.1 A (travel in different ways in a large group without bumping into others or falling) <u>Physical Activity and Health</u> K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and</p>

	<p>endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
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Mastery-Level, PRIORITY Standards:

- The students understands safety practices associated with physical activity and the student is expected to
 - use equipment properly
 - know and apply sate practices
 - explain how proper shoes and clothing promotes safe play
 - explain appropriate reactions to emergencies in physical activities
- The student understands basic components of structured physical activity and is expected to
 - respond appropriately to start and stop signals
 - play within boundaries

<ul style="list-style-type: none"> ● The students develops positive self-management and social skills and is expected to <ul style="list-style-type: none"> ○ follow rules, procedures, and safe practices ○ work in cooperation with others ○ share space with others ○ share equipment with others 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● What are the rules in PE? ● What are the consequences and rewards for the rules? ● Why is it important to follow the rules in PE? ● What are the procedures in PE? ● How do we play safe in PE? ● What is good sportsmanship? ● Why is good sportsmanship important in PE? 	<ul style="list-style-type: none"> ● Rules ● Procedures ● Sportsmanship ● Safety ● Equipment ● Cooperation
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards -Catch.org Lesson - Unit 6 Staying Safe	-Introduction -Daily Exercises -Review rules and procedures -Play reinforcement games for procedures and rules -Review safety for campus and classroom/gym -Review sportsmanship

		<ul style="list-style-type: none"> -Play team building/ sportsmanship games -Closure/ Check-in/ Self Assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) <ul style="list-style-type: none"> -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations 	SpEd/504/ Struggling/RtI Tier 2&3 <ul style="list-style-type: none"> -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection 	GT/Advanced <ul style="list-style-type: none"> -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Rules and Procedures		
Objectives I can learn classroom rules, procedures. and safety. I can learn spatial awareness and how it relates to classroom safety.	Goals <ul style="list-style-type: none"> -Students understand classroom producers such as start and stop signals and daily exercises routine -Students understand classroom rules and consequences/ rewards -Students understand classroom safety such as proper clothing/ shoes and appropriate responses in emergencies 	Suggested Activities/ Resources <ul style="list-style-type: none"> -Rules and Procedures Overview Video -Starting and Stopping Signals Video -Review safety protocol for your campus as well as classroom safety -Teach/review daily exercises -CATCH Mirror Mirror (Moving and Traveling #329) -CATCH Kids in Space (Moving and Traveling #218) -CATCH The Snake Trail (Limed space activities #393)

	-Teach students about spatial awareness and why it's important in a PE setting.	-CATCH Nice to Meet You (Warm Up and Cool Down #10) - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards - Catch.org Lesson - Unit 6 Staying Safe
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<div> <div> (K)Unit 10: Balance and Coordination </div> <div> Designated Grading Period/# Days: 3rd 9 weeks: Weeks 2-3 / 9 days </div> </div>	
Big Idea: I can develop body balance and coordination.	Misconceptions <ul style="list-style-type: none"> - Establishing body balance is not an important building block for all other activities and healthy lifelong habits.
Prerequisites (TEKS and Specificity) There are no prerequisites	
TEKS <u>Movement</u> K.1 D (maintain balance while bearing weight on a variety of body parts), E (walk forward and sideways the length of a beam without falling), G (roll sideways (right or left) without hesitating)	Process Standards Routines, rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Ongoing Essential Skills/Repeated StandardsMovement

K.1 A (travel in different ways in a large group without bumping into others or falling)

Physical Activity and Health

K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)

Social Development

K.6 A (respond appropriately to starting and stopping signals)

K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)

Mastery-Level, PRIORITY Standards:

- The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others.
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance.
- The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity.
- The student understands the basic components of structured physical activity and can respond to start and stop signals.
- The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others.
- The student demonstrates competency in rolling sideways and walking a balance beam.
- The student demonstrates balance and coordination while using equipment such as scooter boards and hula hoops.

Essential Questions	Vocabulary
<ul style="list-style-type: none">● Can I balance on a balance beam while walking forward and backward?● Can I roll sideways left and right?● Can I demonstrate balance while using a scooter board?● Can I demonstrate coordination while using a hula hoop?	<ul style="list-style-type: none">● balance● rolling● balance beam● coordination● hula hoop● scooter board
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards	<ul style="list-style-type: none">-Introduction-Warm u/ exercises-teach rolling-teach balance/ balance beam-reinform with practice and games-closure/ check-in/ self-assessment	
<div>Differentiation</div> <div>Use of self section, modified exercises and activities, and teacher accommodation</div>		
English Language Learners (ELL) <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Gymnastics: Rolling/ Balance Beam

Objective	Goals	Suggested Resources/ Activities
<p>I can practice balance and coordination.</p> <p>I can roll sideways.</p> <p>I can walk on a balance beam.</p>	<p>The student can practice balance skills.</p> <p>The student can learn to roll sideways</p> <p>The student can learn to balance on a beam.</p>	<p>-Balance Stations</p> <p>-Gymnastics Activities for Beginners</p> <p>Obstacle Course using balance beam</p> <p>-QuaverEd P.E. Lesson</p> <p>-Catch PE K - 2 Activity Cards</p>

Sub Unit 2: Scooter Boards/ Hula Hoops

Objective	Goals	Suggested Resources/ Activities
<p>I can use a scooter board while demonstrating balance and coordination.</p> <p>I can use a hula hoop while demonstrating balance and coordination.</p>	<p>The student can properly use a scooter board</p> <p>The student can properly use a hula hoop</p>	<p>-How to Teach Hula Hoop Video</p> <p>-CATCH Hoop Stations (Hoop Activities #251)</p> <p>-6 Scooter Games</p>

	The student can demonstrate balance and coordination while using equipment	- Scooter Pinball

(K)Unit 11: Jump Rope		Designated Grading Period/# Days: 3rd 9 weeks: Weeks 4-6 / 14 days
Big Idea: I can develop the skills and confidence needed to jump rope successfully. Participate in various jump rope activities and fundraisers for jump rope for heart. Learn about heart health and nutrition.	Misconceptions <ul style="list-style-type: none"> - Jumping rope requires high jumps - Improper landing techniques - Jumping rope is primarily for girls - Jumping rope is for play, not fitness 	
Prerequisites (TEKS and Specificity) There are no prerequisites		
TEKS <u>Movement</u> K.1 D (maintain balance while bearing weight on a variety of body parts) K.2 B (demonstrate movement forms of various body parts such as head flexion, extension, and rotation)	Process Standards Routines, rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation	Ongoing Essential Skills/Repeated Standards
ELPS		

<ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p><u>Movement</u></p> <p>K.1 A (travel in different ways in a large group without bumping into others or falling)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
<p>Mastery-Level, PRIORITY Standards:</p>	

- The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others.
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance.
- The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity.
- The student understands the basic components of structured physical activity and can respond to start and stop signals.
- The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others.
- The student can practice jump rope skills.
- The student can learn about the cardiovascular system and nutrition.

Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I turn a jump rope? ● Can I practice jumping a long rope? ● Can I practice jumping a short rope? ● Do I understand how nutrition affects my body? ● Do I understand how to keep my heart healthy? 	<ul style="list-style-type: none"> ● short jump rope ● long jump rope ● single jump ● double jump ● rhythm ● heart ● cardiovascular ● nutrition
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube	-Introduction -Warm u/ exercises -teach jump rope skills

-QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards		-teach health topics -reinform with practice and games -closure/ check-in/ self-assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Jump Rope Skills		
Objective I can learn basic jump rope skills.	Goals Teach the students basic jump rope skills Prepare them for jump rope activities involved in jump rope for heart or other games	Suggested Resources/ Activities CATCH Jump Rope Task Cards #281 – 286 -Teaching Kids to Jump Rope Video -Teaching Jump Rope Lesson -Teaching Young Kids to Jump Rope Video
Sub Unit 2: Jump Rope Activities and Health (Jump Rope for Heart)		
Objective I can participate in jump rope activities. I can learn about heart health and nutrition.	Goals The students participate in jump rope for heart or other jump rope activities The students learn about heart health and nutrition through AHA or other resources	Suggested Resources/ Activities -Heart Smart Game -Snake in the Grass -48 Jump Rope Games -AHA Health Resources

		-Jump Rope For Heart -AHA Heart Facts Video -My Plate Video -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

<div> <div> (K)Unit 12: Parachutes </div> <div> Designated Grading Period/# Days: 3rd 9 weeks: Weeks 7-9 / 12 days </div> </div>	
Big Idea: I can participate in parachute activities that will help strengthen the shoulder, arm, and hand muscles.	Misconceptions <ul style="list-style-type: none"> - Parachute activities do not develop upper body strength.
Prerequisites (TEKS and Specificity) There are no prerequisites	

<p>TEKS</p> <p><u>Movement</u></p> <p>K.1 B (demonstrate clear contrasts between slow and fast movement when traveling)</p> <p>K.2, A (identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes), B (demonstrate movement forms of various body parts such as head flexion, extension, and rotation)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 A (describe and select physical activities that provide opportunities for enjoyment and challenge)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Process Standards</p> <p>Routines,rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>K.1 A (travel in different ways in a large group without bumping into others or falling)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
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Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance. ● The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity. ● The student understands the basic components of structured physical activity and can respond to start and stop signals. ● The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others. ● The student develops upper body strength through participating in parachute activities and can state that physical activity can be enjoyable. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I identify that physical activity can be fun such as playing with a parachute? ● Can I identify that parachute activities strengthen my upper body? ● Can I work with a group and perform parachute skills and sequences? 	<ul style="list-style-type: none"> ● Upper body strength ● parachute ● teamwork ● physical activity
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -Catch PE K - 2 Activity Cards	-Introduction -Warm-up/ exercises -Teach parachute skill -play reinforcing games

		-discuss upper body strength and how physical activity can be fun -closure/ check-in/ self-assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Parachute Skills		
Objective I can learn basic parachute skills I can develop upper body strength.	Goals The student learns the basics of parachute skills such as how to hold the parachute and perform simple tasks like “making waves”. The student develops strength by participating in parachute skill practice.	Suggested Resources/ Activities -Teach the Basics from 6 Parachute Activities CATCH Parachute #300-313
Sub Unit 2: Parachute Games		
Objective I can participate in parachute games while cooperating with a group. I can identify that parachute games develop upper body strength	Goals The student participates in fun parachute games in a group while working on upper body strength and teamwork.	Suggested Resources/ Activities Teach Tornado, Nascar, One object Launch, and Multiple Object Launch from 6 Parachute Activities

I can understand that physical activity can be fun.	<p>The student can identify what muscles are working during game play</p> <p>The student learns that physical activity can be fun and more than just exercise like push-ups.</p>	- Catch PE K - 2 Activity Cards

<div> <div> (K)Unit 13: Aerobic Games </div> <div> Designated Grading Period/# Days: 4th 9 weeks: Weeks 1-4 / 20 days </div> </div>	
Big Idea: I can understand the benefit of participating in aerobic activity and identify aerobic activities that I find enjoyable. I can learn the basics of pool and water safety.	Misconceptions Exercise is not important Exercise is boring
Prerequisites (TEKS and Specificity) There are no prerequisites	
TEKS <u>Physical Activity and Health</u> K.3 A (describe and select physical activities that provide opportunities for enjoyment and challenge), E (describe the benefits from involvement in daily physical activity such as feel better and sleep better) K.5 D (explain appropriate water safety rules such as never swim alone, never run around pools, look before	Process Standards Routines, rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation Ongoing Essential Skills/Repeated Standards

you jump, enter feet first, and know the role of the lifeguard)

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Movement

K.1 A (travel in different ways in a large group without bumping into others or falling)

Physical Activity and Health

K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)

Social Development

K.6 A (respond appropriately to starting and stopping signals)

K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)

Mastery-Level, PRIORITY Standards:

- The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others.
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance.

- The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity.
- The student understands the basic components of structured physical activity and can respond to start and stop signals.
- The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others.
- The student develops a further understanding of the importance of physical acuity, especially aerobic activity, and can identify aerobic activities that they enjoy like swimming.
- The student learns the basics of water and pool safety.

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ● Can I participate in aerobic games? ● Can I identify aerobic activities that I enjoy? ● Can I understand basic pool and water safety? 		<ul style="list-style-type: none"> ● Aerobic ● Pool ● Safety ● Swimming ● Lifeguard
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -Catch PE K - 2 Activity Cards		-Introduction -Warm-up/ exercises -Teach aerobic/ pool safety -Play reinforcing game -Closure/ Check-in/ Self-Assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students	GT/Advanced -Opportunity to peer tutor struggling students

-Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	-Modified exercises and activities -Opportunity for self-selection	-Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Tag Games		
Objective I can participate in aerobic games such as tag games.	Goals The student learns what aerobic activity is. The student participates in fun tag games for aerobic activity. The student understands that aerobic activity can be fun.	Suggested Resources/ Activities CATCH Tag Your It #107-120 Couch Potato Tag Lesson Cat and Mice
Sub Unit 2: Recreational Games/ Pool Safety		
Objective I can participate in aerobic games such as recitation games. I can learn pool safety.	Goals The student understands what aerobic games are The students participates in run recreational games for aerobic activity The student identify aerobic games that they enjoy The student learns basic pool safety.	Suggested Resources/ Activities Pool Safety Video Shark Attack Game Keeping Your Flock CATCH card 108 – 109 Dragon’s Tail CATCH Card 119 Cardio Treasure Hunt How to Plan a Field Day Video -Catch PE K - 2 Activity Cards

(K)Unit 14: Kicking and Dribbling		Designated Grading Period/# Days: 4th 9 weeks: Weeks 5-7 / 13 days
Big Idea: I can learn proper dribbling and kicking techniques	Misconceptions -Improper dribbling techniques	
Prerequisites (TEKS and Specificity) There are no prerequisites		
TEKS <u>Movement</u> K.1 D (maintain balance while bearing weight on a variety of body parts) K.2 B (demonstrate movement forms of various body parts such as head flexion, extension, and rotation)	Process Standards Routines, rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation	

<p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>K.1 A (travel in different ways in a large group without bumping into others or falling)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others. 	

<ul style="list-style-type: none"> ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance. ● The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity. ● The student understands the basic components of structured physical activity and can respond to start and stop signals. ● The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others. ● The student can develop basic dribbling and kicking skills, and begin to identify a soccer game. 		
Essential Questions		Vocabulary
<ul style="list-style-type: none"> ● Can I dribble a ball using the inside of my foot? ● Can I pass the ball? ● Can I shoot a ball? ● Can I identify a basic soccer game? 		<ul style="list-style-type: none"> ● dribble ● kick ● pass ● shoot ● soccer
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards		-Introduction -Teach dribbling, passing, shooting -Intro basic soccer -play reinforcement games -closure/ check in/ self-assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students	GT/Advanced -Opportunity to peer tutor struggling students

-Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	-Modified exercises and activities -Opportunity for self-selection	-Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Kicking/ Dribbling Skills		
Objective I can learn to dribble and kick a soccer ball	Goals The student learns the basics of dribbling with the inside of the foot The student learns the basics of passing The student learns the basics of shooting	Suggested Resources/ Activities - Soccer Dribble Game CATCH Dribbling and Kicking #199-215
Sub Unit 2: Kicking/ Dribbling Games		
Objective The student can dribble while changing directions and kick in a game setting.	Goals The student practices dribbling in a game setting The student practices dribbling while changing direction The student practices kicking in a game setting	Suggested Resources/ Activities - Pin Kickball CATCH Dribbling and Kicking #199-215
Sub Unit 3: Intro To Soccer		
Objective I can learn the basics of soccer and begin to identify a soccer game.	Goals Introduce soccer to the students so that they recognize it when they see it being played	Suggested Resources/ Activities - Soccer Tag Youth Soccer Resources - https://www.youtube.com/channel/UCNnkXuf9GmUKB1bo8BpPcCQ

		-https://www.usyouthsoccer.org/ BEAUMONT YOUTH SOCCER CLUB https://www.bysc.net -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards
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<div> <div> (K)Unit 15: Track and Field </div> <div> Designated Grading Period/# Days: 4th 9 weeks: Weeks 8-9 / 10 days </div> </div>	
Big Idea: I can participate in relay games. I can learn about sun safety.	Misconceptions -There are no safety concerns involving the sun.
Prerequisites (TEKS and Specificity) There are no prerequisites	
TEKS <u>Movement</u>	Process Standards Routines, rules, and procedures for the gym

<p>K.1 B (demonstrate clear contrasts between slow and fast movement when traveling)</p> <p><u>Physical Activity and Health</u></p> <p>K.5 A (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>K.1 A (travel in different ways in a large group without bumping into others or falling)</p> <p><u>Physical Activity and Health</u></p> <p>K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p>
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	K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)
Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance. ● The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity. ● The student understands the basic components of structured physical activity and can respond to start and stop signals. ● The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others. ● The student participated in relay games and is exposed to track and field. ● The student learns basic sun safety. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● What is a relay game? ● Can I identify sun safety practices? 	<ul style="list-style-type: none"> ● relay ● sun ● sunscreen ● SPF ● track and field
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards	<ul style="list-style-type: none">-Introduction-Warm Up/ Exercises-Teach relay-Teach sun safety-Play reinforcing games-Closure/ Check in/ Self Assessment	
<div>Differentiation</div> <div>Use of self section, modified exercises and activities, and teacher accommodation</div>		
English Language Learners (ELL) <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Relay Games

Objective	Goals	Suggested Resources/ Activities
I can participate in relay games	Introduce the student to relay games	Relay Rules Scooter Board Relays Basic Relays Chain Relay TIC TAC TOE Relay

Sub Unit 2: Intro to Track and Field (Sun Safety)

Objective	Goals	Suggested Resources/ Activities
I can identify track and field events I can identify good sun safety practices	Introduce the students to track and field Teach the students sun safety	Sun Safety Video Go for the gold Game - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards

(K)Unit 16: Striking with a Manipulative

Designated Grading Period/# Days:
4th 9 weeks: Weeks 10-11 / 8.5 days

Big Idea: I can perform striking skills using a manipulative

Prerequisites (TEKS and Specificity)
There are no prerequisites

Misconceptions

- Swinging hard is the only way to make the ball go far.

TEKS

Movement

K.2 B (demonstrate movement forms of various body parts such as head flexion, extension, and rotation)

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Process Standards

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

K.1 A (travel in different ways in a large group without bumping into others or falling)

Physical Activity and Health

K.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration, C participate in

	<p>appropriate exercises for flexibility in shoulders, legs, and trunk) , D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>K.5 A (use equipment and space properly), B (know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity)</p> <p><u>Social Development</u></p> <p>K.6 A (respond appropriately to starting and stopping signals)</p> <p>K.7 A (follow rules, procedures, and safe practice), C (share space and equipment with others)</p>
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Mastery-Level, PRIORITY Standards:

- The student demonstrates competency in fundamental movement patterns by traveling in a large group without bumping into others.
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance.
- The students understand safety practices associated with physical activity and not only use equipment and space properly but also apply safety practices to physical activity.
- The student understands the basic components of structured physical activity and can respond to start and stop signals.

<ul style="list-style-type: none"> ● The student develops positive self-management and social skills and can follow rules, procedures, and safe practices as well as share space and equipment with others. ● I can learn the basics of Wiffle ball and how to strike with a manipulative. 		
Essential Questions		Vocabulary
<ul style="list-style-type: none"> ● what is wiffle ball ● can I strike using a manipulative 		<ul style="list-style-type: none"> ● strike ● bat ● paddle ● racquet ● manipulative ● wiffle ball ● base
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards		-introduction -warm up/ exercises -teach striking -teach wiffle ball -play reinforcing games -closure/ self assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

- Visual Aids/ Demonstrations		
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Striking Skills		
Objective I can learn the fundamental skills of striking using a manipulative	Goals Students will learn how to strike various objects with various manipulatives	Suggested Resources/ Activities Batter Up Video Striking Stations Pool Noodle Hockey Noodle Hockey One Minute Noodle Hockey
Sub Unit 2: Intro to Wiffle Ball		
Objective I can identify the basics of wiffle ball	Goals The student is exposed to wiffle ball and the basic rules	Suggested Resources/ Activities Rules of Wiffle Ball Cone Baseball Lesson - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards

First Grade Unit Plan

<div> <div> (1)Unit 1: Orientation </div> <div> Designated Grading Period/# Days: 1st 9 weeks: Week 1 / 5 days </div> </div>	
<p>Big Idea: I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.</p>	<p>Misconceptions</p> <ul style="list-style-type: none"> - Inappropriate activities and techniques for warm – ups. - Physical Education is recess time.
<p>Prerequisites (TEKS and Specificity).</p> <p><u>Physical Activity/ Health</u></p> <p>K.5 A, B, C, E</p> <p><u>Social Development</u></p> <p>K.6 A,B</p> <p>K.7 A,B,C</p>	
<p>TEKS</p> <p><u>Physical Activity/ Health</u></p> <p>1.5 E (describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911)</p> <p><u>Social Development</u></p> <p>1.6 B (explain boundaries and rules for simple games)</p>	<p>Process Standards/ Essential Skills</p> <p>Routines, rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p>

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Movement

1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)

Physical Activity and Lifestyle

1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)

Social Development

1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)

1.7 A (follow directions and apply safe movement practices), B (interact, cooperate, and respect others), C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)

Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student know and applies safety practices associated with physical activity and the student is expected to: <ul style="list-style-type: none"> ○ use equipment properly ○ explain appropriate reactions to emergencies in physical activities ● The student understands basic components such as strategies and rules of structured physical activities and is expected to: <ul style="list-style-type: none"> ○ demonstrate start and stop signals ○ explain boundaries and rules for simple games ● The students develops positive self-management and social skills and is expected to <ul style="list-style-type: none"> ○ follow directions and apply safe movement practices ○ interact, cooperate, and respect others ○ resolve conflicts in a socially acceptable way 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● What are the rules in PE? ● What are the consequences and rewards for the rules? ● Why is it important to follow the rules in PE? ● What are the procedures in PE? 	<ul style="list-style-type: none"> ● Rules ● Procedures ● Sportsmanship ● Safety ● Equipment

<ul style="list-style-type: none"> • How do we play safe in PE? • What is good sportsmanship? • Why is good sportsmanship important in PE? 		<ul style="list-style-type: none"> • Cooperation • Conflict resolution
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards -Catch.org Lesson - Unit 6 Staying Safe		-Introduction -Daily Exercises -Review rules and procedures -Play reinforcement games for procedures and rules -Review safety for campus and classroom/gym -Review sportsmanship and conflict resolution -Play team building/ sportsmanship games -Closure/ Check-in/ Self Assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Rules and Procedures

Objectives	Goals	Suggested Activities/ Resources
I can learn classroom rules, procedures. and safety.	<ul style="list-style-type: none">-Students understand classroom producers such as start and stop signals and daily exercises routine-Students understand classroom rules and consequences/ rewards-Students understand classroom safety such as proper clothing/ shoes and appropriate responses in emergencies	<ul style="list-style-type: none">-Rules and Routines Video-Start/ Stop Signal Video-Review safety protocol for your campus as well as classroom safety-Teach/review daily exercises-CATCH Mirror Mirror (Moving and Traveling #329)-CATCH Kids in Space (Moving and Traveling #218)

Sub Unit 2-Safety and Sportsmanship

Objectives	Goals	Suggested Activities/ Resources
I can learn the importance of sportsmanship.	<ul style="list-style-type: none">-Students understand what good sportsmanship is and why it's important	<ul style="list-style-type: none">- Review sportsmanship and its importance-CATCH Catch Up Chase (Moving and Traveling #325)- CATCH Leapin' Lizards (Moving and Traveling #320)-CATCH Pass It On (Limited Space Activities #398)

		-CATCH Partner Challenges (Limited Space Activities #402) -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards -Catch.org Lesson - Unit 6 Staying Safe

<div> <div> (1)Unit 2: Movement Skills </div> <div> Designated Grading Period/# Days: 1st 9 weeks: Week 2-4 / 14 days </div> </div>	
<p>Big Idea: I can understand and demonstrate relationship terms and movements such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of.</p> <p>I can develop basic locomotor skills.</p> <p>I can develop chasing, dodging, and fleeing skills.</p>	<p>Misconceptions</p> <ul style="list-style-type: none"> - Improper techniques to perform locomotor skills - Galloping is the same as skipping - Skipping is only for girls

<p>Prerequisites (TEKS and Specificity)</p> <p><u>Movement</u></p> <p>K.1 A,F</p> <p><u>Physical Activity and Health</u></p> <p>K.3 B, C, D</p> <p>K.5 A, B</p> <p><u>Social Development</u></p> <p>K.6 A</p> <p>K.7 A,C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>1.1 B (demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding)</p> <p>1.2 A (recognize that motor skill development requires correct practice)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Process Standards/ Essential Skills</p> <p>Routines, rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)</p> <p><u>Physical Activity and Lifestyle</u></p> <p>1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart</p>

	<p>rate, breathing rate, and perspiration),C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)</p> <p><u>Social Development</u></p> <p>1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)</p> <p>1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly 	

<ul style="list-style-type: none"> ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student demonstrates competency in proper foot patterns in hopping, jumping, skipping, galloping, and sliding, and recognizes that motor skill development requires correct practice. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can you demonstrate under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of? ● Can you demonstrate skipping, galloping, walking, running, jumping, and hoping? ● Can you demonstrate dodging, fleeing, and chasing 	<ul style="list-style-type: none"> ● Relationship terms: under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of ● Locomotor skill: skipping, galloping, walking, running, jumping, and hoping ● dodging ● fleeing ● chasing
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards	-Introduction -Daily Exercises -Review locomotor skills -review relationship terms -review fleeing, dodging, chasing -Play reinforcement games -Closure/ Check-in/ Self Assessment

Differentiation

Use of self section, modified exercises and activities, and teacher accommodation

English Language Learners (ELL)

- Non-verbal communication
- Use of Total Physical Response (coordination of speech and action)
- Predictable routines and signals
- Visual Aids/ Demonstrations

SpEd/504/ Struggling/RtI Tier 2&3

- Peer tutoring from advanced students
- Modified exercises and activities
- Opportunity for self-selection

GT/Advanced

- Opportunity to peer tutor struggling students
- Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1- Locomotor skills and relationship terms

Objectives	Goals	Suggested Activities/ Resources
I can learn locomotor skills. I can learn relationship terms. I can learn road safety.	-Students understand how to perform locomotor skills (walking, running, skipping, galloping, hopping, jumping) -Students understand basic relationship terms (under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of) -Students understand basics of road safety	-CATCH Locomotion Commotion (Tag Your It! #110) -Direction Boogie https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3641#YMtFbr5KiUk -Shaper Catcher https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132674#YMtFqr5KiUl -Hula Hoop Car Road Trip https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9471#YMtOlR5KiUk

Sub Unit 2- Locomotor skills

Objectives	Goals	Suggested Activities/ Resources
I can practice locomotor skills.	-Students are able to perform basic locomotor skills -Re-enforce movement terms and road safety	-Frog and Fish https://www.youtube.com/watch?v=DaPUCeld1qY --Locomotion Color https://www.youtube.com/watch?v=Z1ECPSU17vA -Treasure Hunt

		https://www.youtube.com/watch?v=Pc7JtvTK_mw
Sub Unit 3- Chasing, dodging, and fleeing		
Objective I can chase, flee, and dodge.	Goals -Students understand what chasing, fleeing, and dodging is -Students are able to practice chasing, fleeing, and dodging in a game setting	Suggested resources/ activities -CATCH See Me Flee (Moving and Traveling #323) -CATCH TAG-YOUR IT #93-108 -CATCH People Dodge (Warm Up and Cool Down #4) -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

(1)Unit 3: Body Parts/ Systems

Designated Grading Period/# Days:
1st 9 weeks: Week 5-6 / 9.5 days

Big Idea: I can identify large and small body parts. I can describe the benefits of physical activity, and understand how it affects the heart and lungs. I can state that rest and sleep are important for caring for the body.

Misconceptions

-sleep is not important for health

<p>Prerequisites (TEKS and Specificity)</p> <p><u>Movement</u></p> <p>K.1 A</p> <p>K.2 A</p> <p><u>Physical Activity and Health</u></p> <p>K.3 A, B, C, D, E</p> <p>K.4 A, B, C</p> <p>K.5 A, B</p> <p><u>Social Development</u></p> <p>K.6 A</p> <p>K.7 A, C</p>	
<p>TEKS</p> <p><u>Physical Activity and Lifestyle</u></p> <p>1,3 A (describe and select physical activities that provide opportunities for enjoyment and challenge)</p> <p>1.4 A (distinguish between active and inactive lifestyles), B (describe the location and function of the heart),C (describe how muscles and bones work together to produce movement), E (explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body)</p>	<p>Process Standards/ Essential Skills</p> <p>Routines, rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)</p>

<p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p><u>Physical Activity and Lifestyle</u></p> <p>1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration),C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)</p> <p><u>Social Development</u></p> <p>1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)</p> <p>1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance 	

- The students know and applied safety practices associated with physical activity and use equipment and space properly
- The students understand components of structured physical activity and demonstrate starting and stopping signals.
- The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way.
- The student will know the benefits of participating in physical activity and factors that negatively affect performance. The students will understand how the heart, muscles, and bones work.

Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can you identify large and small body parts? ● Do you understand how exercises affect the heart and breathing? ● Can you locate your lungs and explain their purpose? ● Can you state that rest and sleep are important for the body? 	<ul style="list-style-type: none"> ● head ● neck ● back ● chest ● waist ● hips ● arms ● elbows ● wrist ● hand finger ● legs ● ankle ● foot ● toe ● sleep

	<ul style="list-style-type: none">● rest● lungs● heart	
Adopted Resources	General Student Activities (RtI Tier 1)	
-CATCH activity box -Online Resources -Youtube - Catch.org Lesson - Unit 3 Physical Health and Hygiene	-introduction -daily exercises -demonstrate where the parts of the body are located -play a reinforcing game for the parts of the body -explain how exercise affects the body -play a reinforcing game to demonstrate how exercise affects the body -review that sleep and rest are important for the body -closure/ check in / self assessment	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Health related fitness components

Objective	Goals	Suggested Resources/ Activities
<p>I can participate in exercises for strength, endurance, and flexibility</p> <p>I can identify physical activities that are challenging and fun.</p>	<p>-The student will the health-related fitness components</p> <p>-The student participates in strength, endurance, and flexibility exercises</p> <p>-The student can name physical activity that they find challenging and fun</p>	<p>-Go over daily exercises or warm-up and which exercises are strength, endurance, and flexibility</p> <p>-CATCH Tunnel Train (Mighty Muscles-Strength Activities #133)</p> <p>-CATCH Mighty Muscles Strength Stations (Mighty Muscles #135)</p> <p>-CATCH Limber Limbs Stretching Stations (Limber Limbs-Stretching Activities#172)</p>

Sub Unit 2: Cardiovascular and musculoskeletal system

Objective	Goals	Suggested Resources/ Activities
<p>I can understand what physical activity does for health. .</p> <p>I can understand how the heart, muscles, and bones work.</p>	<p>-The student understands how physical activity affects overall health</p> <p>-The student understands what a physically active life is vs an inactive life.</p> <p>-The students can locate the heart in the body and state its function.</p>	<p>-Go over the function and location of the heart</p> <p>https://www.youtube.com/watch?v=Vot7V7_2UoI</p> <p>-go over how physical activity affects overall health and active vs inactive lifestyle</p>

	<p>-The student can describe how the muscles and bones work together to produce movement.</p> <p>-The student can understand the negative effects of smoking, lack of sleep, and poor diet.</p>	<p>-go over how the muscles and bones work together to produce movement</p> <p>https://www.youtube.com/watch?v=ynVRDsDC-84</p> <p>-go how smoking, lack of sleep, and poor nutrition negatively affect the body</p> <p>-CATCH Heart Healthy Hiking (CATCH'em Quick Activities #54)</p> <p>--CATCH TAG-YOUR IT #93-108</p> <p>-Catch.org Lesson - Unit 3</p> <p>Physical Health and Hygiene</p>

<div> <div> (1)Unit 4: Dance </div> <div> Designated Grading Period/# Days: 1st 9 weeks: Week 7 - 9 / 13 days </div> </div>	
Big Idea: I can perform rhythmic sequences.	Misconceptions Dancing is only for girls Dancing is not considered a physical fitness activity
Prerequisites (TEKS and Specificity) <u>Movement</u> K.1 A	

<u>Physical Activity and Health</u> K.3 B,C, D K.5 A, B <u>Social Development</u> K.6 A K.7 A, C	
TEKS <u>Movement</u> 1.1 E (clap in time to a simple rhythmic beat), F (create and imitate movement in response to selected rhythms) 1.2 A (recognize that motor skill development requires correct practice) ELPS -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues	Process Standards/ Essential Skills Routines,rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation Ongoing Essential Skills/Repeated Standards <u>Movement</u> 1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low) <u>Physical Activity and Lifestyle</u> 1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration),C (participate in appropriate exercises for flexibility in shoulders, legs,

	<p>and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)</p> <p><u>Social Development</u></p> <p>1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)</p> <p>1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. 	

<ul style="list-style-type: none"> • The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. • The student can clap in time to a simple rhythmic beat. 		
Essential Questions		Vocabulary
<ul style="list-style-type: none"> • Can you perform rhythmic sequences? 		<ul style="list-style-type: none"> • rhythm • tinikling • folk dance • square dance
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards		-Introduction -Warm up/ exercises -Review rhythm -Teach dance steps -practice dance steps -Closure/ check in/ Self Assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

- Visual Aids/ Demonstrations		
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Folk Dance		
Objective -I can learn the basics of folk dance -I can learn the basics of rhythm	Goals -The student will be able to use rhythm to participate in folk dance	Suggested Resources/ Activities - Create-A-Rhythm Lesson - Lummi Stick Macarena Lesson -Folk Dances https://www.pecentral.org/lessons/ViewLesson.asp?ID=981#.YObspphKiUk
Sub Unit 2: Square Dance		
Objective -I can learn the basics of square dance	Goals -The student will be able to use rhythm to participate in square dance	Suggested Resources/ Activities Scattered Square Dance Lesson -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

(1)Unit 5: Throwing and Catching

Designated Grading Period/# Days:

2nd 9 weeks: Weeks 1-3 / 13 days

Big Idea: I can participate in throwing and catching activities.

Misconceptions

Improper throwing and catching forms

Prerequisites (TEKS and Specificity)

Movement

K.1 A,H

Physical Activity and Health

K.3 B,C, D

K.5 A, B

Social Development

K.6 A

K.7 A, C

TEKS

Movement

1.1 ,H (demonstrate on cue key elements in overhand throw, underhand throw, and catch)

1.2 A (recognize that motor skill development requires correct practice)

ELPS

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Movement

1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)

Physical Activity and Lifestyle

1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)

Social Development

1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)

1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)

Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space.
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and applied safety practices associated with physical activity and use equipment and space properly
- The students understand components of structured physical activity and demonstrate starting and stopping signals.
- The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way.
- The student can demonstrate key elements in overhand throw, underhand throw, and catch.

Essential Questions	Vocabulary
<ul style="list-style-type: none">● Can I properly underhand throw?● Can I properly overhand throw?● Can I catch various items properly?	<ul style="list-style-type: none">● throw● catch● underhand● overhand● toss
Adopted Resources	General Student Activities (RtI Tier 1)
<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson	<ul style="list-style-type: none">-Introduction-Warm up/ exercises-Review proper underhand throwing form-Review proper overhand throwing form

- Catch PE K - 2 Activity Cards		-Review proper form for catching -Closure/ check-in/ self-assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Throwing and Catching Skills		
Objective I can throw and catch with proper form	Goals -The student can properly underhand throw -The student can properly overhand throw -The student can catch with proper form	Suggested Resources/ Activities -Teach proper form for overhand, underhand, and catching -Partner practice and assessment -Play reinforcing games -Tossing and Catching Drills https://www.youtube.com/watch?v=XctJx9zKM3Y&list=PL2SgL8sFniOzx aRoJ3bS1b3ty8ZqLaUPB&index=1 -Save The Treasure https://www.youtube.com/watch?v=Xp8dkjzTkNE&index=2&list=PL2Sg

		L8sFniOzxaRoJ3bS1b3ty8ZqLaUPB -Bean Bag Toss https://www.youtube.com/watch?v=drHI_b16fLk -CATCH Frogs on the Lily Pads (Throwing and Catching #374)
Sub Unit 2: Throwing/ Catching Games		
Objective I can participate in throwing and catching games with various items	Goals -The student can throw and catch various objects -The student can throw and catch in various games	Suggested Resources/ Activities -Review proper forms -CATCH Throwing and Catching #363-390 -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

(1)Unit 6: Striking and Volleying

Designated Grading Period/# Days:
2nd 9 weeks: Weeks 4 - 5 / 10 days

Big Idea: I can learn to strike various objects and participate in fundamental striking activities.

Misconceptions

- Swinging hard is the only way to make the ball go far.

Prerequisites (TEKS and Specificity)

Movement

K.1 A, D

Physical Activity and Health

K.3 B,C, D

K.5 A, B

Social Development

K.6 A

K.7 A, C

TEKS

Movement

1.2 A (recognize that motor skill development requires correct practice), B (demonstrate a base of support and explain how it affects balance)

ELPS

-Share information in cooperative learning interactions

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Movement

1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)

Physical Activity and Lifestyle

1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)

Social Development

1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)

1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)

Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student can maintain correct form and balance while striking and volleying. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I properly strike various objects? ● Can I properly volley various objects? ● Can I recognize important skills involved in volleyball? 	<ul style="list-style-type: none"> ● Strike ● volley ● volleyball ● bump ● set ● spike
Adopted Resources	General Student Activities (RtI Tier 1)

-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards		
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Striking Skills

Objective	Goals	Suggested Resources/ Activities
-I can demonstrate proper striking skills.	-The student can demonstrate striking with various objects using my hands and arms.	-Review proper striking form -Practice with foam balls, beach balls, ect. -Play reinforcing games -CATCH Tumbleweeds (Striking and Volleying #360) -Volleying and Striking Activities

Sub Unit 2: Volleying Skills

Objective	Goals	Suggested Resources/ Activities
-I can demonstrate proper volleying skills.	-The student can demonstrate volleying skills with various objects using my hands and arms.	-Review proper volleying form -Practice with foam balls, beach balls, etc. -Play reinforcing games -CATCH Buddy Power (Striking and Volleying #353) -Volleying and Striking Activities

Sub Unit 3: Intro to Volleyball

Objective	Goals	Suggested Resources/ Activities
-I can recognize key elements of volleyball.	-The student can practice bumping, setting, and spiking -The student gets exposure to volleyball	-Introduce volleyball skills such as bumping, setting, serving, and spiking

		<ul style="list-style-type: none"> -Practice skills with a foam ball or beach ball -Set up a net and allow students to practice volleying over the net -Play reinforcing games with modification for age and implement (ex: use beach ball instead of volleyball or hand instead of the paddle) -Volleying and Striking Activities -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

(1)Unit 7: Bouncing and Catching

Designated Grading Period/# Days:

2nd 9 weeks: Weeks 6 - 7 / 10 days

Big Idea: I can bounce and catch while stationary and moving.

Prerequisites (TEKS and Specificity)

Movement

K.1 D

Physical Activity and Health

K.3 B, C, D

K.5 A, B

Social Development

K.6 A

K.7 A, C

Misconceptions

- Improper catching and bouncing techniques.
- Trying to catch the ball with their eyes closed and using their bodies to catch the balls

<p>TEKS</p> <p><u>Movement</u></p> <p>1.1 A</p> <p>1.2 A (recognize that motor skill development requires correct practice) B</p> <p><u>Physical Activity and Lifestyle</u></p> <p>1,3 B,C,D</p> <p>1.5 A, B</p> <p><u>Social Development</u></p> <p>1.6 A, B</p> <p>1.7 A, B,C</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Process Standards/ Essential Skills</p> <p>Routines,rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)</p> <p><u>Physical Activity and Lifestyle</u></p> <p>1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration),C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in</p>
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	<p>preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)</p> <p><u>Social Development</u></p> <p>1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)</p> <p>1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student can maintain correct form and balance while bouncing and catching. 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> ● Can I bounce and catch while stationary? ● Can I bounce and catch while moving? ● Can I bounce and catch with proper form and balance? 	<ul style="list-style-type: none"> ● Bounce ● Catch ● Stationary ● Hand-eye coordination 		
Adopted Resources	General Student Activities (RtI Tier 1)		
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards	-Introduction -Warm-up/ exercises -Teach proper bouncing and catching form - Play reinforcing games -Closure/ Check-in/ Self-Assessment		
Differentiation			
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	<table border="1"> <tr> <td data-bbox="756 837 1335 1156"> SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection </td><td data-bbox="1335 837 1915 1156"> GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection </td></tr> </table>	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection		

Strategies for Instruction/Teacher Supports

Sub Unit 1: Bouncing/ Catching

Skills

Objective	Goals	Suggested Resources/ Activities
I can bounce and catch while stationary and moving.	<ul style="list-style-type: none"> - The student can bounce and catch while stationary -The student can bounce and catch while moving -The student can maintain proper form and balance while bouncing and catching 	<p>CATCH Ball handling skills (Dribbling and Passing # 222)</p> <p>CATCH Pass It On (Dribbling and Passing #223)</p> <p>CATCH Jackhammers (Dribbling and Passing #225)</p>

Sub Unit 2: Bouncing/ Catching

Activities

Objective	Goals	Suggested Resources/ Activities
I can bounce and catch in various games.	<ul style="list-style-type: none"> -The student can bounce and catch while moving in games. -The student can bounce and catch in games with proper form and balance 	<p>Popcorn Roll And Bounce</p> <p>https://www.youtube.com/watch?v=EKIrcY4K0lc</p> <p>Poison ball</p> <p>https://www.youtube.com/watch?v=cR1QCputwc8&index=9&list=PL2SgL8sFniOzxaRoJ3bS1b3ty8ZqLaUPB</p>

		-QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

(1)Unit 8: Low Organized Games		Designated Grading Period/# Days: 2nd 9 weeks: Weeks 8 - 9 / 9.5 days
Big Idea: I can Participate in low organized games.		Misconceptions Running and exercise is boring
Prerequisites (TEKS and Specificity) <u>Movement</u> K.1 A, D <u>Physical Activity and Health</u> K.3 B,C, D K.5 A, B <u>Social Development</u> K.6 A		

K.7 A, C	
<p>TEKS</p> <p><u>Movement</u></p> <p>1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low) C (demonstrate control in balancing and traveling activities)</p> <p><u>Social Development</u></p> <p>1.6 B (explain boundaries and rules for simple games)</p> <p>1.7 B (interact, cooperate, and respect others)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Process Standards/ Essential Skills</p> <p>Routines,rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)</p> <p><u>Physical Activity and Lifestyle</u></p> <p>1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration),C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p>

	<p>1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)</p> <p><u>Social Development</u></p> <p>1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)</p> <p>1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> • Can I participate in low-organized games? • Can I follow the rules of low-organized games? • Can I work cooperatively during low-organized games? 	<ul style="list-style-type: none"> • cooperation • organized game • rules 		
Adopted Resources	General Student Activities (RtI Tier 1)		
-CATCH activity box -Online Resources -Youtube -Catch PE K - 2 Activity Cards	-Introduction -Warm-up/ exercise -explanation of organized game s -gameplay -closure/ check-in/ self-assessment		
Differentiation Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	<table border="1"> <tr> <td data-bbox="756 837 1335 1151"> SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection </td><td data-bbox="1335 837 1915 1151"> GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection </td></tr> </table>	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection		

Strategies for Instruction/Teacher Supports

Sub Unit 1: Cooperative Games

Objective	Goals	Suggested Resources/ Activities
I can participate in games while working with teammates.	The student can develop sportsmanship skills. The student can develop cooperation skills The student can participate in games with rules	5 Cooperative Games 6 cooperative games

Sub Unit 2: Holiday Games

Objective	Goals	Suggested Resources/ Activities
I can participate in games while working with teammates.	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules in games	Snowman Blitz Elf Express Elves on the Run Catch PE K - 2 Activity Cards

(1)Unit 9: Orientation

Designated Grading Period/# Days:

3rd 9 weeks: Week 1 / 4 days

<p>Big Idea: I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.</p>	<p>Misconceptions</p> <ul style="list-style-type: none"> - Inappropriate activities and techniques for warm-ups. - Physical Education is recess time.
<p>Prerequisites (TEKS and Specificity). <u>Physical Activity/ Health</u> K.5 A, B, C, E <u>Social Development</u> K.6 A, B K.7 A,B, C</p>	
<p>TEKS <u>Physical Activity/ Health</u> 1.5 E (describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911) <u>Social Development</u> 1.6 B (explain boundaries and rules for simple games)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Process Standards/ Essential Skills Routines, rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u> 1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low) <u>Physical Activity and Lifestyle</u></p>

	<p>1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration),C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)</p> <p><u>Social Development</u></p> <p>1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)</p> <p>1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student know and applies safety practices associated with physical activity and the student is expected to: <ul style="list-style-type: none"> ○ use equipment properly ○ explain appropriate reactions to emergencies in physical activities 	

- The student understands basic components such as strategies and rules of structured physical activities and is expected to:
 - demonstrate start and stop signals
 - explain boundaries and rules for simple games
- The students develops positive self-management and social skills and is expected to
 - follow directions and apply safe movement practices
 - interact, cooperate, and respect others
 - resolve conflicts in a socially acceptable way

Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● What are the rules in PE? ● What are the consequences and rewards for the rules? ● Why is it important to follow the rules in PE? ● What are the procedures in PE? ● How do we play safe in PE? ● What is good sportsmanship? ● Why is good sportsmanship important in PE? 	<ul style="list-style-type: none"> ● Rules ● Procedures ● Sportsmanship ● Safety ● Equipment ● Cooperation ● Conflict resolution
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards-Catch.org Lesson - Unit 6 Staying Safe	<ul style="list-style-type: none">-Introduction-Daily Exercises-Review rules and procedures-Play reinforcement games for procedures and rules-Review safety for campus and classroom/gym-Review sportsmanship and conflict resolution-Play team building/ sportsmanship games-Closure/ Check-in/ Self Assessment	
<div>Differentiation</div> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>		
<div>English Language Learners (ELL)</div> <ul style="list-style-type: none">-Non verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	<div>SpEd/504/ Struggling/Rtl Tier 2&3</div> <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	<div>GT/Advanced</div> <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Rules and Procedures

Objectives	Goals	Suggested Activities/ Resources
I can learn classroom rules, and procedures. and safety.	<ul style="list-style-type: none">-Students understand classroom producers such as start and stop signals and daily exercises routine-Students understand classroom rules and consequences/ rewards-Students understand classroom safety such as proper clothing/ shoes and appropriate responses in emergencies	<ul style="list-style-type: none">-https://www.youtube.com/watch?v=xW6hOVlv9T0&t=484s-https://www.youtube.com/watch?v=h_Q6RS660LM-Review safety protocol for your campus as well as classroom safety-Teach/review daily exercises-CATCH Mirror Mirror (Moving and Traveling #329)-CATCH Kids in Space (Moving and Traveling #218)-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards-Catch.org Lesson - Unit 6 Staying Safe

(1)Unit 10: Balance and Coordination

Designated Grading Period/# Days:
3rd 9 weeks: Weeks 2 - 3 / 9 days

Big Idea: I can develop body balance and coordination.

Misconceptions

- Establishing body balance is not an important building block for all other activities and healthy life long habits.

Prerequisites (TEKS and Specificity)

Movement

K.1 A, D, E, G

Physical Activity and Health

K.3 B, C, D

K.5 A, B

Social Development

K.6 A

K.7 A, C

TEKS

Movement

1.2 B (demonstrate a base of support and explain how it affects balance)

ELPS

-Share information in cooperative learning interactions

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Movement

1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)

Physical Activity and Lifestyle

1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)

Social Development

1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)

1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)

Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student developed body balance and coordination needed for gymnastics activities. ● The student demonstrates balance and coordination while using equipment such as scooter boards and hula hoops. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I demonstrate balance on a balance beam? ● Can I demonstrate balance and coordination while performing a gymnastics roll? ● Can I demonstrate balance while using a scooter board? ● Can I demonstrate coordination while using a hula hoop? 	<ul style="list-style-type: none"> ● Balance ● Coordination ● Roll ● Balance beam ● gymnastics ● hula hoop ● scooter board
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards	<ul style="list-style-type: none">-Introduction-Warm u/ exercises-teach rolling-teach balance/ balance beam-reinform with practice and games-closure/ check-in/ self-assessment	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Gymnastics-rolling/ balance beam

Objective	Goals	Suggested Resources/ Activities
<p>I can practice balance and coordination.</p> <p>I can roll sideways.</p> <p>I can walk on a balance beam.</p>	<p>The student can practice balance skills.</p> <p>The student can learn to roll sideways</p> <p>The student can learn to balance on a beam.</p>	<p>Balance Stations</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6350#.WThZKevysdU</p> <p>Gymnastics for beginners</p> <p>https://www.gophersport.com/blog/gymnastics-activities-for-beginners/</p> <p>Obstacle Course using balance beam</p>

Sub Unit 2: Scooter Boards/ Hula Hoops

Objective	Goals	Suggested Resources/ Activities
<p>I can use a scooter board while demonstrating balance and coordination.</p>	<p>The student can properly use a scooter board</p> <p>The student can properly use a hula hoop</p>	<p>How to teach kids how to hula hoop</p> <p>https://www.youtube.com/watch?v=q_Vho3xbYdw</p>

I can use a hula hoop while demonstrating balance and coordination.	The student can demonstrate balance and coordination while using equipment	<p>CATCH Hoop Stations (Hoop Activities #251)</p> <p>https://www.gophersport.com/blog/6-scooter-games-pe/</p> <p>Scooter Pinball</p> <p>http://www.peuniverse.com/videos/?tag_id=1379</p> <p>-QuaverEd P.E. Lesson</p> <p>-Catch PE K - 2 Activity Cards</p>

(1)Unit 11:Jump Rope

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 4 - 6 / 14 days

Big Idea: I can develop the skills and confidence needed to jump rope successfully. Participate in various jump rope activities and fundraisers for jump rope for heart. Learn about heart health and nutrition.

Prerequisites (TEKS and Specificity)

Movement

K.1 A

Physical Activity and Health

K.3 B,C, D

K.5 A, B

Social Development

K.6 A

K.7 A, C

Misconceptions

- Jumping rope requires high jumps
- Improper landing techniques
- Jumping rope is primarily for girls
- Jumping rope is for play, not fitness

TEKS

Movement

1.1 F (create and imitate movement in response to selected rhythms), G (jump a long rope)

1.2 A (recognize that motor skill development requires correct practice)

Physical Activity and Lifestyle

1.4 D (describe food as a source of energy)

Process Standards/ Essential Skills

Routines,rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Movement

1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)

Physical Activity and Lifestyle

1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)

Social Development

1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)

1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)

Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student can perform jump rope skills and jump a long rope. ● The student can learn about the cardiovascular system and nutrition. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I turn a jump rope? ● Can I practice jumping a long rope? ● Can I practice jumping a short rope? ● Do I understand how nutrition affects my body? ● Do I understand how to keep my heart healthy? 	<ul style="list-style-type: none"> ● short jump rope ● long jump rope ● single jump ● double jump ● rhythm ● heart ● cardiovascular ● nutrition
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards	<ul style="list-style-type: none">-Introduction-Warm u/ exercises-teach jump rope skills-teach health topics-reinform with practice and games-closure/ check-in/ self-assessment	
<div>Differentiation</div> <div>Use of self section, modified exercises and activities, and teacher accommodation</div>		
English Language Learners (ELL) <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Jump Rope Skills

Objective	Goals	Suggested Resources/ Activities
I can learn basic jump rope skills.	Teach the students basic jump rope skills Prepare them for jump rope activities involved in jump rope for heart or other games	CATCH Jump Rope Task Cards #281 – 286 Teaching kids to jump https://www.youtube.com/watch?v=n7u1gvoXdG0 First Attempt at jumping rope http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=368#.WTIIv-evysdU Teaching Young Children To Jump Rope https://www.youtube.com/watch?v=mWoouAOeIE8

Sub Unit 2: Jump Rope Activities and Health (Jump Rope for Heart)

Objective	Goals	Suggested Resources/ Activities
<p>I can participate in jump rope activities.</p> <p>I can learn about heart health and nutrition.</p>	<p>The students participate in jump rope for heart or other jump rope activities</p> <p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>Snake In The Grass https://www.youtube.com/watch?v=4sa2Sywh-To&list=PL2SgL8sFniOwkDq10UK1uolYnyNaj1c3c</p> <p>48+ Ideas and jump rope activities for kids https://www.youtube.com/watch?v=4sa2Sywh-To&list=PL2SgL8sFniOwkDq10UK1uolYnyNaj1c3c</p> <p>AHA/ Health Resources https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx</p> <p>https://www.jumprope.org.au/</p> <p>https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s</p>

		https://www.youtube.com/watch?v=-J1hmmy1OB4 -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

<div> <div> (1)Unit 12:Parachute </div> <div> Designated Grading Period/# Days: 3rd 9 weeks: Weeks 7 - 9 / 12 days </div> </div>	
Big Idea: I can participate in parachute activities that will help strengthen the shoulder, arm, and hand muscles.	Misconceptions <ul style="list-style-type: none"> - Parachute activities do not develop upper body strength.
Prerequisites (TEKS and Specificity) <u>Movement</u> K.1 A, B K.2, A, B <u>Physical Activity and Health</u> K.3 A, B,C, D K.5 A, B	

<p><u>Social Development</u></p> <p>K.6 A</p> <p>K.7 A, C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>1.1 F (create and imitate movement in response to selected rhythms)</p> <p><u>Physical Activity and Lifestyle</u></p> <p>1,3 A (describe and select physical activities that provide opportunities for enjoyment and challenge)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Process Standards/ Essential Skills</p> <p>Routines,rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)</p> <p><u>Physical Activity and Lifestyle</u></p> <p>1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration),C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in</p>

	<p>preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)</p> <p><u>Social Development</u></p> <p>1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)</p> <p>1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrates starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student develops upper body strength through participating in parachute activities and can state that physical activity can be enjoyable. 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> • Can I identify that physical activity can be fun such as playing with a parachute? • Can I identify that parachute activities strengthen my upper body? • Can I work with a group and perform parachute skills and sequences? 		<ul style="list-style-type: none"> • Upper body strength • parachute • teamwork • physical activity
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -Catch PE K - 2 Activity Cards		-Introduction -Warm-up/ exercises -Teach parachute skill -play reinforcing games -discuss upper body strength and how physical activity can be fun -closure/ check-in/ self-assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Parachute Skills

Objective	Goals	Suggested Resources/ Activities
I can learn basic parachute skills I can develop upper body strength.	The student learns the basics of parachute skills such as how to hold the parachute and perform simple tasks like “making waves”. The student develops strength by participating in parachute skill practice.	The Basics https://www.youtube.com/watch?v=9ISiZ9HeGVQ CATCH Parachute #300-313

Sub Unit 2: Parachute Games

Objective	Goals	Suggested Resources/ Activities
I can participate in parachute games while cooperating with a group. I can identify that parachute games develop upper body strength I can understand that physical activity can be fun.	The student participates in fun parachute games in a group while working on upper body strength and teamwork. The student can identify what muscles are working during game play The student learns that physical activity can be fun and more than just exercise like push-ups.	Tornado https://www.youtube.com/watch?v=9ISiZ9HeGVQ Nascar https://www.youtube.com/watch?v=9ISiZ9HeGVQ One Object Launch https://www.youtube.com/watch?v=9ISiZ9HeGVQ Multiple object launch https://www.youtube.com/watch?v=9ISiZ9HeGVQ

		-Catch PE K - 2 Activity Cards

(1)Unit 13:Aerobic Games

Designated Grading Period/# Days:

4th 9 weeks: Weeks 1 - 4 / 20 days

Big Idea: I can understand the benefit of participating in aerobic activity and identify aerobic activities that I find enjoyable.

Prerequisites (TEKS and Specificity)

Movement

K.1 A

Physical Activity and Health

K.3 A, B, C, D, E

K.5 A, B, D

Social Development

K.6 A

K.7 A, C

Misconceptions

Exercise is not important

Exercise is boring

TEKS

Physical Activity and Lifestyle

1.3 A (describe and select physical activities that provide opportunities for enjoyment and challenge)

1.4 A (distinguish between active and inactive lifestyles)

1.5 D (list water safety rules and demonstrate simple extension rescue)

ELPS

-Share information in cooperative learning interactions

-Use accessible language

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

<p>-Use prior knowledge and experience</p> <p>-Non – verbal cues</p>	<p>1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)</p> <p><u>Physical Activity and Lifestyle</u></p> <p>1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration),C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)</p> <p><u>Social Development</u></p> <p>1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)</p> <p>1.7 A (follow directions and apply safe movement practices), B (interact, cooperate, and respect others) , C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance 	

<ul style="list-style-type: none"> ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student develops a further understanding of the importance of physical acuity, especially aerobic activity, and can identify aerobic activities that they enjoy like swimming. ● The student learns the basics of water and pool safety. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I participate in aerobic games? ● Can I identify aerobic activities that I enjoy? ● Can I understand basic pool and water safety? 	<ul style="list-style-type: none"> ● Aerobic ● Pool ● Safety ● Swimming ● Lifeguard
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -Catch PE K - 2 Activity Cards	-Introduction -Warm up/ exercises -Teach aerobic/ pool safety -Play reinforcing game -Closure/ Check-in/ Self-Assessment
Differentiation	
Use of self section, modified exercises and activities, and teacher accommodation	

English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Tag Games		
Objective I can participate in aerobic games such as tag games.	Goals The student learns what aerobic activity is. The student participates in fun tag games for aerobic activity. The student understands that aerobic activity can be fun.	Suggested Resources/ Activities CATCH Tag Your It #107-120 Couch Potato Tag pecentral.com https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6116#.YNSBC9VKiUk
Sub Unit 2: Recreational Games/ Pool Safety		
Objective I can participate in aerobic games such as recitation games. I can learn pool safety.	Goals The student understands what aerobic games are The student identifies aerobic games that they enjoy The student learns basic pool safety.	Suggested Resources/ Activities Pool Safety https://www.youtube.com/watch?v=0o71KmM2Mmc Shark Attack https://www.youtube.com/watch?v=hhsNr489FbM&list=PLqApWQm0obyFXuZdj2Wr4yH07LxzT2W9Z&index=59

		<p>Keeping Your Flock CATCH card 108 – 109</p> <p>Dragon’s Tail CATCH Card 119</p> <p>Cat and Mice https://www.youtube.com/watch?v=5daP7o7EtIY</p> <p>Cardio Treasure Hunt https://www.youtube.com/watch?v=XuzGFg9q6oQ</p> <p>PLanning a Field Day https://www.youtube.com/watch?v=2PukQ00yvdM&list=PLqApWQm0obyFXuZdj2Wr4yH07LxzT2W9Z&index=80</p> <p>-Catch PE K - 2 Activity Cards</p>

(1)Unit 14: Kicking and Dribbling

Designated Grading Period/# Days:
4th 9 weeks: Weeks 5 - 7 / 13 days

Big Idea: I can learn proper dribbling and kicking techniques

Misconceptions

-Improper dribbling techniques

Prerequisites (TEKS and Specificity)

Movement

K.1 A

Physical Activity and Health

K.3 B,C, D

K.5 A, B

Social Development

K.6 A

K.7 A, C

TEKS

Movement

1.2 A (recognize that motor skill development requires correct practice)

ELPS

-Share information in cooperative learning interactions
-Use accessible language

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

-Use prior knowledge and experience
-Non – verbal cues

Movement

1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)

Physical Activity and Lifestyle

1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)

Social Development

1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)

1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)

Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student can develop basic dribbling and kicking skills, and begin to identify a soccer game. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I dribble a ball using the inside of my foot? ● Can I pass the ball? ● Can I shoot a ball? ● Can I identify a basic soccer game? 	<ul style="list-style-type: none"> ● dribble ● kick ● pass ● shoot ● soccer
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none"> -CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards 	<ul style="list-style-type: none"> -Introduction -Teach dribbling, passing, shooting -Intro basic soccer -play reinforcement games -closure/ check in/ self-assessment
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>	
<p>English Language Learners (ELL)</p> <ul style="list-style-type: none"> -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations 	<p>SpEd/504/ Struggling/RtI Tier 2&3</p> <ul style="list-style-type: none"> -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection <p>GT/Advanced</p> <ul style="list-style-type: none"> -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Kicking/ Dribbling Skills

Objective	Goals	Suggested Resources/ Activities
I can learn to dribble and kick a soccer ball	<p>The student learns the basics of dribbling with the inside of the foot</p> <p>The student learns the basics of passing</p> <p>The student learns the basics of shooting</p>	<p>Dribble/Trap Polyspots</p> <p>https://www.youtube.com/watch?v=Q6f8Sp6aP6g&list=PL2SgL8sFniOyZbu6125aGzBhDj2DJvkEd&index=3</p> <p>CATCH Dribbling and Kicking #199-215</p>

Sub Unit 2: Kicking/ Dribbling Games

Objective	Goals	Suggested Resources/ Activities
The student can dribble while changing directions and kick in a game setting.	<p>The student practices dribbling in-game setting</p> <p>The student practices dribbling while changing direction</p> <p>The student practices kicking in a game setting</p>	<p>Pin Kickball</p> <p>https://www.youtube.com/watch?v=RlaXTMJ1oN8&list=PL2SgL8sFniOyZbu6125aGzBhDj2DJvkEd&index=1</p> <p>CATCH Dribbling and Kicking #199-215</p>

Sub Unit 3: Intro To Soccer

Objective	Goals	Suggested Resources/ Activities
I can learn the basics of soccer and begin to identify a soccer game.	Introduce soccer to the students so that they recognize it when they see it being played	<p>Soccer Tag</p> <p>https://www.youtube.com/watch?v=I8BaXix6F0w&index=2&list=PL2Sg</p>

		L8sFniOyZbu6125aGzBhDj2DJvkEd Youth Soccer Resources https://www.youtube.com/channel/UCNnkXuf9GmUKB1bo8BpPcCQ https://www.usyouthsoccer.org/ Gulf Coast Youth Soccer http://www.gcysc.com/ -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

(1)Unit 15: Track and Field

Designated Grading Period/# Days:

4th 9 weeks: Weeks 8 - 9 / 10 days

Big Idea: I can participate in relay games. I can learn about sun safety.

Misconceptions

-There are no safety concerns involving the sun.

Prerequisites (TEKS and Specificity)

Movement

K.1 A

Physical Activity and Health

K.3 B,C, D

K.5 A, B

Social Development

K.6 A

K.7 A, C

TEKS

Movement

1.1 C (demonstrate control in balancing and traveling activities)

1.2 A (recognize that motor skill development requires correct practice), B (demonstrate a base of support and explain how it affects balance)

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Movement

1.1 A (demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low)

Physical Activity and Lifestyle

1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)

Social Development

1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)

1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)

Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student participated in relay games and is exposed to track and field. ● The student learns basic sun safety. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● What is a relay game? ● Can I identify sun safety practices? 	<ul style="list-style-type: none"> ● relay ● sun ● sunscreen ● SPF ● track and field
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards	<ul style="list-style-type: none">-Introduction-Warm Up/ Exercises-Teach relay-Teach sun safety-Play reinforcing games-Closure/ Check in/ Self Assessment	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Relay Games

Objective	Goals	Suggested Resources/ Activities
I can participate in relay games	Introduce the student to relay games	<p>Relay Rules https://www.youtube.com/watch?v=kYQ0AD5dUFg</p> <p>Scooter Board Relays https://www.youtube.com/watch?v=HHsPS3mFqYI</p> <p>Basic Relays https://www.youtube.com/watch?v=65AUT6a7pT8</p> <p>Chain Relay https://www.youtube.com/watch?v=CbgfAlkJIA</p> <p>TIC TAC TOE Relay https://www.youtube.com/watch?v=IRDp5HcZyVA</p>

Sub Unit 2: Intro to Track and Field (Sun Safety)

Objective	Goals	Suggested Resources/ Activities
<p>I can identify track and field events</p> <p>I can identify good sun safety practices</p>	<p>Introduce the students to track nad field</p> <p>Teach the students sun safety</p>	<p>Sun Safety</p> <p>https://www.youtube.com/watch?v=vxAsoBXmCJk</p> <p>Go for the Gold</p> <p>https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8710#.YNT1vNVKiUI</p> <p>-QuaverEd P.E. Lesson</p> <p>-Catch PE K - 2 Activity Cards</p>

(1)Unit 16:Striking with a Manipulative

Designated Grading Period/# Days:
4th 9 weeks: Weeks 10 - 11 / 8.5 days

Big Idea: I can perform striking skills using a manipulative

Misconceptions

- Swinging hard is the only way to make the ball go far.

	<p>1,3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration),C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>1.5 A (use equipment and space safely and properly), B (describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)</p> <p><u>Social Development</u></p> <p>1.6 A (demonstrate starting and stopping signals), B (explain boundaries and rules for simple games)</p> <p>1.7 A (follow directions and apply safe movement practices) , B (interact, cooperate, and respect others) ,C (resolve conflicts in socially acceptable ways such as talking and asking the teacher for help)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance 	

- The students know and applied safety practices associated with physical activity and use equipment and space properly
- The students understand components of structured physical activity and demonstrates starting and stopping signals.
- The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way.
- I can learn the basics of Wiffle ball and how to strike with a manipulative.

Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● what is wiffle ball ● can I strike using a manipulative 	<ul style="list-style-type: none"> ● strike ● bat ● paddle ● racquet ● manipulative ● wiffle ball ● base
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards	-introduction -warm up/ exercises -teach striking -teach wiffle ball -play reinforcing games -closure/self-assessment
Differentiation	
Use of self section, modified exercises and activities, and teacher accommodation	

English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Striking Skills		
Objective I can learn the fundamental skills of striking using a manipulative	Goals Students will learn how to strike various objects with various manipulatives	Suggested Resources/ Activities Batter up https://www.youtube.com/watch?v=cULNilHimog Striking Stations https://www.youtube.com/watch?v=cULNilHimog&list=PL2SgL8sFniOyPiEQaOT_T-QHLXoksFv_H Pool Noodle Hockey Fundamental https://www.youtube.com/watch?v=swV-eEXiHvo Noodle Hockey https://www.youtube.com/watch?v=ePvO_fboK34

		One Minute Noodle Hockey https://www.youtube.com/watch?v=QYgT_h9-_nc
Sub Unit 2: Intro to Wiffle Ball		
Objective I can identify the basics of wiffle ball	Goals The student is exposed to wiffle ball and the basic rules	Suggested Resources/ Activities Rules of Wiffle Ball Cone Baseball http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

2nd Grade Unit Plan

<div> <div>(2)Unit 1: Orientation</div> <div> Designated Grading Period/# Days: 1st 9 weeks: Week 1 / 5 days </div> </div>	
<p>Big Idea: I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.</p>	<p>Misconceptions</p> <ul style="list-style-type: none"> - Inappropriate activities and techniques for warm-ups. - Physical Education is recess time.
<p>Prerequisites (TEKS and Specificity)</p> <p>The student should remember some safety, rules, and routines from last year.</p> <p><u>Physical Activity/ Health</u></p> <p>1.5 A, E,</p> <p><u>Social Development</u></p> <p>1.6 A, B</p> <p>1.7 A, B, C</p>	
<p>TEKS</p> <p><u>Physical Activity/ Health</u></p> <p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p>	<p>Process Standards/ Essential Skills</p> <p>Routines, rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p>

<p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>2.1 A (travel independently in a large group while safely and quickly changing speed and direction)</p> <p><u>Physical Activity and Health</u></p> <p>2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
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Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The students know and applies safety practices associated with physical activity and the student is expected to <ul style="list-style-type: none"> ○ use equipment properly ○ select proper clothing to promotes safe play ○ describe appropriate reactions to emergencies in physical activities ● The students understand basic component such as rules of structured physical activity ● The students develops positive self-management and social skills and is expected to <ul style="list-style-type: none"> ○ display good sportsmanship ○ treat others with respect 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● What are the rules in PE? ● What are the consequences and rewards for the rules? ● Why is it important to follow the rules in PE? ● What are the procedures in PE? ● How do we play safe in PE? ● What is good sportsmanship? ● Why is good sportsmanship important in PE? 	<ul style="list-style-type: none"> ● Rules ● Procedures ● Sportsmanship ● Safety ● Equipment ● Cooperation

Adopted Resources		General Student Activities (RtI Tier 1)	
<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards-Catch.org Lesson - Unit 6 Staying Safe		<ul style="list-style-type: none">-Introduction-Daily Exercises-Review rules and procedures-Play reinforcement games for procedures and rules-Review safety for campus and classroom/gym-Review sportsmanship-Play team building/ sportsmanship games-Closure/ Check-in/ Self Assessment	
Differentiation			
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL) <ul style="list-style-type: none">-Non verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection	

Strategies for Instruction/Teacher Supports

Sub Unit 1-Rules and Procedures

Objectives	Goals	Suggested Activities/ Resources
I can learn classroom rules, procedures. and safety.	<ul style="list-style-type: none">-Students understand classroom producers such as start and stop signals and daily exercises routine-Students understand classroom rules and consequences/ rewards-Students understand classroom safety such as proper clothing/ shoes and appropriate responses in emergencies	<ul style="list-style-type: none">-https://www.youtube.com/watch?v=xW6hOVlv9T0&t=484s-https://www.youtube.com/watch?v=h_Q6RS660LM-Review safety protocol for your campus as well as classroom safety-Teach/review daily exercises-CATCH Mirror Mirror (Moving and Traveling #329)-CATCH Kids in Space (Moving and Traveling #218)

Sub Unit 2-Safety and Sportsmanship

Objectives	Goals	Suggested Activities/ Resources
I can learn the importance of sportsmanship.	<ul style="list-style-type: none">-Students understand what good sportsmanship is and why it's important	<ul style="list-style-type: none">- Review sportsmanship and its importance-CATCH Catch Up Chase (Moving and Traveling #325)- CATCH Leapin' Lizards (Moving and Traveling #320)

		-CATCH Pass It On (Limited Space Activities #398) -CATCH Partner Challenges (Limited Space Activities #402) -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards -Catch.org Lesson - Unit 6 Staying Safe

<div> <div> (2)Unit 2: Movement Skills </div> <div> Designated Grading Period/# Days: 1st 9 weeks: Week 2 - 4 / 14 days </div> </div>	
Big Idea: I can understand and demonstrate relationship terms and movements such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of. I can develop basic locomotor skills. I can develop chasing, dodging, and fleeing skills.	Misconceptions <ul style="list-style-type: none"> - Improper techniques to perform locomotor skills - Galloping is the same as skipping - Skipping is only for girls
Prerequisites (TEKS and Specificity) <u>Movement</u> 1.1 A, B 1.2 A	

<u>Physical Activity and Lifestyle</u> 1,3 B,C,D 1.5 A, B <u>Social Development</u> 1.6 A, B 1.7 A, B,C	
TEKS <u>Movement</u> 2.1 B (demonstrate skills of chasing, fleeing, and dodging to avoid or catch others) C (combine shapes, levels, and pathways into simple sequences) D (demonstrate mature form in walking, hopping, and skipping) F (demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down),J (demonstrate the ability to mirror a partner) ELPS -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues	Process Standards/ Essential Skills Routines,rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation Ongoing Essential Skills/Repeated Standards <u>Movement</u> 2.1 A (travel independently in a large group while safely and quickly changing speed and direction) <u>Physical Activity and Health</u> 2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

	<p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and uses space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. 	

<ul style="list-style-type: none"> • The student demonstrates competency in movement patterns such as the skills involved in chasing, fleeing, dodging, walking, hopping, and skipping. The student also demonstrated relations in dynamic movement situations such as under, over, next to, through, right, left, up, and, down. • The student knows and applies safety practices when it comes to road safety. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> • Can you demonstrate under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of? • Can you demonstrate skipping, galloping, walking, running, jumping, and hoping? • Can you demonstrate dodging, fleeing, and chasing 	<ul style="list-style-type: none"> • Relationship terms: under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of • Locomotor skill: skipping, galloping, walking, running, jumping, and hoping • dodging • fleeing • chasing
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards	-Introduction -Daily Exercises -Review locomotor skills -review relationship terms -review fleeing, dodging, chasing -Play reinforcement games -Closure/ Check-in/ Self Assessment
Differentiation	
Use of self section, modified exercises and activities, and teacher accommodation	

English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1- Locomotor skills and relationship terms		
Objectives I can learn locomotor skills. I can learn relationship terms. I can learn road safety.	Goals -Students understand how to perform locomotor skills (walking, running, skipping, galloping, hopping, jumping) -Students understand basic relationship terms (under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of) -Students understand basics of road safety	Suggested Activities/ Resources -CATCH Locomotion Commotion (Tag Your It! #110) -Direction Boogie https://www.pecentral.org/lessonideas/VieLesson.asp?ID=3641#.YMtFbr5KiUk -Shaper Catcher https://www.pecentral.org/lessonideas/VieLesson.asp?ID=132674#.YMtFqr5KiUl -Hula Hoop Car Road Trip https://www.pecentral.org/lessonideas/VieLesson.asp?ID=9471#.YMtOlR5KiUk
Sub Unit 2- Locomotor skills		

Objectives I can practice locomotor skills.	Goals -Students are able to perform basic locomotor skills -Re-enforce movement terms and road safety	Suggested Activities/ Resources -Frog and Fish https://www.youtube.com/watch?v=DaPUCeld1qY --Locomotion Color https://www.youtube.com/watch?v=Z1ECPSU17vA -Treasure Hunt https://www.youtube.com/watch?v=Pc7JtvTK_mw
Sub Unit 3- Chasing, dodging, and fleeing		
Objective I can chase, flee, and dodge.	Goals -Students understand what chasing, fleeing, and dodging is -Students are able to practice chasing, fleeing, and dodging in a game setting	Suggested resources/ activities -CATCH See Me Flee (Moving and Traveling #323) -CATCH TAG-YOUR IT #93-108 -CATCH People Dodge (Warm Up and Cool Down #4) - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards

(2)Unit 3: Body Parts/ Systems

Designated Grading Period/# Days:
1st 9 weeks: Week 5 - 6 / 9.5 days

Big Idea: I can identify large and small body parts. I can describe the benefits of physical activity, and understand how it affects the heart and lungs. I can state that rest and sleep are important for caring for the body.

Prerequisites (TEKS and Specificity)

Movement

1.1 A

Physical Activity and Lifestyle

1,3 A, B,C, D

1.4 A, B, C, E

1.5 A, B

Social Development

1.6 A, B

1.7 A, B, C

Misconceptions

-sleep is not important for health

TEKS

Physical Activity and Health

2.3 A (describe and select physical activities that provide opportunities for enjoyment and challenge)

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

2.4 A (identify how regular physical activity strengthens the heart, lungs, and muscular system), B (describe how the blood carries oxygen and nutrients through the body), D (explain the need for foods as a source of nutrients that provide energy for physical activity), E (describe the negative effects of smoking on the lungs and the ability to exercise), F (describe the need for rest and sleep in caring for the body)

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

2.1 A (travel independently in a large group while safely and quickly changing speed and direction)

Physical Activity and Health

2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)

Social Development

2.6 (The student understands basic components such as strategies and rules of structured physical activities)

	<p>including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student will know the benefits of participating in physical activity and factors that negatively affect performance. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can you identify large and small body parts? ● Do you understand how exercises affect the heart and breathing? ● Can you locate your lungs and explain their purpose? ● Can you state that rest and sleep are important for the body? 	<ul style="list-style-type: none"> ● head ● neck ● back ● chest ● waist ● hips ● arms ● elbows

	<ul style="list-style-type: none"> ● wrist ● hand finger ● legs ● ankle ● foot ● toe ● sleep ● rest ● lungs ● heart ● blood ● oxygen ● nutrients
Adopted Resources	General Student Activities (Rtl Tier 1)
-CATCH activity box -Online Resources -Youtube - Catch.org Lesson - Unit 3 Physical Health and Hygiene	-introduction -daily exercises -demonstrate where the parts of the body are located -play a reinforcing game for the parts of the body -explain how exercise affects the body -play a reinforcing game to demonstrate how exercise affects the body -review that sleep and rest are important for the body -closure/ check in / self assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation	

English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Health related fitness components		
Objective I can participate in exercises for strength, endurance, and flexibility I can identify physical activities that are challenging and fun.	Goals -The student will the health-related fitness components -The student participates in strength, endurance, and flexibility exercises -The student can name physical activity that they find challenging and fun	Suggested Resources/ Activities -Go over daily exercises or warm up and which exercises are strength, endurance, and flexibility -CATCH Tunnel Train (Mighty Muscles-Strength Activities #133) -CATCH Mighty Muscles Strength Stations (Mighty Muscles #135) -CATCH Limber Limbs Stretching Stations (Limber Limbs-Stretching Activities#172)
Sub Unit 2: Cardiovascular and musculoskeletal system		
Objective I can understand that blood carries oxygen	Goals -The student understands how physical activity affects overall health	Suggested Resources/ Activities -Go over the function of the blood https://www.youtube.com/watch?v=f9ONXd_-anM

<p>and nutrients to the body.</p> <p>I can understand that physical activity strengthens the whole body.</p> <p>I can describe the negative effects that smoking and lack of sleep have on the body.</p>	<p>-The student understands what a physically active life is vs an inactive life.</p> <p>-The students can locate the heart in the body and state its function.</p> <p>-The student can describe how the muscles and bones work together to produce movement.</p> <p>-The student can understand the negative effects of smoking, lack of sleep, and poor diet.</p>	<p>-go over how physical activity affects overall health</p> <p>-go how smoking, lack of sleep, and poor nutrition negatively affect the body</p> <p>-CATCH Heart Healthy Hiking (CATCH'em Quick Activities #54)</p> <p>--CATCH TAG-YOUR IT #93-108</p> <p>-Catch.org Lesson - Unit 3 Physical Health and Hygiene</p>

(2)Unit 4: Dance

Designated Grading Period/# Days:

1st 9 weeks: Week 7 - 9 / 13 days

Big Idea: I can perform rhythmic sequences.

Prerequisites (TEKS and Specificity)

Movement

1.1 A, E

Physical Activity and Lifestyle

1,3 B,C, D

1.5 A, B

Social Development

1.6 A, B

1.7 A, B, C

Misconceptions

Dancing is only for girls

Dancing is not considered a physical fitness activity

TEKS

Movement

2.1 K (walk in time to a 4/4 underlying beat)

J (demonstrate the ability to mirror a partner)

L (perform rhythmical sequences such as simple folk, creative, and ribbon routines)

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

<p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>2.1 A (travel independently in a large group while safely and quickly changing speed and direction)</p> <p><u>Physical Activity and Health</u></p> <p>2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
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Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can perform rhythmic sequences. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can you perform rhythmic sequences? 	<ul style="list-style-type: none"> ● rhythm ● tinikling ● folk dance ● square dance
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson	-Introduction -Warm up/ exercises -Review rhythm -Teach dance steps

- Catch PE K - 2 Activity Cards		-practice dance steps -Closure/ check in/ Self Assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Folk Dance		
Objective -I can learn the basics of folk dance -I can learn the basics of rhythm	Goals -The student will be able to use rhythm to participate in folk dance	Suggested Resources/ Activities - Create-A-Rhythm Lesson - Lummi Stick Macarena Lesson -Folk Dances https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=981#.YObspphKiUk
Sub Unit 2: Square Dance		
Objective -I can learn the basics of square dance	Goals -The student will be able to use rhythm to participate in square dance	Suggested Resources/ Activities Scattered Square Dance Lesson - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards

(2)Unit 5: Throwing and Catching		Designated Grading Period/# Days: 2nd 9 weeks: Weeks 1 - 3 / 13 days
Big Idea: I can participate in throwing and catching activities.	Misconceptions Improper throwing and catching forms	
Prerequisites (TEKS and Specificity) <u>Movement</u> 1.1 A, H <u>Physical Activity and Lifestyle</u> 1,3 B, C,D 1.5 A, B <u>Social Development</u> 1.6 A, B 1.7 A, B, C		
TEKS <u>Movement</u> 2.2 A (recognize that attention to the feeling of movement is important in motor skill development) ,B	Process Standards/ Essential Skills Routines, rules, and procedures for the gym Daily Exercises	

(identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force)

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

2.1 A (travel independently in a large group while safely and quickly changing speed and direction)

Physical Activity and Health

2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)

Social Development

2.6 (The student understands basic components such as strategies and rules of structured physical activities)

	<p>including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can demonstrate proper form when throwing and catching. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I properly underhand throw? ● Can I properly overhand throw? ● Can I catch various items properly? 	<ul style="list-style-type: none"> ● throw ● catch ● underhand ● overhand ● toss
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards	<ul style="list-style-type: none">-INTroduction-Warm up/ exercises-Review proper underhand throwing for-Review proper overhand throwing form-Review proper form for catching-Closure/ check-in/ self-assessment	
<div>Differentiation</div> <div>Use of self section, modified exercises and activities, and teacher accommodation</div>		
English Language Learners (ELL) <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Throwing/ Catching Skills

Objective	Goals	Suggested Resources/ Activities
I can throw and catch with proper form	<ul style="list-style-type: none">-The student can properly underhand throw-The student can properly overhand throw-The student can catch with proper form	<ul style="list-style-type: none">-Teach proper form for overhand, underhand, and catching-Partner practice and assessment-Play reinforcing games-Tossing and Catching Drills <p>https://www.youtube.com/watch?v=XctJx9zKM3Y&list=PL2SgL8sFniOzxaRoJ3bS1b3ty8ZqLaUPB&index=1</p> <ul style="list-style-type: none">-Save The Treasure <p>https://www.youtube.com/watch?v=Xp8dkjzTkNE&index=2&list=PL2SgL8sFniOzxaRoJ3bS1b3ty8ZqLaUPB</p> <ul style="list-style-type: none">-Bean Bag Toss <p>https://www.youtube.com/watch?v=drHI_b16fLk</p> <ul style="list-style-type: none">-CATCH Frogs on the Lily Pads (Throwing and Catching #374)

Sub Unit 2: Throwing/ Catching Games

Objective	Goals	Suggested Resources/ Activities
I can participate in throwing and catching games with various items	-The student can throw and catch various objects -The student can throw and catch in various games	-Review proper forms -CATCH Throwing and Catching #363-390 - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards

(2)Unit 6: Striking and Volleying

Designated Grading Period/# Days:
2nd 9 weeks: Weeks 4 - 5 / 10 days

Big Idea: I can learn to strike various objects and participate in fundamental striking activities.

Prerequisites (TEKS and Specificity)

Movement

1.1 A

1.2 B

Physical Activity and Lifestyle

Misconceptions

- Swinging hard is the only way to make the ball go far.

1,3 B,C,D 1.5 A, B <u>Social Development</u> 1.6 A, B 1.7 A, B,C	
TEKS <u>Movement</u> 2.1 N (demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand) 2.2 A (recognize that attention to the feeling of movement is important in motor skill development) ,B (identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force) ELPS -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues	Process Standards/ Essential Skills Routines,rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation Ongoing Essential Skills/Repeated Standards <u>Movement</u> 2.1 A (travel independently in a large group while safely and quickly changing speed and direction) <u>Physical Activity and Health</u> 2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

	<p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can demonstrate key elements of volleying and striking. 	

Essential Questions		Vocabulary	
<ul style="list-style-type: none">● Can I properly strike various objects?● Can I properly volley various objects?● Can I recognize important skills involved in volleyball?		<ul style="list-style-type: none">● Strike● volley● volleyball● bump● set● spike	
Adopted Resources		General Student Activities (Rtl Tier 1)	
<div>-CATCH activity box</div> <div>-Online Resources</div> <div>-Youtube</div> <div>-QuaverEd P.E. Lesson</div> <div>-Catch PE K - 2 Activity Cards</div>			
Differentiation			
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL) <div>-Non-verbal communication</div> <div>-Use of Total Physical Response (coordination of speech and action)</div> <div>-Predictable routines and signals</div> <div>- Visual Aids/ Demonstrations</div>	SpEd/504/ Struggling/Rtl Tier 2&3 <div>-Peer tutoring from advanced students</div> <div>-Modified exercises and activities</div> <div>-Opportunity for self-selection</div>	GT/Advanced <div>-Opportunity to peer tutor struggling students</div> <div>-Opportunity for self-selection</div>	

Strategies for Instruction/Teacher Supports

Sub Unit 1: Striking Skills

Objective	Goals	Suggested Resources/ Activities
-I can demonstrate proper striking skills.	-The student can demonstrate striking with various objects using my hands and arms.	-Review proper striking form -Practice with foam balls, beach balls, etc. -Play reinforcing games -CATCH Tumbleweeds (Striking and Volleying #360) -Volleying and Striking Activities

Sub Unit 2: Volleying Skills

Objective	Goals	Suggested Resources/ Activities
-I can demonstrate proper volleying skills.	-The student can demonstrate volleying skills with various objects using my hands and arms.	-Review proper volleying form -Practice with foam balls, beach balls, etc. -Play reinforcing games -CATCH Buddy Power (Striking and Volleying #353) -Volleying and Striking Activities

Sub Unit 3: Intro to Volleyball

Objective	Goals	Suggested Resources/ Activities
-I can recognize key elements of volleyball.	-The student can practice bumping, setting, and spiking -The student gets exposure to volleyball	-Introduce volleyball skills such as bumping, setting, serving, and spiking

		-Practice skills with a foam ball or beach ball -Set up a net and allow students to practice volleying over the net -Play reinforcing games with modification for age and implement (ex: use beach ball instead of volleyball or hand instead of the paddle) -Volleying and Striking Activities -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

(2)Unit 7: Bouncing and Catching

Designated Grading Period/# Days:

2nd 9 weeks: Weeks 6 - 7 / 10 days

Big Idea: I can bounce and catch while stationary and moving. I can perform the key elements of hand dribbling.

Misconceptions

- Improper catching and bouncing techniques.
- Trying to catch the ball with their eyes closed and using their bodies to catch the balls

<p>Prerequisites (TEKS and Specificity)</p> <p>Bounce and Catch</p> <p><u>Movement</u></p> <p>1.1 A</p> <p>1.2 B</p> <p><u>Physical Activity and Lifestyle</u></p> <p>1,3 B,C,D</p> <p>1.5 A, B</p> <p><u>Social Development</u></p> <p>1.6 A, B</p> <p>1.7 A, B,C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>2.1 N (demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand)</p> <p>2.2 A (recognize that attention to the feeling of movement is important in motor skill development) ,B (identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force)</p>	<p>Process Standards/ Essential Skills</p> <p>Routines,rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>2.1 A (travel independently in a large group while safely and quickly changing speed and direction)</p> <p><u>Physical Activity and Health</u></p> <p>2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart</p>

<p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance 	

<ul style="list-style-type: none"> • The students know and apply safety practices associated with physical activity and use space and equipment properly. • The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. • The student can demonstrate key elements of hand dribbling. 		
Essential Questions		Vocabulary
<ul style="list-style-type: none"> • Can I bounce and catch while stationary and moving • Can I perform the key elements of hand dribbling? 		<ul style="list-style-type: none"> • stationary • dribble • hand-eye coordination
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards		-Introduction -Warm-up/ exercises -Review proper bouncing and catching form -Teach hand dribbling - Play reinforcing games -Closure/ Check-in/ Self-Assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action)	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

-Predictable routines and signals - Visual Aids/ Demonstrations	-Opportunity for self-selection	
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Bouncing/ Catching SKills		
Objective I can bounce and catch while stationary and moving.	Goals - The student can bounce and catch while stationary -The student can bounce and catch while moving -The student can maintain proper form and balance while bouncing and catching	Suggested Resources/ Activities CATCH Ball handling skills (Dribbling and Passing # 222) CATCH Pass It On (Dribbling and Passing #223) CATCH Jackhammers (Dribbling and Passing #225)
Sub Unit 2: Bouncing/ Catching Activities		
Objective I can bounce and catch in various games.	Goals -The student can bounce and catch while moving in games. -The student can bounce and catch in games with proper form and balance	Suggested Resources/ Activities Popcorn Roll And Bounce https://www.youtube.com/watch?v=EKIrcY4K0lc Poison ball https://www.youtube.com/watch?v=cR1QCputwc8&index=9&list=PL2SgL8sFni

		OzxaRoJ3bS1b3ty8ZqLaUPB CATCH Frozen Dribble (Dribbling and Passing #229) -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

(2)Unit 8:Low Organized Games		Designated Grading Period/# Days: 2nd 9 weeks: Weeks 8 - 9 / 9.5 days
Big Idea: I can Participate in low organized games.	Misconceptions Running and exercise is boring	
Prerequisites (TEKS and Specificity) <u>Movement</u> 1.1 A		

<p><u>Physical Activity and Lifestyle</u></p> <p>1,3 B,C,D</p> <p>1.5 A, B</p> <p><u>Social Development</u></p> <p>1.6 A, B</p> <p>1.7 A, B,C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>2.1 A (travel independently in a large group while safely and quickly changing speed and direction) B (demonstrate skills of chasing, fleeing, and dodging to avoid or catch others)</p> <p><u>Social Development</u></p> <p>2.6 A (identify goals to be accomplished during simple games such as not getting tagged) B (identify strategies in simple games and activities such as dodging to avoid being tagged)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Process Standards/ Essential Skills</p> <p>Routines,rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>2.1 A (travel independently in a large group while safely and quickly changing speed and direction)</p> <p><u>Physical Activity and Health</u></p> <p>2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and</p>

	<p>endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. 	

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Essential Questions		Vocabulary
<ul style="list-style-type: none"> • Can I participate in low-organized games? • Can I follow the rules of low-organized games? • Can I work cooperatively during low-organized games? 		<ul style="list-style-type: none"> • cooperation • organized game • rules
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -Catch PE K - 2 Activity Cards		-Introduction -Warm-up/ exercise -explanation of organized game s -gameplay -closure/ check-in/ self-assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Cooperative Games

Objective	Goals	Suggested Resources/ Activities
I can participate in games while working with teammates.	<p>The student can develop sportsmanship skills.</p> <p>The student can develop cooperation skills</p> <p>The student can participate in games with rules</p>	<p>5 Cooperative Games</p> <p>6 cooperative games</p>

Sub Unit 2: Holiday Games

Objective	Goals	Suggested Resources/ Activities
I can participate in games while working with teammates.	<p>The student can develop sportsmanship skills.</p> <p>The student can develop cooperation skills</p> <p>The student can follow simple rules in games</p>	<p>Snowman Blitz</p> <p>Elf Express</p> <p>Elves on the Run</p> <p>-Catch PE K - 2 Activity Cards</p>

(2)Unit 9: Orientation

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 1 / 4 days

<p>Big Idea: I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.</p>	<p>Misconceptions</p> <ul style="list-style-type: none"> - Inappropriate activities and techniques for warm-ups. - Physical Education is recess time.
<p>Prerequisites (TEKS and Specificity) The student should remember some safety, rules, and routines from last year. <u>Physical Activity/ Health</u> 1.5 A, E, <u>Social Development</u> 1.6 A, B 1.7 A, B,C</p>	
<p>TEKS <u>Physical Activity/ Health</u> 2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911) <u>Social Development</u> 2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p>	<p>Process Standards/ Essential Skills Routines,rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation Ongoing Essential Skills/Repeated Standards <u>Movement</u> 2.1 A (travel independently in a large group while safely and quickly changing speed and direction) <u>Physical Activity and Health</u> 2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in</p>

<p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The students know and applies safety practices associated with physical activity and the student is expected to <ul style="list-style-type: none"> ○ use equipment properly 	

<ul style="list-style-type: none"> ○ select proper clothing to promotes safe play ○ describe appropriate reactions to emergencies in physical activities ● The students understand basic component such as rules of structured physical activity ● The students develops positive self-management and social skills and is expected to <ul style="list-style-type: none"> ○ display good sportsmanship ○ treat others with respect 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● What are the rules in PE? ● What are the consequences and rewards for the rules? ● Why is it important to follow the rules in PE? ● What are the procedures in PE? ● How do we play safe in PE? ● What is good sportsmanship? ● Why is good sportsmanship important in PE? 	<ul style="list-style-type: none"> ● Rules ● Procedures ● Sportsmanship ● Safety ● Equipment ● Cooperation
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards	-Introduction -Daily Exercises -Review rules and procedures -Play reinforcement games for procedures and rules -Review safety for campus and classroom/gym

- Catch.org Lesson - Unit 6 Staying Safe	-Review sportsmanship -Play team building/ sportsmanship games -Closure/ Check-in/ Self Assessment	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Rules and Procedures

Objectives	Goals	Suggested Activities/ Resources
I can learn classroom rules, procedures. and safety.	<ul style="list-style-type: none">-Students understand classroom producers such as start and stop signals and daily exercises routine-Students understand classroom rules and consequences/ rewards-Students understand classroom safety such as proper clothing/ shoes and appropriate responses in emergencies	<ul style="list-style-type: none">-https://www.youtube.com/watch?v=xW6hOVlv9T0&t=484s-https://www.youtube.com/watch?v=h_Q6RS660LM-Review safety protocol for your campus as well as classroom safety-Teach/review daily exercises-CATCH Mirror Mirror (Moving and Traveling #329)-CATCH Kids in Space (Moving and Traveling #218)-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards-Catch.org Lesson - Unit 6 Staying Safe

(2)Unit 10: Balance and Coordination

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 2 - 3 / 9 days

Big Idea: I can develop body balance and coordination.

Prerequisites (TEKS and Specificity)

Movement

1.1 B, C

Physical Activity and Lifestyle

1,3 B, C,D

1.5 A, B

Social Development

1.6 A, B

1.7 A, B,C

Misconceptions

- Establishing body balance is not an important building block for all other activities and healthy lifelong habits.

TEKS

Movement

2.1 E (demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support), G (demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control) , H (demonstrate smooth transition from one body part to

Process Standards/ Essential Skills

Routines,rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position) , I (demonstrate control weight transfers such as feet to hands with controlled landing and feet to back)

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

2.1 A (travel independently in a large group while safely and quickly changing speed and direction)

Physical Activity and Health

2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)

Social Development

2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)

2.7 A (display good sportsmanship) , B (treat others with respect during play)

Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by traveling in a large group safely
- The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self management and social skills and not only display good sportsmanship but also treat others with respect.
- The student demonstrated smooth transitions, body control, proper weight transitions, and balance in simple gymnastics stunts.
- The student demonstrates balance and coordination while using equipment such as scooter boards and hula hoops.

Essential Questions	Vocabulary
<ul style="list-style-type: none">● Can I demonstrate smooth transitions during simple gymnastics stunts such as a roll?● Can I demonstrate body control during simple gymnastics stunts such as a balance beam walk?● Can I demonstrate proper weight transitions during a simple gymnastics stunt?● Can I demonstrate balance during a simple gymnastics stunt?● Can I demonstrate balance while using a scooter board?	<ul style="list-style-type: none">● balance● coordination● stunt● gymnastics● roll● balance beam● hula hoop● scooter board

<ul style="list-style-type: none"> • Can I demonstrate coordination while using a hula hoop? 		
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards		-Introduction -Warm u/ exercises -teach rolling -teach balance/ balance beam -reinform with practice and games -closure/ check-in/ self-assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Gymnastics: Rolling/ Balance Beam

Objective	Goals	Suggested Resources/ Activities
<p>I can practice balance and coordination.</p> <p>I can roll sideways.</p> <p>I can walk on a balance beam.</p>	<p>The student can practice balance skills.</p> <p>The student can learn to roll sideways</p> <p>The student can learn to balance on a beam.</p>	<p>Balance Stations</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6350#.WThZKevysdU</p> <p>Gymnastics for beginners</p> <p>https://www.gophersport.com/blog/gymnastics-activities-for-beginners/</p> <p>Obstacle Course using balance beam</p>

Sub Unit 2: Scooter Boards/ Hula Hoops

Objective	Goals	Suggested Resources/ Activities
<p>I can use a scooter board while demonstrating balance and coordination.</p> <p>I can use a hula hoop while demonstrating balance and coordination.</p>	<p>The student can properly use a scooter board</p> <p>The student can properly use a hula hoop</p> <p>The student can demonstrate balance and coordination while using equipment</p>	<p>How to teach kids how to hula hoop</p> <p>https://www.youtube.com/watch?v=q_Vho3xbYdw</p> <p>CATCH Hoop Stations (Hoop Activities #251)</p> <p>https://www.gophersport.com/blog/6-scooter-games-pe/</p>

		Scooter Pinball http://www.peuniverse.com/videos/?tag_id=1379 - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards

(2)Unit 11: Jump Rope

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 4 - 6 / 14 days

Big Idea: I can develop the skills and confidence needed to jump rope successfully. Participate in various jump rope activities and fundraisers for jump rope for heart. Learn about heart health and nutrition.

Prerequisites (TEKS and Specificity)

Movement

1.1 A, G

Physical Activity and Lifestyle

1,3 B, C,D

1.5 A, B

Social Development

1.6 A, B

Misconceptions

- Jumping rope requires high jumps
- Improper landing techniques
- Jumping rope is primarily for girls
- Jumping rope is for play, not fitness

1.7 A, B,C	
<p>TEKS</p> <p><u>Movement</u></p> <p>2.1 M (jump a self-turned rope repeatedly)</p> <p>2.2 A (recognize that attention to the feeling of movement is important in motor skill development) ,B (identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force)</p> <p><u>Physical Activity and Health</u></p> <p>2.4 C (Identify foods that enhance heart health)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Process Standards/ Essential Skills</p> <p>Routines,rules, and procedures for the gym</p> <p>Daily Exercises</p> <p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>2.1 A (travel independently in a large group while safely and quickly changing speed and direction)</p> <p><u>Physical Activity and Health</u></p> <p>2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe</p>

	<p>appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can perform jump rope skills and properly turn a long jump rope. ● The student can learn about the cardiovascular system and nutrition. 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> ● Can I turn a jump rope? ● Can I practice jumping a long rope? ● Can I practice jumping a short rope? ● Do I understand how nutrition affects my body? ● Do I understand how to keep my heart healthy? 		<ul style="list-style-type: none"> ● short jump rope ● long jump rope ● single jump ● double jump ● rhythm ● heart ● cardiovascular ● nutrition
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards		-Introduction -Warm u/ exercises -teach jump rope skills -teach health topics -reinforce with practice and games -closure/ check-in/ self-assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1: Jump Rope Skills

Objective	Goals	Suggested Resources/ Activities
I can learn basic jump rope skills.	<p>Teach the students basic jump rope skills</p> <p>Prepare them for jump rope activities involved in jump rope for heart or other games</p>	<p>CATCH Jump Rope Task Cards #281 – 286</p> <p>Teaching kids to jump https://www.youtube.com/watch?v=n7u1gvoXdG0</p> <p>First Attempt at jumping rope http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=368#.WTIlVevysdU</p> <p>Teaching Young Children To Jump Rope https://www.youtube.com/watch?v=mWoouAOelE8</p>

Sub Unit 2: Jump Rope Activities and Health (Jump Rope for Heart)

Objective	Goals	Suggested Resources/ Activities
<p>I can participate in jump rope activities.</p> <p>I can learn about heart health and nutrition.</p>	<p>The students participate in jump rope for heart or other jump rope activities</p>	<p>Snake In The Grass https://www.youtube.com/watch?v=4sa2Sywh-To&list=PL2SgL8sFniOwkDq10UK1uolYnyNaj1c3c</p> <p>48+ Ideas and jump rope activities for kids</p>

	<p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>https://www.youtube.com/watch?v=4sa2Sywh-To&list=PL2SgL8sFniOwkDq10UK1uolYnyNaj1c3c</p> <p>AHA/ Health Resources</p> <p>https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx</p> <p>https://www.jump rope.org.au/</p> <p>https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s</p> <p>https://www.youtube.com/watch?v=-J1hmmy1OB4</p> <p>-QuaverEd P.E. Lesson</p> <p>-Catch PE K - 2 Activity Cards</p>

(2)Unit 12: Parachute

Designated Grading Period/# Days:
3rd 9 weeks: Weeks 7 - 9 / 12 days

Big Idea: I can participate in parachute activities that will help strengthen the shoulder, arm, and hand muscles.

Prerequisites (TEKS and Specificity)

Movement

1.1 A, F

Physical Activity and Lifestyle

1,3 A, B,C,D

1.5 A, B

Social Development

1.6 A, B

1.7 A, B,C

Misconceptions

- Parachute activities do not develop upper body strength.

TEKS

Movement

2.1 C (combine shapes, levels, and pathways into simple sequences)

Physical Activity and Health

2.3 A (describe and select physical activities that provide opportunities for enjoyment and challenge)

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience

Process Standards/ Essential Skills

Routines,rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

2.1 A (travel independently in a large group while safely and quickly changing speed and direction)

Physical Activity and Health

<p>-Non – verbal cues</p>	<p>2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance 	

<ul style="list-style-type: none"> • The students know and apply safety practices associated with physical activity and uses space and equipment properly. • The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. • The student develops upper body strength through participating in parachute activities and can state that physical activity can be enjoyable. 		
Essential Questions		Vocabulary
<ul style="list-style-type: none"> • Can I identify that physical activity can be fun such as playing with a parachute? • Can I identify that parachute activities strengthen my upper body? • Can I work with a group and perform parachute skills and sequences? 		<ul style="list-style-type: none"> • Upper body strength • parachute • teamwork • physical activity
Adopted Resources		General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards		-Introduction -Warm-up/ exercises -Teach parachute skill -play reinforcing games -discuss upper body strength and how physical activity can be fun -closure/ check-in/ self-assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action)	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

-Predictable routines and signals - Visual Aids/ Demonstrations		-Opportunity for self-selection	
Strategies for Instruction/Teacher Supports			
Sub Unit 1: Parachute Skills			
Objective I can learn basic parachute skills I can develop upper body strength.	Goals The student learns the basics of parachute skills such as how to hold the parachute and perform simple tasks like “making waves”. The student develops strength by participating in parachute skill practice.	Suggested Resources/ Activities The Basics https://www.youtube.com/watch?v=9ISiZ9HeGVQ CATCH Parachute #300-313	
Sub Unit 2: Parachute Games			
Objective I can participate in parachute games while cooperating with a group. I can identify that parachute games develop the upper body strength I can understand that physical activity can be fun.	Goals The student participates in fun parachute games in a group while working on upper body strength and teamwork. The student can identify what muscles are working during game play The student learns that physical activity can be fun and more than just exercise like push-ups.	Suggested Resources/ Activities Tornado https://www.youtube.com/watch?v=9ISiZ9HeGVQ Nascar https://www.youtube.com/watch?v=9ISiZ9HeGVQ One Object Launch https://www.youtube.com/watch?v=9ISiZ9HeGVQ Multiple object launch https://www.youtube.com/watch?v=9ISiZ9HeGVQ	

		-QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

(2)Unit 13: Aerobic Games		Designated Grading Period/# Days: 4th 9 weeks: Weeks 1 - 4 / 20 days
Big Idea: I can understand the benefit of participating in aerobic activity and identify aerobic activities that I find enjoyable.	Misconceptions Exercise is not important Exercise is boring	
Prerequisites (TEKS and Specificity) <u>Movement</u> 1.1 A <u>Physical Activity and Lifestyle</u> 1,3 A, B, C,D 1.4 A 1.5 A, B, D <u>Social Development</u> 1.6 A, B 1.7 A, B, C		
TEKS <u>Physical Activity and Health</u> 2.3 A (describe and select physical activities that provide opportunities for enjoyment and challenge)	Process Standards/ Essential Skills Routines, rules, and procedures for the gym Daily Exercises	

<p>2.4 A (identify how regular physical activity strengthens the heart, lungs, and muscular system)</p> <p>2.5 D (list water safety rules and describe their importance)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>Teamwork/ Cooperation</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p><u>Movement</u></p> <p>2.1 A (travel independently in a large group while safely and quickly changing speed and direction)</p> <p><u>Physical Activity and Health</u></p> <p>2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
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Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student develops a further understanding of the importance of physical activity, especially aerobic activity, and can identify aerobic activities that they enjoy like swimming. ● The student learns the basics of water and pool safety. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● Can I participate in aerobic games? ● Can I identify aerobic activities that I enjoy? ● Can I understand basic pool and water safety? 	<ul style="list-style-type: none"> ● Aerobic ● Pool ● Safety ● Swimming ● Lifeguard
Adopted Resources	General Student Activities (RtI Tier 1)
-CATCH activity box -Online Resources -Youtube -Catch PE K - 2 Activity Cards	-Introduction -Warm-up/ exercises -Teach aerobic/ pool safety -Play reinforcing game -Closure/ Check-in/ Self-Assessment

Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Tag Games		
Objective I can participate in aerobic games such as tag games.	Goals The student learns what aerobic activity is. The student participates in fun tag games for aerobic activity. The student understands that aerobic activity can be fun.	Suggested Resources/ Activities CATCH Tag Your It #107-120 Couch Potato Tag pecentral.com https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6116#.YNSBC9VKiUk
Sub Unit 2: Recreational Games/ Pool Safety		
Objective I can participate in aerobic games such as recitation games. I can learn pool safety.	Goals The student understands what aerobic games are The student identifies aerobic games that they enjoy The student learns basic pool safety.	Suggested Resources/ Activities Pool Safety https://www.youtube.com/watch?v=0o71KmM2Mmc Shark Attack https://www.youtube.com/watch?v=hhsNr489FbM&list=PLqApWQm0oby

		FXuZdj2Wr4yH07LxzT2W9Z&index=59 Keeping Your Flock CATCH card 108 – 109 Dragon’s Tail CATCH Card 119 Cat and Mice https://www.youtube.com/watch?v=5daP7o7EtIY Cardio Treasure Hunt https://www.youtube.com/watch?v=XuzGFg9q6oQ PLanning a Field Day https://www.youtube.com/watch?v=2PukQ00yvdM&list=PLqApWQm0obyFXuZdj2Wr4yH07LxzT2W9Z&index=80 -Catch PE K - 2 Activity Cards

(2)Unit 14: Kicking and Dribbling

Designated Grading Period/# Days:
4th 9 weeks: Weeks 5 - 7 / 13 days

Big Idea: I can learn proper dribbling and kicking techniques

Misconceptions

-Improper dribbling techniques

Prerequisites (TEKS and Specificity)

Movement

1.1 A

Physical Activity and Lifestyle

1,3 B,C,D

1.5 A, B

Social Development

1.6 A, B

1.7 A, B,C

TEKS

Movement

2.1 N (demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.)

2.2 A (recognize that attention to the feeling of movement is important in motor skill development) ,B
(identify similar movement concepts and terms in a

Process Standards/ Essential Skills

Routines,rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

<p>variety of skills such as straddle position, ready position, and bending knees to absorb force)</p> <p>ELPS</p> <ul style="list-style-type: none"> -Share information in cooperative learning interactions -Use accessible language -Use prior knowledge and experience -Non – verbal cues 	<p>2.1 A (travel independently in a large group while safely and quickly changing speed and direction)</p> <p><u>Physical Activity and Health</u></p> <p>2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)</p> <p>2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)</p> <p><u>Social Development</u></p> <p>2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)</p> <p>2.7 A (display good sportsmanship) , B (treat others with respect during play)</p>
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Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by traveling in a large group safely
- The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The student can develop basic dribbling and kicking skills, and identify a soccer game.

Essential Questions

- Can I dribble a ball using the inside of my foot?
- Can I pass the ball?
- Can I shoot a ball?
- Can I identify a basic soccer game?

Vocabulary

- dribble
- kick
- pass
- shoot
- soccer

Adopted Resources

-CATCH activity box
-Online Resources
-Youtube
-[QuaverEd P.E. Lesson](#)
-[Catch PE K - 2 Activity Cards](#)

General Student Activities (RtI Tier 1)

-Introduction
-Teach dribbling, passing, shooting
-Intro basic soccer
-play reinforcement games
-closure/ check in/ self-assessment

Differentiation

Use of self section, modified exercises and activities, and teacher accommodation

English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Kicking/ Dribbling Skills		
Objective I can learn to dribble and kick a soccer ball	Goals The student learns the basics of dribbling with the inside of the foot The student learns the basics of passing The student learns the basics of shooting	Suggested Resources/ Activities Dribble/Trap Poly Spots https://www.youtube.com/watch?v=Q6f8Sp6aP6g&list=PL2SgL8sFniOyZbu6125aGzBhDj2DJvkEd&index=3 CATCH Dribbling and Kicking #199-215
Sub Unit 2: Kicking/ Dribbling Games		
Objective The student can dribble while changing directions and kick in a game setting.	Goals The student practices dribbling in a game setting The student practices dribbling while changing direction The student practices kicking in a game setting	Suggested Resources/ Activities Pin Kickball https://www.youtube.com/watch?v=RlaXTMJ1oN8&list=PL2SgL8sFniOyZbu6125aGzBhDj2DJvkEd&index=1 CATCH Dribbling and Kicking #199-215
Sub Unit 3: Intro To Soccer		

Objective	Goals	Suggested Resources/ Activities
I can learn the basics of soccer and begin to identify a soccer game.	Introduce soccer to the students so that they recognize it when they see it being played	<p>Soccer Tag https://www.youtube.com/watch?v=l8BaXix6F0w&index=2&list=PL2SgL8sFniOyZbu6125aGzBhDj2DJvkEd</p> <p>Youth Soccer Resources https://www.youtube.com/channel/UCNnkXuf9GmUKB1bo8BpPcCQ https://www.usyouthsoccer.org/</p> <p>Gulf Coast Youth Soccer http://www.gcysc.com/</p> <p>-QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards</p>

(2) Unit 15: Track and Field

Designated Grading Period/# Days:

4th 9 weeks: Weeks 8 - 9 / 10 days

Big Idea: I can participate in relay games. I can learn about sun safety.

Prerequisites (TEKS and Specificity)

Movement

1.1 A

Physical Activity and Lifestyle

1,3 B, C,D

1.5 A, C, B

Social Development

1.6 A, B

1.7 A, B, C

Misconceptions

-There are no safety concerns involving the sun.

TEKS

Movement

2.2 A (recognize that attention to the feeling of movement is important in motor skill development) , B (identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force)

Physical Activity and Health

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

2.1 A (travel independently in a large group while safely and quickly changing speed and direction)

2.5 C (list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves)

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

Physical Activity and Health

2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)

Social Development

2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)

2.7 A (display good sportsmanship) , B (treat others with respect during play)

Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by traveling in a large group safely
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The student participated in relay games and is exposed to track and field.
- The student learns basic sun safety.

Essential Questions

- What is a relay game?
- Can I identify sun safety practices?

Vocabulary

- relay
- sun
- sunscreen
- SPF
- track and field

Adopted Resources

-CATCH activity box
-Online Resources
-Youtube
-[QuaverEd P.E. Lesson](#)
-[Catch PE K - 2 Activity Cards](#)

General Student Activities (RtI Tier 1)

-Introduction
-Warm Up/ Exercises
-Teach relay
-Teach sun safety
-Play reinforcing games
-Closure/ Check in/ Self Assessment

Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Relay Games		
Objective	Goals	Suggested Resources/ Activities
I can participate in relay games	Introduce the student to relay games	Relay Rules https://www.youtube.com/watch?v=kYQ0AD5dUFg Scooter Board Relays https://www.youtube.com/watch?v=HHsPS3mFqYI Basic Relays https://www.youtube.com/watch?v=65AUT6a7pT8 Chain Relay https://www.youtube.com/watch?v=CbgfAlkHJIA TIC TAC TOE Relay https://www.youtube.com/watch?v=IRDp5HcZyVA

Sub Unit 2: Intro to Track and Field (Sun Safety)		
Objective I can identify track and field events I can identify good sun safety practices	Goals Introduce the students to track and field Teach the students sun safety	Suggested Resources/ Activities Sun Safety https://www.youtube.com/watch?v=vxAsoBXmCJk Go for the Gold https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8710#.YNT1vNVKiUI - QuaverEd P.E. Lesson - Catch PE K - 2 Activity Cards

(2) Unit 16: Striking with a manipulative

Designated Grading Period/# Days:
4th 9 weeks: Weeks 10 - 11 / 8.5 days

Big Idea: I can perform striking skills using a manipulative

Misconceptions

- Swinging hard is the only way to make the ball go far.

Prerequisites (TEKS and Specificity)

Movement

1.1 A

Physical Activity and Lifestyle

1,3 B,C,D

1.5 A, B

Social Development

1.6 A, B

1.7 A, B,C

TEKS

Movement

2.2 A (recognize that attention to the feeling of movement is important in motor skill development) ,B (identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force)

Physical Activity and Health

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

2.5 B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing)

ELPS

- Share information in cooperative learning interactions
- Use accessible language
- Use prior knowledge and experience
- Non – verbal cues

2.1 A (travel independently in a large group while safely and quickly changing speed and direction)

Physical Activity and Health

2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration), C (participate in appropriate exercises for flexibility in shoulders, legs, and trunk), D (lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping)

2.5 A (use equipment and space safely and properly) , B (select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing), F (describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911)

Social Development

2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)

2.7 A (display good sportsmanship) , B (treat others with respect during play)

Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by traveling in a large group safely
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- I can learn the basics of Wiffle ball and how to strike with a manipulative.

Essential Questions	Vocabulary
<ul style="list-style-type: none">● what is wiffle ball● can I strike using a manipulative	<ul style="list-style-type: none">● strike● bat● paddle● racquet● manipulative● wiffle ball● base
Adopted Resources	General Student Activities (RtI Tier 1)
<ul style="list-style-type: none">-CATCH activity box-Online Resources-Youtube-QuaverEd P.E. Lesson-Catch PE K - 2 Activity Cards	<ul style="list-style-type: none">-introduction-warm up/ exercises-teach striking-teach wiffle ball-play reinforcing games

Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1: Striking Skills		
Objective	Goals	Suggested Resources/ Activities
I can learn the fundamental skills of striking using a manipulative	Students will learn how to strike various objects with various manipulatives	Batter up https://www.youtube.com/watch?v=cULNiHimog Striking Stations https://www.youtube.com/watch?v=cULNiHimog&list=PL2SgL8sFniOyPiEQaOT_T-QHLXoksFv_H Pool Noodle Hockey Fundamental https://www.youtube.com/watch?v=swV-eEXiHvo Noodle Hockey

		https://www.youtube.com/watch?v=ePvO_fboK34 One Minute Noodle Hockey https://www.youtube.com/watch?v=QYgT_h9-_nc
Sub Unit 2: Intro to Wiffle Ball		
Objective I can identify the basics of wiffle ball	Goals The student is exposed to wiffle ball and the basic rules	Suggested Resources/ Activities Rules of Wiffle Ball Cone Baseball http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU
Sub Unit 1: Striking Skills		
Objective I can learn the fundamental skills of striking using a manipulative	Goals Students will learn how to strike various objects with various manipulatives	Suggested Resources/ Activities Batter up https://www.youtube.com/watch?v=cULNilHimog -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

		<p>Striking Stations</p> <p>https://www.youtube.com/watch?v=cULNiIHimog&list=PL2SgL8sFniOyPiEQaOT_T-QHLXoksFv_H</p> <p>Pool Noodle Hockey Fundamental</p> <p>https://www.youtube.com/watch?v=swV-eEXiHvo</p> <p>Noodle Hockey</p> <p>https://www.youtube.com/watch?v=ePvO_fboK34</p> <p>One Minute Noodle Hockey</p> <p>https://www.youtube.com/watch?v=QYgT_h9-nc</p>

3rd Grade Unit Plan

<div> <div>(3)Unit 1: Orientation</div> <div> Designated Grading Period/# Days: 1st 9 weeks: Week 1 / 5 days </div> </div>	
<p>Bid Idea/ Objectives: I can learn classroom and safety expectations, rules, and routine. I can describe why good sportsmanship is important. I can identify good and poor sportsmanship in situations and offer guidance when necessary.</p>	<p>Misconceptions</p> <ul style="list-style-type: none"> - Inappropriate activities and techniques for warm-ups. - Physical Education is recess time.
<p>Prerequisites (TEKS and Specificity) Students should have a basic knowledge of rules, procedures, and sportsmanship from previous years.</p> <p><u>Physical Activity and Health</u> 2.5A, B, F</p> <p><u>Social Development</u> 2.7A, B</p>	
<p>TEKS <u>Physical Activity and Health</u> 3.5A, B, <u>Social Development</u> 3.6B 3.7A,B, C</p> <p>ELPS</p>	<p>Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Interact with classmates in “get to know” introduction activities. Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p>

<ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>3.2B- Know that practice, attention and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p> <p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The students understands and applies safety practices associated with physical activities <ul style="list-style-type: none"> ○ use equipment safety and properly ○ explain how proper shoes and clothing promotes safe play ● The student understands basic components such as strategies and rules of structured physical activities including 	

<ul style="list-style-type: none"> ○ identify components of games that can be modified to make the games and participants more successful ● The students develops positive self-management and social skills and is expected to <ul style="list-style-type: none"> ○ follow rules, procedures, and etiquette ○ accept and respect differences and similarities in physical abilities of self and others 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ○ What are some of the classroom rules established today? ○ What is the difference between personal and general space? ○ How do you know when movements during PE should start or stop? ○ What are our classroom questions discussed during class? ○ Do good sports cheat? ○ What are some examples of good and bad sportsmanship? ○ What does it mean to be a good sport? 	<ul style="list-style-type: none"> ○ Expectations ○ Rules ○ Routine ○ Fairness ○ Communication ○ Respect ○ Team player ○ Encourage
Adopted Resources	General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons 	

- [CATCH PE 3 - 5 Activity Cards](#)
- [CATCH.org Lessons](#) - Unit 6 Staying Safe

Differentiation

Use of self section, modified exercises and activities, and teacher accommodation

English Language Learners (ELL)

- Non-verbal communication
- Use of Total Physical Response (coordination of speech and action)
- Predictable routines and signals
- Visual Aids/ Demonstrations

SpEd/504/ Struggling/RtI Tier 2&3

- Peer tutoring from advanced students
- Modified exercises and activities
- Opportunity for self-selection

GT/Advanced

- Opportunity to peer tutor struggling students
- Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Rules and Procedures

Objectives	Goals	Suggested Activities/Resources
I can learn classroom rules and procedures.	-Students understand classroom producers such as start and stop signals and daily exercises routine -Students understand classroom rules and consequences/ rewards	Daily Exercise Classroom Expectations/Safety Start and Stop/ Verbal and Non Verbal cues Spatial Awareness: Personal and General Space

Sub Unit 2-Sportsmanship

Objectives	Goals	Suggested Activities/Resources
I can learn classroom safety and the importance of sportsmanship.	-Students understand classroom safety such as proper clothing/ shoes and appropriate responses in emergencies -Students understand what good sportsmanship is and why it's important	Sportsmanship Open Phys ED-Sportsmanship QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards CATCH.org Lessons - Unit 6 Staying Safe

(3)Unit 2: Movement Skills

Designated Grading Period/# Days:

1st 9 weeks: Weeks 2 - 3 / 10 days

BIG IDEA: Objectives: I can Learn and review all types of locomotor skills. Establish what each different skill is and demonstrate each skill correctly.
I can develop chasing, dodging, and fleeing skills.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to perform locomotor skills from previous years.

TEKS

Movement

2.1 A

Physical Activity and Health

2.3 B, C, D

2.5 A, B, F

Social Development

2.6

2.7 A, B

Misconceptions

- Improper technique to perform locomotor skill
- Moving safely while increasing and decreasing speed

TEKS

Movement

3.1A- Travel forward, sideways, and backward and change direction quickly and safely in dynamic

Process Standards

Learn the proper way to enter the gym.

Practice daily warm-up and exercise routine.

<p><i>situations</i></p> <p><i>3.1B- Demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running into jump safely in dynamic situations</i></p> <p><i>3.1C- Demonstrate mature form in jogging, running, and leaping</i></p> <p><i>3.1D- Demonstrate moving in and out of a balanced position with control</i></p> <p><i>3.2B- Know that practice, attention, and effort are required to improve skills.</i></p> <p><u>Physical Activity and Health</u></p> <p><i>3.3A- Describe and select physical activities that provide for enjoyment and challenge</i></p> <p><i>3.3C- Participate in appropriate exercises for developing flexibility</i></p> <p><i>3.3D- Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping</i></p> <p><u>Social Development</u></p> <p>3.6A,B</p> <p>3.7A,B,C</p>	<p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>3.2B- Know that practice, attention and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p> <p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
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ELPS

- Share informations incorporate
- Use accessible language
- Use prior knowledge and experience
- Non-verbal cues

Mastery-Level, PRIORITY Standards:

- The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms
 - demonstrates smooth combination of fundamental locomotor skills such as running and dodging and hop-step-jump
- The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge
 - participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness
- The student knows the benefits from involvement in daily physical activity and factors that affect physical performance
 - self-monitor the heart rate during exercise
- The students understands and applies safety practices associated with physical activities
 - use equipment safety and properly
 - explain how proper shoes and clothing promotes safe play
 - describe the importance of taking personal personal responsibility for reducing hazards,avoiding accidents, and preventing injuries during physical activity
- The student understands basic components such as strategies and rules of structured physical activities including

- explain the concept and importance of teamwork
- The students develops positive self-management and social skills and is expected to
 - follow rules, procedures, and etiquette
 - use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all

Essential Questions	Vocabulary
<ul style="list-style-type: none"> ○ 1. Identify our most commonly used locomotor skills? ○ 2. What are the basic movement patterns used to perform a variety of motor skills? ○ 3. How do performing loco-motor movements carry over into other games and activities? ○ 4. Why is the development of motor skills essential? ○ 5. How do performing loco-motor movements carry over into other games and activities? 	<ul style="list-style-type: none"> ○ Agility ○ Chasing ○ Dodging ○ Fleeing ○ Ducking ○ Running ○ Walking ○ Jumping ○ Skipping ○ Galloping ○ Sliding ○ Hopping
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards	<p>Games requiring agility, body control, and balance.</p> <p>Locomotor movement</p> <p>Chasing/Dodging/Fleeing</p>	
<p>Differentiation</p> <p>Use of self section modified exercises and activities, and teacher accommodation</p>		
<p>English Language Learners (ELL)</p> <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	<p>SpEd/504/ Struggling/Rtl Tier 2&3</p> <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	<p>GT/Advanced</p> <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Locomotor Skills

Objectives	Goals	Suggested Activities/Resources
Developing mature locomotor skills and combination patterns requires attention to proper form, smooth transitions in repeatable sequences, and practice in dynamic situations.	-Students understand how to properly perform various locomotor skills	CATCH card-28 Elbow Tag Fitness Pursuit http://www.pe.central.org/ Space Tag Batman & Robin

Sub Unit 2-Locomotor Skills

Objectives	Goals	Suggested Activities/Resources
Developing mature locomotor skills and combination patterns require attention to proper form, smooth transitions in repeatable sequences, and practice in dynamic situations.	-Students understand how to properly perform various locomotor skills	CATCH card-28 Elbow Tag Fitness Pursuit http://www.pe.central.org/ Space Tag Batman & Robin

Sub Unit 3-Dodging/Fleeing

Objectives	Goals	Suggested Activities/Resources
To move within a playing area while attempting to reach others and/or avoid being reached themselves. Tactical problems include evading opponents, reaching opponents,	To be able to evade other students To use strategy while participating in various activities To being able to tag/catch other students	CATCH card-28 Elbow Tag Flag Tag

trapping and sending/reacting to misleading signals.		Space Tag Batman & Robin QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards

(3)Unit 3: Fitness/Health		Designated Grading Period/# Days: 1st 9 weeks: Weeks 4 - 6 / 13.5 days
BIG IDEA: I can Learn the benefits of aerobics and the difference between aerobic and anaerobic conditioning.	Misconceptions: The difference between aerobic and anaerobic exercise.	
Prerequisites (TEKS and Specificity) Students should have a basic knowledge of the importance of an active and healthy lifestyle. <u>Movement</u> 2.1 A		

<p><u>Physical Activity and Health</u></p> <p>2.3 B, C, D</p> <p>2.5 A, B, F</p> <p><u>Social Development</u></p> <p>2.7 A, B</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>3.1A- Travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations</p> <p>3.1B- Demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running into jump safely in dynamic situations</p> <p>3.1C- Demonstrate mature form in jogging, running, and leaping</p> <p>3.1E- Demonstrate proper body alignment in lifting, carrying, pushing, and pulling</p> <p><u>Physical Activity and Health</u></p> <p>3.3C- Participate in appropriate exercises for developing flexibility</p> <p>3.3D- Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping</p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>3.2B- Know that practice, attention, and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p>

<p>3.4A- Describe the long term effects of physical activity on the heart</p> <p>3.4B- Distinguish between aerobic and anaerobic activities</p> <p>3.4C- Identify foods that increase or reduce bodily functions</p> <p>3.4D- Identify principles of good posture and its impact on physical activity.</p> <p>3.5C- Identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians</p> <p>3.5D- Identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities</p> <p><u>Social Development</u></p> <p>3.6A- Identify components of games that can be modified to make the games and participants more successful</p> <p>3.7A, B,C</p>	<p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
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<p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student will know the benefits of participating in physical activity and factors that negatively affect performance. 	
<p>Essential Questions</p>	<p>Vocabulary</p>

<ul style="list-style-type: none"> ○ What are the benefits of aerobics? ○ What is the difference between Anaerobic and aerobic exercise? ○ What is aerobic conditioning? 		<ul style="list-style-type: none"> ○ Aerobic conditioning ○ Anaerobic conditioning
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards ● CATCH.org Lesson - Unit 2 Nutrition and Physical Activity 		Aerobic Conditioning Differing between aerobic and Anaerobic Benefits of aerobics Proper Nutrition Whoa, Slo, Go Foods (CATCH) Developing a healthy Lifestyle Nutrition Rest Exercise Chemical Dependency
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>		
English Language Learners (ELL) -Non-verbal communication	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students	GT/Advanced -Opportunity to peer tutor struggling students

-Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	-Modified exercises and activities -Opportunity for self-selection	-Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Health Related Fitness Components		
Objectives I can participate in exercises for strength, endurance, and flexibility I can identify physical activities that are challenging and fun.	Goals -The student will the health-related fitness components -The student participates in strength, endurance, and flexibility exercises -The student can name physical activity that they find challenging and fun	Suggested Activities/Resources The Jump System DVD- Strength DVD- Flexibility DVD- Cardio Catch Box 57-106 Aerobic games 107-146 Anaerobic Games
Sub Unit 2- Muscular and Skeletal System		

Objectives	Goals	Suggested Activities/Resources
<p>I can understand that blood carries oxygen and nutrients to the body.</p> <p>I can understand that physical activity strengthens the whole body.</p>	<p>-The student understands how physical activity affects overall health</p> <p>-The student understands what a physically active life is vs an inactive life.</p> <p>-The students can locate the heart in the body and state its function.</p>	<p>-Go over the function of the blood https://www.youtube.com/watch?v=f9ONXd_-anM</p> <p>-go over how physical activity affects overall health</p> <p>-go over how smoking, lack of sleep, and poor nutrition negatively affect the body</p> <p>QuaverEd P.E. Lessons</p> <p>CATCH PE 3 - 5 Activity Cards</p> <p>CATCH.org Lesson - Unit 2 Nutrition and Physical Activity</p>

(3)Unit 4: Dance

Designated Grading Period/# Days:

1st 9 weeks: Weeks 7 - 9 / 13 days

BIG IDEA: Participate in dance activities that will enable creativity, enjoyment and cardio fitness.
Develop movement that will match the rhythm of the music.
Learn various types of dances.

Misconceptions

- Dancing is only for girls
- Dancing is not a physical fitness activity
- Not understanding the rhythm pattern of the sticks.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of various dances learned from previous years.

Movement

2.1 A, L

Physical Activity and Health

2.3 B, C, D

2.5 A, B, F

Social Development

2.7 A, B

Process Standards

Learn the proper way to enter the gym .

Practice daily warm up and exercise routine.

Follow Rules and Procedures

TEKS

Movement

3.1A- Travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations

<p>3.1H- Clap echoes in a variety of one measure rhythmical patterns</p> <p>3.1I- Demonstrate various step patterns and combinations of movement in repeatable sequences</p> <p><u>Physical Activity and Health</u></p> <p>3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</p> <p>3.4B- Distinguish between aerobic and anaerobic activities</p> <p>3.4D- Identify principles of good posture and its impact on physical activity</p> <p><u>Social Development</u></p> <p>3.7A,B,C</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>Ongoing Essential Skills/Repeated Standards</p> <p>3.2B- Know that practice, attention and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p> <p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
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Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none">● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space.● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance● The students know and apply safety practices associated with physical activity and use space and equipment properly.● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.● The student can perform rhythmic sequences.			
Essential Questions		Vocabulary	
<ul style="list-style-type: none">○ 1. What safety rules should be followed while participating in the dance unit?○ 2. What is the history of dance?○ 3. What have you learned while participating in the folk dance, ballroom dancing, and/or popular dance unit?○ 4. What can you learn about other cultures by learning a dance?○ 5. What is rhythm?○ 6. Why do we study the dance of other		<ul style="list-style-type: none">○ Square Dance○ Scatter Square Dance○ Tinikling○ Philippines○ Folk○ Beater	

<p>cultures?</p> <ul style="list-style-type: none"> ○ 7. Where in our environment do we find examples of rhythm? ○ 8. How do different cultures across the world use dance? ○ 9. What connections can be made between dance and healthful living? ○ 	
Adopted Resources	General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● YouTube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 	<ul style="list-style-type: none"> -Introduction -Warm-up/ exercises -Review rhythm -Teach dance steps -practice dance steps -Closure/ check-in/ Self Assessment
Differentiation	
Use of self section, modified exercises and activities, and teacher accommodation	

English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
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Strategies for Instruction/Teacher Supports

Sub Unit 1-Tinikling

Objectives	Goals	Suggested Activities/Resources
Learn the history of Tinikling, a Filipino Folk Dance. Learn and demonstrate the techniques of the dance and how it benefits the cardiovascular system.	To be able to perform the skills necessary for tinikling. Recognize, recall, and perform steps and dances with minimum assistance from the instructor. Be aware of characteristic steps and patterns within dances of certain countries and the	Dance Steps http://www.giancruz.com/portfolio/imd110/city/history.html Tinikling - Philippine Bamboo Dance http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=9713#.WTly4usrKUk

Sub Unit 2- Square Dance

Objectives	Goals	Suggested Activities/Resources
To learn the steps and rhythm needed for various square dances.	To be able to perform the skill needed to square dance Recognize, recall, and perform steps and dances with minimum assistance from the instructor.	Steps to dance Dances Scatter Square Dance http://www.sparkpe.org/wp-content/uploads/CTAHPERD.pdf

		QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards

(3)Unit 5: Football		Designated Grading Period/# Days: 2nd 9 weeks: Weeks 1 - 3 / 13 days
BIG IDEA: I can demonstrate proper technique when throwing, catching, and kicking a football. I will also understand the basic football concepts, i.e. offense and defense	Misconceptions <ul style="list-style-type: none"> - Improper throwing and catching techniques. 	
Prerequisites (TEKS and Specificity) Students should have a basic knowledge of the proper way to throw and catch from previous years. <u>Movement</u> 2.1 A		

<p><u>Physical Activity and Health</u></p> <p>2.3 B, C, D</p> <p>2.5 A, B, F</p> <p><u>Social Development</u></p> <p>2.7 A, B</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>3.1J- Demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target</i></p> <p><u>Physical Activity and Health</u></p> <p><i>3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</i></p> <p><u>Social Development</u></p> <p>3.6A, B</p> <p>3.7A, B, C</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>3.2B- Know that practice, attention, and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p>

		3.7A- Follow rules, procedures, and etiquette 3.7B- Persevere when not successful on the first try in learning movement skills 3.7C- Accept and respect differences and similarities in physical abilities of self and others
Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can demonstrate proper form when throwing and catching. 		
Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ 1. How do throwing and catching carry over into other games and activities? ○ 2. Why is eye-hand coordination and balance in everyday life? ○ 3. Which foot do we step with 		<ul style="list-style-type: none"> ○ football ○ touchdown ○ quarterback ○ receiver ○ sideline

<p>when we are attempting to throw an object?</p> <ul style="list-style-type: none"> ○ 5. Demonstrate the proper technique when throwing. ○ 6. Give three parts involved in punting a football? ○ 7. What are some key ingredients in kicking a football? 		<ul style="list-style-type: none"> ○ catch ○ throw ○ handoff ○ punt ○ kickoff
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm up/ exercises -Review proper overhand throwing form -Review proper form for catching -Closure/ check-in/ self-assessment
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>		

English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Football Skills		
Objectives 1. Key elements of performing manipulative skills such as throw and catch include attention to form, power, accuracy, and follow-through. 2. Key elements of mature movement patterns of throw for distance and speed include catch and jump.	Goals To be able to perform the skills needed in football.	Suggested Activities/Resources Catch Box Football Activities QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Sub Unit 2- Football Activities		

Objectives	Goals	Suggested Activities/Resources
<p>1. Key elements of performing manipulative skills such as throw and catch include attention to form, power, accuracy, and follow-through.</p> <p>2. Key elements of mature movement patterns of throw for distance and speed include catch and jump.</p>	To be able to perform the skills needed in football.	<p>Catch Box</p> <p>Football Activities</p>

(3)Unit 6: Volleyball

Designated Grading Period/# Days:

2nd 9 weeks: Weeks 4 - 5 / 10 days

BIG IDEA: I can demonstrate proper volleyball techniques when striking, volleying, throwing, and catching.

Learn the game of volleyball.

Misconceptions

- Improper volleyball techniques, when striking and volleying.

	<ul style="list-style-type: none"> - You have to always hit the volleyball hard
<p>Prerequisites (TEKS and Specificity)</p> <p>Students should have a basic knowledge of how to perform the skills needed for volleyball from previous years.</p> <p><u>Movement</u></p> <p>2.1 A</p> <p><u>Physical Activity and Health</u></p> <p>2.3 B, C, D</p> <p>2.5 A, B, F</p> <p><u>Social Development</u></p> <p>2.7 A, B</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>3.1A- Travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations</p> <p>3.2A- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force</p> <p><u>Physical Activity and Health</u></p> <p>3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks</p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym .</p> <p>Practice daily warm up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>3.2B- Know that practice, attention, and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p>

- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The student can demonstrate key elements of volleying and striking.

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ 1. Describe how your hands and arms should look when bumping volleyball. ○ 2. How would you teach someone to serve volleyball? ○ 3. What is the ready position? 		<ul style="list-style-type: none"> ○ Volleying ○ Striking ○ Throwing ○ Catching ○ Bump ○ Serve
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		Volleyball 4-square Overhead Pass jingle Giant Volleyball Keep it up

Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Volleyball Skills

Objectives	Goals	Suggested Activities/Resources
1. serve a ball underhand over the net. 2. volley a ball using finger pads 3. forearm pass a ball 4. set a ball to partner	To be able to perform the skills needed in volleyball.	Volleyball 4-square Overhead Pass jingle Giant Volleyball http://www.pecentral.org/lessonideas/VIEWLESSON.asp?ID=808#.WThE5usrIdU Keep it up http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1057#.WThGH-srIdU

Sub Unit 2-Volleyball Activities

Objectives	Goals	Suggested Activities/Resources
1. serve a ball underhand over the net. 2. volley a ball using finger pads 3. forearm pass a ball	To be able to perform the skills needed in volleyball.	Volleyball 4-square Overhead Pass jingle

4. set a ball to partner		<p>Giant Volleyball http://www.pecentral.org/lessonideas/VIEWLESSON.asp?ID=808#.WThE5usrIdU</p> <p>Keep it up http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1057#.WThGH-srIdU</p>
Sub Unit 3-Volleyball Preparation		
<p>Objectives</p> <p>1. Understand intermediate concepts of volleyball, i.e., "magic window," offense and defense, etc.</p> <p>2. Understand intermediate concepts of volleyball, i.e., "magic window," offense and defense, etc.</p>	<p>Goals</p> <p>To understand the rules of volleyball and apply them while playing in a game.</p>	<p>Suggested Activities/Resources</p> <p>Intro to volleyball</p> <p>QuaverEd P.E. Lessons</p> <p>CATCH PE 3 - 5 Activity Cards</p>

(3)Unit 7: Basketball

Designated Grading Period/# Days:

2nd 9 weeks: Weeks 6 - 7 / 10 days

BIG IDEA: Demonstrate proper basketball techniques such as shooting, passing, dribbling. Learn the game of basketball.

Misconceptions

- Dribbling a basketball with two hands

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to perform the skills needed for basketball from previous years.

Movement

2.1 A

Physical Activity and Health

2.3 B, C, D

2.5 A, B, F

Social Development

2.6 2.7 A, B	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>3.1A- Travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations</i></p> <p><i>3.2A- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force</i></p> <p><u>Physical Activity and Health</u></p> <p><i>3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</i></p> <p><i>3.4D- Identify principles of good posture and its impact on physical activity</i></p> <p><u>Social Development</u></p> <p>3.6A,B 3.7A,B,C</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language 	<p>Process Standards</p> <p>Learn the proper way to enter the gym .</p> <p>Practice daily warm up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>3.2B- Know that practice, attention, and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p> <p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p>

<ul style="list-style-type: none"> ● Use prior knowledge and experience ● Non-verbal cues 	3.7C- Accept and respect differences and similarities in physical abilities of self and others
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can demonstrate key elements of hand dribbling. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ○ Where should your hands be on the basketball when you are shooting? ○ Give three tips for dribbling a basketball correctly. ○ What are the three important parts of passing a basketball? 	<ul style="list-style-type: none"> ○ Double Dribble ○ Traveling ○ Lob Pass ○ Bounce Pass ○ Chest Pass ○ Defense ○ Offense

Adopted Resources		General Student Activities (Rtl Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-up/ exercises -Teach proper bouncing, shooting, and passing form - Play reinforcing games -Closure/ Check-in/ Self-Assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Basketball Skills

Objectives	Goals	Suggested Activities/Resources
<ol style="list-style-type: none">1. learn simple lead-up games.2. pass a ball using chest, bounce, and two-hand overhead pass.3. shoot a ball using a chest shot.4. understand basic basketball concepts, i.e., double dribble, traveling, foul, etc.5. shoot a one-hand set shot.6. dribble for speed and accuracy.7. learn complex lead-up games.8. understand intermediate basketball concepts, i.e., offensive and defensive formations, and strategy for team play.	To be able to perform the skills needed in basketball.	<p>CATCH Cards</p> <p>Basketball-368,373,377,388</p> <p>Teaching Basketball</p> <p>5 Basketball Games That Teach Skills</p> <p>QuaverEd P.E. Lessons</p> <p>CATCH PE 3 - 5 Activity Cards</p>

Sub Unit 2- Basketball Activities

Objectives	Goals	Suggested Activities/Resources
<ol style="list-style-type: none"> 1. learn simple lead-up games. 2. pass a ball using chest, bounce, and two-hand overhead pass. 3. shoot a ball using a chest shot. 4. understand basic basketball concepts, i.e., double dribble, traveling, foul, etc. <ol style="list-style-type: none"> 1. shoot a one-hand set shot. 2. dribble for speed and accuracy. 3. learn complex lead-up games. 4. understand intermediate basketball concepts, i.e., offensive and defensive formations, and strategy for team play. 	<p>To be able to perform the skills needed in basketball.</p>	<p>CATCH Cards Basketball-368,373,377,388</p> <p>Teaching Basketball 5 Basketball Games That Teach Skills</p>

(3)Unit 8: Low Organized Games

Designated Grading Period/# Days:
2nd 9 weeks: Weeks 8 - 9 / 9.5 days

BIG IDEA: I can Participate in low organized games.

MisconceptionsRunning and exercise is boring

Prerequisites (TEKS and Specificity)

Build off of the previous year's exposure to low-organized games.

Movement

2.1 A

Physical Activity and Health

2.3 B, C, D

2.5 A, B, F

Social Development

2.6

2.7 A, B

TEKS

Movement

3.1A- travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations

Process Standards

Learn the proper way to enter the gym .

Practice daily warm up and exercise routine.

Follow Rules and Procedures

Ongoing Essential Skills/Repeated Standards

<p>3.2A- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force</p> <p><u>Physical Activity and Health</u></p> <p>3.4B- Distinguish between aerobic and anaerobic activities</p> <p><u>Social Development</u></p> <p>3.6A- identify components of games that can be modified to make the games and participants more successful</p> <p>3.7A,B,C</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>3.2B- Know that practice, attention and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p> <p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
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Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by traveling in a large group safely
- The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.

The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.

Essential Questions		Vocabulary
<ul style="list-style-type: none">○ Can I participate in low-organized games?○ Can I follow the rules of low-organized games?○ Can I work cooperatively during low-organized games?		<ul style="list-style-type: none">○ cooperation○ organized game○ rules
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● CATCH PE 3 - 5 Activity Cards		<ul style="list-style-type: none">-Introduction-Warm-up/ exercise-explanation of organized games-gameplay-closure/ check-in/ self-assessment

Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Cooperative Games

Objectives	Goals	Suggested Activities/Resources
I can participate in games while working with teammates.	The student can develop sportsmanship skills. The student can develop cooperation skills The student can participate in games with rules	5 Cooperative Games 6 cooperative games

Sub Unit 2- Holiday Games

Objectives	Goals	Suggested Activities/Resources
I can participate in games while working with teammates.	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules in games	Snowman Blitz Elf Express Elves on the Run CATCH PE 3 - 5 Activity Cards

(3)Unit 9: Orientation

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 1 / 4 days

BIG IDEA: I can Learn classroom and safety expectations, rules, and routine. I can describe why good sportsmanship is important. I can identify good and poor sportsmanship in situations and offer guidance when necessary.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of rules, procedures, and sportsmanship from previous years.

Movement

2.1 A

Physical Activity and Health

2.3 B, C, D

2.5 A, B, F

Social Development

2.7 A, B

Misconceptions

- Inappropriate activities and techniques for warm-ups.
- Physical Education is recess time.

TEKS

Physical Activity and Health

3.5A,B,

Social Development

Process Standards

Learn the proper way to enter the gym .

Practice daily warm-up and exercise routine.

3.6A- Identify components of games that can be modified to make the games and participants more successful

3.7A,C

ELPS

- Share information incorporate
- Use accessible language
- Use prior knowledge and experience
- Non-verbal cues

Interact with classmates in “get to know” introduction activities.

Follow Rules and Procedures

Ongoing Essential Skills/Repeated Standards

3.2B- Know that practice, attention, and effort are required to improve skills

3.3A- Describe and select physical activities that provide for enjoyment and challenge

3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration

3.5A- Use Equipment safely and properly

3.5B- Select and use proper attire that promotes participation and prevent injury

3.6B- Explain the importance of basic rules in games and activities

3.7A- Follow rules, procedures, and etiquette

3.7B- Persevere when not successful on the first try in learning movement skills

3.7C- Accept and respect differences and similarities in physical abilities of self and others

Mastery-Level, PRIORITY Standards:

- The students understands and applies safety practices associated with physical activities
 - use equipment safety and properly
 - know and apply safe practices
 - explain how proper shoes and clothing promotes safe play
 - explain appropriate reactions to emergencies in physical activities
- The student understands basic components such as strategies and rules of structured physical activities including
 - explain the concept and importance of teamwork
- The students develops positive self-management and social skills and is expected to
 - follow rules, procedures, and etiquette
 - use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all

Essential Questions		Vocabulary
<ul style="list-style-type: none">○ What are some of the classroom rules established today?○ What is the difference between personal and general space?○ How do you know when movements during PE should start or stop?○ What are our classroom questions discussed during class?○ Do good sports cheat?		<ul style="list-style-type: none">○ Expectations○ Rules○ Routine○ Fairness○ Communication○ Respect○ Team player○ Encourage

<ul style="list-style-type: none"> ○ What are some examples of good and bad sportsmanship? ○ What does it mean to be a good sport? 			
Adopted Resources	General Student Activities (Rtl Tier 1)		
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards ● CATCH.org Lessons - Unit 6 Staying Safe 	<ul style="list-style-type: none"> -Introduction -Daily Exercises -Review rules and procedures -Play reinforcement games for procedures and rules -Review safety for campus and classroom/gym -Review sportsmanship -Play team building/ sportsmanship games -Closure/ Check-in/ Self Assessment 		
Differentiation Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	<table border="1"> <tr> <td data-bbox="1014 1084 1335 1396"> SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students </td><td data-bbox="1335 1084 1915 1396"> GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection </td></tr> </table>	SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection		

	<ul style="list-style-type: none"> -Modified exercises and activities -Opportunity for self-selection 	
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Rules, Procedures and Safety Review		
Objectives I can learn classroom rules and procedures.	Goals <ul style="list-style-type: none"> -Students understand classroom producers such as start and stop signals and daily exercises routine -Students understand classroom rules and consequences/ rewards 	Suggested Activities/Resources https://www.youtube.com/watch?v=xW6hOVIv9T0&t=484s https://www.youtube.com/watch?v=h_Q6RS660LM -Review safety protocol for your campus as well as classroom safety -Teach/review daily exercises QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards CATCH.org Lessons - Unit 6 Staying Safe

(3)Unit 10: Balance/Coordination

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 2 - 3 / 9 days

BIG IDEA: I can learn and demonstrate different tumbling techniques as well as develop gymnastics with mat. Learn and review different concepts of tumbling and gymnastics.
I can develop body balance and coordination.

Misconceptions

- There are not many different tumbling techniques.
- Tumbling is just for girls
- Stability and balance is not an important building block for all other activities and healthy lifelong habits.
- Establishing body balance is not an important building block for all other activities and healthy lifelong habits.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of the skills needed for gymnastics and balance.

Movement

2.1 A

Physical Activity and Health

2.3 B, C, D

2.5 A, B, F

Social Development

2.7 A, B

TEKS

Movement

3.1F- Demonstrate control and appropriate form such as curled position and protection of neck in rolling

Process Standards

Learn the proper way to enter the gym.

Practice daily warm-up and exercise routine.

<p>activities such as forward roll, shoulder roll, and safety rolls</p> <p>3.1G- Transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam</p> <p>3.2A- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force</p> <p><u>Physical Activity and Health</u></p> <p>3.3C- Participate in appropriate exercises for developing flexibility</p> <p>3.3D- Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping</p> <p>3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</p> <p>3.4D- Identify principles of good posture and its impact on physical activity</p> <p><u>Social Development</u></p> <p>3.6A,B</p> <p>3.7A,B,C,D</p>	<p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>3.2B- Know that practice, attention and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p> <p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
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<p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical acidity, exercises for flexibility, and activities to develop musical strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student demonstrated smooth transitions, body control, proper weight transitions, and balance in simple gymnastics stunts. ● The student demonstrates balance and coordination while using equipment such as scooter boards and hula hoops. ● 	
<p>Essential Questions</p>	<p>Vocabulary</p>

<ul style="list-style-type: none"> ○ 1. What are the events for gymnastics? ○ 2. What does it mean to “spot” someone? ○ 3. When does the sport of gymnastics become dangerous for the participants? ○ Can I demonstrate balance on a balance beam? 	<ul style="list-style-type: none"> ○ Balance ○ Transferring weight ○ Agility ○ Rolling ○ Swinging
Adopted Resources	General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 	<ul style="list-style-type: none"> -Introduction -Warm u/ exercises -teach rolling -teach balance/ balance beam -reinform with practice and games -closure/ check-in/ self-assessment
Differentiation	
Use of self section, modified exercises and activities, and teacher accommodation	

English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
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Strategies for Instruction/Teacher Supports

Sub Unit 1-Gymnastics

Objectives	Goals	Suggested Activities/Resources
I can practice balance and coordination. I can roll sideways. I can walk on a balance beam.	The student can practice balance skills. The student can learn to roll sideways The student can learn to balance on a beam.	CATCH cards 464-472 Noodles Can't Balance Educational Gymnastics http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9945#.WUJfOvysdU Round off@ http://www.wikihow.com/Do-a-round-off-in-gymnastics

Sub Unit 2- Scooter Boards

Objectives	Goals	Suggested Activities/Resources
I can use a scooter board while demonstrating balance and coordination.	The student can properly use a scooter board The student can properly use a hula hoop The student can demonstrate balance and coordination while using equipment	https://www.gophersport.com/blog/6-scooter-games-pe/ Scooter Pinball http://www.peuniverse.com/videos/?tag_id=1379

		QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards

(3)Unit 11: Jump Rope		Designated Grading Period/# Days: 3rd 9 weeks: Weeks 4 - 6 / 14 days
BIG IDEA: I can Learn the different types of jump ropes and introduce the Kids Heart Challenge. Learn proper nutrition and the different types of jump rope activities. Perform jumping skills in a safe manner.	Misconceptions <ul style="list-style-type: none"> - Everyone can use the same size jump rope 	
Prerequisites (TEKS and Specificity) Students should have a basic knowledge of how to perform various jump roping skills from previous years. <u>Movement</u> 2.1 A		

<u>Physical Activity and Health</u> 2.3 B, C, D 2.5 A, B, F <u>Social Development</u> 2.7 A, B	
TEKS <u>Movement</u> 3.1I- Demonstrate various step patterns and combinations of movement in repeatable sequences 3.2A- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force <u>Physical Activity and Health</u> 3.3D- Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping and jumping; 3.4A- Describe the long term effects of physical activity on the heart B- Distinguish between aerobic and anaerobic activities 3.4C- Identify foods that increase or reduce bodily functions 3.4D- Identify principles of good posture and its impact on physical activity <u>Social Development</u>	Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Follow Rules and Procedures Ongoing Essential Skills/Repeated Standards 3.2B- Know that practice, attention, and effort are required to improve skills 3.3A- Describe and select physical activities that provide for enjoyment and challenge 3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration 3.5A- Use Equipment safely and properly 3.5B- Select and use proper attire that promotes participation and prevent injury 3.6B- Explain the importance of basic rules in games and activities

<p>3.6B 3.7A,B,C</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can perform jump rope skills and properly turn a long jump rope. ● The student can learn about the cardiovascular system and nutrition. 	
<p>Essential Questions</p>	<p>Vocabulary</p>

<ul style="list-style-type: none"> ○ 1. How do you hold the rope? ○ 2. How do you position yourself in relation to the other rope holder? ○ 3. How can I be safe when jumping rope? ○ 4. What benefits result from jumping rope? ○ 5. How and why is my heart an important muscle for jumping rope? 	<ul style="list-style-type: none"> ○ Jump Rope ○ Individual Jump ○ Long Jump Rope ○ Kids Heart Challenge ○ Energy ○ Proper Nutrition ○ Double side swing ○ And jump ○ Skier/bell ○ Criss/cross ○ tripod
Adopted Resources	General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons 	<ul style="list-style-type: none"> -Introduction -Warm u/ exercises -teach jump rope skills -teach health topics -reinform with practice and games -closure/ check-in/ self-assessment

- [CATCH PE 3 - 5 Activity Cards](#)

Differentiation

Use of self section, modified exercises and activities, and teacher accommodation

English Language Learners (ELL)

- Non verbal communication
- Use of Total Physical Response (coordination of speech and action)
- Predictable routines and signals
- Visual Aids/ Demonstrations

SpEd/504/ Struggling/Rtl Tier 2&3

- Peer tutoring from advanced students
- Modified exercises and activities
- Opportunity for self-selection

GT/Advanced

- Opportunity to peer tutor struggling students
- Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Jump Rope Skills

Objectives	Goals	Suggested Activities/Resources
<p>I can participate in jump rope activities.</p> <p>I can learn about heart health and nutrition.</p> <ul style="list-style-type: none">● cardiovascular-respiratory fitness● rhythm● creativity in working out original steps and combinations● agility and coordination	<p>The students participate in Kid Heart Challenge or other jump rope activities</p> <p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>CATCH Box Cards 175-227</p> <p>Kids Heart Challenge Charts and Video</p> <p>Single Jump Ropes@ http://portfolios.valdosta.edu/smc/ark/artifact_21.htm</p> <p>AHA/ Health Resources https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx</p> <p>https://www.jumprope.org.au/</p> <p>https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s</p> <p>https://www.youtube.com/watch?v=-J1hmmy1OB4</p>

Sub Unit 2- Jump Rope Skills

Objectives	Goals	Suggested Activities/Resources
<p>I can participate in jump rope activities.</p> <p>I can learn about heart health and nutrition.</p> <ul style="list-style-type: none">● cardiovascular-respiratory fitness● rhythm● creativity in working out original steps and combinations● agility and coordination	<p>The students participate in Kid Heart Challenge or other jump rope activities</p> <p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>CATCH Box Cards 175-227</p> <p>Kids Heart Challenge Charts and Video</p> <p>Single Jump Ropes@ http://portfolios.valdosta.edu/smc/ark/artifact_21.htm</p> <p>AHA/ Health Resources https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx</p> <p>https://www.jumprope.org.au/</p> <p>https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s</p>

		https://www.youtube.com/watch?v=-J1hmmy1OB4 QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Sub Unit 3-Jump Rope, Nutrition and Aerobics		
<p>Objectives</p> <p>I can participate in jump rope activities .</p> <p>I can learn about heart health and nutrition.</p> <ul style="list-style-type: none"> ● cardiovascular-respiratory fitness ● rhythm ● creativity in working out original steps and combinations <p>agility and coordination</p>	<p>Goals</p> <p>The students participate in Kid Heart Challenge or other jump rope activities</p> <p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>Suggested Activities/Resources</p> <p>CATCH Box Cards 175-227</p> <p>Kids Heart Challenge Charts and Video</p> <p>Single Jump Ropes@ http://portfolios.valdosta.edu/smc/ark/artifact_21.htm </p> <p>AHA/ Health Resources</p>

		https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx https://www.jumprope.org.au/ https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s https://www.youtube.com/watch?v=-J1hmmy1OB4

(3)Unit 12: Parachute

Designated Grading Period/# Days:
3rd 9 weeks: Weeks 7 - 9 / 12 days

BIG IDEA: I can Learn about air currents and why the chute floats. Show proper use of the chute while participating in various activities.

Misconceptions

- Parachute activities do not develop upper body strength.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to properly use the parachute in a safe manner.

Movement

2.1 A

Physical Activity and Health

2.3 B, C, D

2.5 A, B, F

Social Development

2.7 A, B

TEKS

Movement

3.1A- Travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations

3.1I- Demonstrate various step patterns and combinations of movement in repeatable sequences

Physical Activity and Health

3.5A,B

Process Standards

Learn the proper way to enter the gym.

Practice daily warm-up and exercise routine.

Follow Rules and Procedures

Ongoing Essential Skills/Repeated Standards

<p><u>Social Development</u> 3.6A,B 3.7A,B,C</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>3.2B- Know that practice, attention and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p> <p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical acidity, exercises for flexibility, and activities to develop musical strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly 	

<ul style="list-style-type: none"> ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student develops upper body strength through participating in parachute activities and can state that physical activity can be enjoyable. ● 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ○ 1. How does the parachute activity relate to cooperation and teamwork? ○ 2. How can the principles learned here be related and applied to other aspects of the student's life? ○ 3. How can the parachute be used in different activities to help enhance student listening and cooperation? 	<ul style="list-style-type: none"> ○ Air/ Air Currents ○ Aerobic Exercises
Adopted Resources	General Student Activities (Rtl Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 	<ul style="list-style-type: none"> -Warm-up/ exercises -Teach parachute skill -play reinforcing games -discuss upper body strength and how physical activity can be fun -closure/ check-in/ self-assessment

Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1- Parachute Skills

Objectives	Goals	Suggested Activities/Resources
1. to promote cooperation between members of a group 2. to increase back and abdominal strength 3. to provide vigorous exercise 4. to develop listening skills 5. to improve eye-hand coordination 6. to facilitate rhythmic activities	To work as a team to perform various skills while using the parachute.	CATCH Box God Bless the USA Parachute Routine@ http://www.pecentral.org/LessonIdeas/ViewLesson Parachute activities@ http://www.bethel.edu/~shenkel/PhysicalActivities/Games/Chute.doc

Sub Unit 2- Parachute Games

Objectives	Goals	Suggested Activities/Resources
1. to promote cooperation between members of a group 2. to increase back and abdominal strength 3. to provide vigorous exercise 4. to develop listening skills 5. to improve eye-hand coordination 6. to facilitate rhythmic activities	The student participates in fun parachute games in a group while working on upper body strength and teamwork. The student can identify what muscles are working during game play The student learns that physical activity can be fun and more than just exercise like push-ups.	CATCH Box God Bless the USA Parachute Routine@ http://www.pecentral.org/LessonIdeas/ViewLesson Parachute activities@ http://www.bethel.edu/~shenkel/PhysicalActivities/Games/Chute.doc

		QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards

(3)Unit 13: Recreational Games

Designated Grading Period/# Days:
4th 9 weeks: Weeks 1 - 4 / 20 days

BIG IDEA: I can Learn the game and rules of kickball.
Learn the proper approach to kicking the ball during a kickball activity.

Prerequisites (TEKS and Specificity)

The student should have knowledge of the skills needed from previous years.

Movement

2.1 A

Physical Activity and Health

2.3 B, C, D

2.5 A, B, F

Social Development

2.7 A, B

Misconceptions

- Baseball and kickball rules are different
- Kick with your toes instead of the inside of your foot
- Standing directly behind the ball when kicking

TEKS

Movement

3.1C- Demonstrate mature form in jogging, running, and leaping

3.1J- Demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target

Physical Activity and Health

Process Standards

Learn the proper way to enter the gym.

Practice daily warm-up and exercise routine.

Follow Rules and Procedures

Ongoing Essential Skills/Repeated Standards

<p>3.5 A,B <u>Social Development</u> 3.6 A,B 3.7 A,B,C</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>3.2B- Know that practice, attention and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p> <p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. 	

<ul style="list-style-type: none"> The student develops a further understanding of the importance of physical activity, especially aerobic activity, and can identify aerobic activities that they enjoy. 		
Essential Questions		Vocabulary
<ul style="list-style-type: none"> 1. Why is it important to kick the ball with your toes? 2. Where should you stand when trying to kick a stationary ball? 3. When dribbling what happens when you kick the ball really hard? 4. When kicking or shooting, why is it important to stand at a 45-degree angle? 		<ul style="list-style-type: none"> Kickball Beanbag Toss 4-Square Capture the Flag
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-up/ exercises -Play reinforcing game -Closure/ Check-in/ Self-Assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication	SpEd/504/Struggling/RtI Tier 2&3	GT/Advanced -Opportunity to peer tutor struggling students

-Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	-Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	-Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Yard Games		
Objectives Experience lifetime recreational games that can be played in small groups with a variety of age groups and skill level abilities.	Goals 1. Following game rules 2. Taking turns 3. Cooperation with players 4. Play for pure enjoyment 5. Fine motor skills	Suggested Activities/Resources Outdoor Yard Games Ideas How to teach 4-Square
Sub Unit 2-Kick Ball/Mat Ball		
Objectives The student can dribble while changing directions and kick in a game setting.	Goals The student practices dribbling in-game setting The student practices dribbling while changing direction The student practices kicking in a game setting	Suggested Activities/Resources All-Ball Kickball Variety of Kicking Games Matball
Sub Unit 3-Capture the Flag/Pin Ball		

Objectives Exhibits responsible, personal, and social behavior that respects self and others. Standard Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	Goals Are using dodging and fleeing skills while playing capture the flag.	Suggested Activities/Resources Capture the Flag CATCH PE 3 - 5 Activity Cards

(3)Unit 14: Soccer		Designated Grading Period/# Days: 4th 9 weeks: Weeks 5 - 7 / 13 days
BIG IDEA: I can Dribble using the inside of my feet and learn proper techniques of dribbling. Dribble while changing directions. Learn the game of soccer.	Misconceptions <ul style="list-style-type: none"> - You are supposed to kick the soccer ball with your toes instead of the inside of your foot. - Dribbling is a term only considered with basketball. - Improper technique of dribbling a soccer ball with feet 	
Prerequisites (TEKS and Specificity) Students should have a basic knowledge of how to perform the skills needed for soccer from previous years. <u>Movement</u> 2.1 A <u>Physical Activity and Health</u> 2.3 B, C, D		

<p>2.5 A, B, F</p> <p><u>Social Development</u></p> <p>2.7 A,B</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>3.1A- Travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations</i></p> <p><i>3.1J- Demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target</i></p> <p><u>Physical Activity and Health</u></p> <p><i>3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</i></p> <p><u>Social Development</u></p> <p>3.6A, B</p> <p>3.7A, B, C</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience 	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>3.2B- Know that practice, attention, and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p> <p>3.7A- Follow rules, procedures, and etiquette</p>

<ul style="list-style-type: none"> ● Non-verbal cues 	<p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can develop basic dribbling and kicking skills, and identify a soccer game. 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ○ 1. What is the proper way of dribbling a soccer ball? ○ 2. What part of the foot should you use to kick a ball correctly? ○ 3. Who can use their hands in a soccer game? ○ 4. When do you use a throw-in during a soccer game? ○ 5. What things constitute a good pass? 	<ul style="list-style-type: none"> ○ Passing ○ Kicking ○ Dribbling ○ Shooting ○ Trapping

Adopted Resources	General Student Activities (RtI Tier 1)	
<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards	<ul style="list-style-type: none">-Introduction-Teach dribbling, passing, shooting-Intro to soccer-play reinforcement games-closure/ check-in/ self-assessment	
<div>Differentiation</div> <div>Use of self section, modified exercises and activities, and teacher accommodation</div>		
<div>English Language Learners (ELL)</div> <div><ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations</div>	<div>SpEd/504/ Struggling/RtI Tier 2&3</div> <div><ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection</div>	<div>GT/Advanced</div> <div><ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection</div>

Strategies for Instruction/Teacher Supports

Sub Unit 1-Soccer Skills

Objectives	Goals	Suggested Activities/Resources
1.Use either foot to pass, trap, or dribble the ball 2. Dribble the ball with control while running. 3. Stop on command and quickly change directions. 4. Pass the ball using a variety of passes to a target 20'-30' away. 5. Trap a bouncing ball.	To be able to pass, dribble, trap and kick the soccer ball with proper technique. Move safely around the designated area with and without the ball.	Catch Box 500-531 Recess Kicking and Dribbling http://www.pecentral.org/Lesson/deas Socket Ball Dribbling math challenge Soccer Pass Croquet Dribble Thief http://www.peuniverse.com/Discussions/detail.cfm?post_id=2233

Sub Unit 2- Soccer Activities

Objectives	Goals	Suggested Activities/Resources
<ol style="list-style-type: none"> 1. Use either foot to pass, trap, or dribble the ball 2. Dribble the ball with control while running. 3. Stop on command and quickly change directions. 4. Pass the ball using a variety of passes to a target 20'-30' away. 5. Trap a bouncing ball. 	<p>To be able to pass, dribble, trap and kick the ball.</p> <p>Move safely around the designated area with and without the ball.</p>	<p>Catch Box 500-531</p> <p>Recess Kicking and Dribbling http://www.pecentral.org/Lesson/ideas</p> <p>Socket Ball</p> <p>Dribbling math challenge</p> <p>Soccer Pass Croquet</p> <p>Dribble Thief http://www.peuniverse.com/Discussions/detail.cfm?post_id=2233</p>
Sub Unit 3-Soccer Preparation		

Objectives	Goals	Suggested Activities/Resources
<p>Understand advanced soccer concepts, i.e., shooting, scoring, corner kicks, goalkeeping, tackling, positioning, etc.</p>	<p>To understand the rules of soccer and apply them while playing a game.</p>	<p>Catch Box 500-531</p> <p>Recess Kicking and Dribbling http://www.pecentral.org/Lesson/deas</p> <p>Socket Ball</p> <p>Dribbling math challenge</p> <p>Soccer Pass Croquet</p> <p>Dribble Thief http://www.peuniverse.com/Discussions/detail.cfm?post_id=2233</p> <p>QuaverEd P.E. Lessons</p> <p>CATCH PE 3 - 5 Activity Cards</p>
Sub Unit 4- Extra Activities		

Objectives	Goals	Suggested Activities/Resources
		<ol style="list-style-type: none"> 1. Dribble the ball around area 2. Pass with a partner 3. Pass against a wall and trap the rebound 4. Partner keep-away 5. "Bull-in-the-Ring" 6. "Hot Tamale" 7. "Knock Out" 8. "Never-Ending Circle Soccer" 9. Three-on-three soccer 10. Line soccer 11. "Castles" 12. "Around the World" Pflugerville ISD – Elem. PE Guide, August 2004 13. "Dribble Across America" 14. "Shipwreck with a Kick" 15. "Steal the Bacon" 16. "Cleaning House" 17. "Me and My Shadow" 18. "Kick Away" 19. "Billiards Soccer" 20. "Red Light, Green Light"

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<div><div>(3)Unit 15: Track and Field</div><div>Designated Grading Period/# Days: 4th 9 weeks: Weeks 8 - 9 / 10 days</div></div>	
<div><div>BIG IDEA: I can learn about different track and field events. Learn the proper forms and approaches to each event. Demonstrate an understanding of each technique for every event.</div></div>	<div><div>Misconceptions</div><div><ul style="list-style-type: none">- All races are run the same way.- Improper running and throwing techniques for events.</div></div>
<div><div>Prerequisites (TEKS and Specificity) Students should have a basic knowledge of how to perform the various skills involved in track from previous years. <u>Movement</u> 2.1 A <u>Physical Activity and Health</u> 2.3 B, C, D</div></div>	

<p>2.5 A, B, F</p> <p><u>Social Development</u></p> <p>2.7 A, B</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>3.1 A- travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations</p> <p>3.1B- demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running into jump safely in dynamic situations</p> <p>3.1C- Demonstrate mature form in jogging, running, and leaping</p> <p>3.2 A- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force</p> <p><u>Physical Activity and Health</u></p> <p>3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</p> <p>3.4D- Identify principles of good posture and its impact on physical activity</p> <p><u>Social Development</u></p> <p>3.6A,B</p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>3.2B- Know that practice, attention, and effort are required to improve skills</p> <p>3.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p> <p>3.5A- Use Equipment safely and properly</p> <p>3.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>3.6B- Explain the importance of basic rules in games and activities</p> <p>3.7A- Follow rules, procedures, and etiquette</p>

<p>3.7A,B,C</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student participated in relay games and is exposed to track and field. 	
<p>Essential Questions</p>	<p>Vocabulary</p>

<ul style="list-style-type: none"> ○ 1. Describe the components of a relay. ○ 2. What is a "scratch" in the long jump? ○ 3. What is an important strategy in running a distance race? ○ 4. What is the difference between field events and track events? ○ 5. What are the lifelong health benefits that can be attained by participating in track and field? 	<ul style="list-style-type: none"> ○ 20-yard dash ○ 40-yard dash ○ Hurdles ○ Shot put ○ Discus (Flying Discs) ○ Relays
Adopted Resources	General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 	<ul style="list-style-type: none"> -Introduction -Warm Up/ Exercises -Teach various running events Teach field events -Teach sun safety -Play reinforcing games -Closure/ Check in/ Self Assessment
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>	

English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
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Strategies for Instruction/Teacher Supports

Sub Unit 1-Running Events

Objectives	Goals	Suggested Activities/Resources
Understand the rules, procedures, and strategies of track & field events such as javelin, discus, and running events	Successfully demonstrate track and field skills including throwing and running. Develop knowledge concerning fitness components included in track and field.	Famous Faces Field Day http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8486#.WUKglusrIdU Go for the Gold http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8710#.WUKhGusrIdU

Sub Unit 2-Field Events

Objectives	Goals	Suggested Activities/Resources
Understand the rules, procedures, and strategies of track & field events such as javelin, discus, and running events	Successfully demonstrate track and field skills including throwing and running. Develop knowledge concerning fitness components included in track and field.	Famous Faces Field Day http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8486#.WUKglusrIdU Go for the Gold http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8710#.WUKhGusrIdU

		eas/ViewLesson.asp?ID=8710#.WUKhGusrIdU QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards

(3)Unit 16: Wiffle Ball		Designated Grading Period/# Days: 4th 9 weeks: Weeks 10 - 11 / 8.5 days
BIG IDEA: I can Learn the proper techniques to striking a ball while using striking objects.	Misconceptions <ul style="list-style-type: none"> - There's not a proper way of holding striking equipment. - Sometimes less is more when striking an object. 	
Prerequisites (TEKS and Specificity) Students should have a basic knowledge of how to perform striking skills from previous years. <u>Movement</u> 2.1 A		

<u>Physical Activity and Health</u> 2.3 B, C, D 2.5 A, B, F <u>Social Development</u> 2.7 A, B	
TEKS <u>Movement</u> 3.1J- Demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target <u>Physical Activity and Health</u> 3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation <u>Social Development</u> 3.6A, B 3.7A, B, C ELPS <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Follow Rules and Procedures Ongoing Essential Skills/Repeated Standards 3.2B- Know that practice, attention, and effort are required to improve skills 3.3A- Describe and select physical activities that provide for enjoyment and challenge 3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration 3.5A- Use Equipment safely and properly 3.5B- Select and use proper attire that promotes participation and prevent injury 3.6B- Explain the importance of basic rules in games and activities

	<p>3.7A- Follow rules, procedures, and etiquette</p> <p>3.7B- Persevere when not successful on the first try in learning movement skills</p> <p>3.7C- Accept and respect differences and similarities in physical abilities of self and others</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The students apply all skills learned to strike a ball with and without a manipulative. 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> ○ 1. Are your feet aligned the same when striking an object within each sport? ○ 2. What is teamwork? ○ 3. What are the proper steps to striking certain objects? ○ 5. What are the proper steps for throwing a ball? 	<ul style="list-style-type: none"> ○ Softball ○ Baseball ○ Wiffle Ball ○ Bases ○ Strike ○ Ball ○ Foul ○ Out ○ Groundball ○ Popfly
Adopted Resources	General Student Activities (Rtl Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 	<ul style="list-style-type: none"> -Introduction -Warm-Up/ Exercises -Teach proper throwing/pitching skills -Teach proper batting/striking skills -Teach sun safety -Play reinforcing games -Closure/ Check in/ Self Assessment

Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Striking		
Objectives 1. hit a ball off a tee using proper technique	Goals To be able to hit a ball off a cone/tee and progress to hitting ball pitched to them	Suggested Activities/Resources Cone Baseball http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU Wiffle Ball Lesson Plan Rules of Wiffle Ball
	Sub Unit 2- STAAR Test	
Objectives	Goals	Suggested Activities/Resources QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Sub Unit 3-Wiffle Ball Skills		
Objectives 1. throw a ball overhand using proper technique. 2. hit a ball off a tee using proper technique	Goals To be able to perform the skills required in Wiffle ball	Suggested Activities/Resources Cone Baseball http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU

3. run bases in the correct order. 4. field a ball rolled on the ground. 5. field a batted ball. 6. understand basic concepts of softball, i.e., hit and run to the base, scoring, etc. 7. hit a tossed ball. 8. understand intermediate concepts of softball, i.e., field positioning, batting order, and rules for running bases. etc.		Wiffle Ball Lesson Plan Rules of Wiffle Ball
<p style="text-align: center;">Sub Unit 4-Wiffle Ball Game Preparation</p>		
<p style="text-align: center;">Objectives</p> 1. throw a ball overhand using proper technique. 2. hit a ball off a tee using proper technique 3. run bases in the correct order. 4. field a ball rolled on the ground. 5. field a batted ball. 6. understand basic concepts of softball, i.e., hit and run to the base, scoring, etc. 7. hit a tossed ball.	<p style="text-align: center;">Goals</p> To understand the rules of Wiffle ball and apply them while playing in a game.	<p style="text-align: center;">Suggested Activities/Resources</p> Cone Baseball http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU Wiffle Ball Lesson Plan Rules of Wiffle Ball

8. understand intermediate concepts of softball, i.e., field positioning, batting order, and rules for running bases. etc.		

4th Grade Unit Plan

(4)Unit 1: Orientation

Designated Grading Period/# Days:

1st 9 weeks: Week 1 / 5 days

BIG IDEA: Objectives: Learn classroom and safety expectations, rules, and routine. I can describe why good sportsmanship is important. I can identify good and poor sportsmanship in situations and offer guidance when necessary.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of rules, procedures and sportsmanship from previous years.

Physical Activity and Health

3.5A,B,

Social Development

3.6A,B

3.7A,B,C

Misconceptions

- Inappropriate activities and techniques for
- warm – ups.
- Physical Education is recess time.

TEKS

Physical Activity and Health

4.4B

4.5A,B,

Social Development

4.6A,B

4.7A,B,C,D

Process Standards

Learn the proper way to enter the gym .

Practice daily warm up and exercise routine.

Interact with classmates in “get to know” introduction activities.

<p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>4.2C- Make appropriate changes based on feedback</p> <p>4.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>4.4B- Participate in moderate to vigorous physical activities on a daily basis</p> <p>4.5A- Use equipment safely and properly</p> <p>4.5B-Select and use proper attire that promotes participation and prevent injury</p> <p>4.6A- Distinguish between compliance and noncompliance with rules and regulations</p> <p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others,</p>
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	allow others equal turns, and invite others to participate
Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> • The students understands and applies safety practices associated with physical activities <ul style="list-style-type: none"> ○ use equipment safety and properly ○ explain how proper shoes and clothing promotes safe play • The student understands basic components such as strategies and rules of structured physical activities including <ul style="list-style-type: none"> ○ distinguish between compliance and noncompliance with rules and regulations ○ analyze potential risks associated with unsafe movement and improper use of equipment • The students develops positive self-management and social skills and is expected to <ul style="list-style-type: none"> ○ follow rules, procedures, and etiquette ○ respond to winning and losing with dignity and understanding ○ work independently and stay on task ○ demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate 	
Essential Questions	Vocabulary
<ul style="list-style-type: none"> ○ What are some of the classroom rules established today? ○ What is the difference between personal and general space? ○ How do you know when movements during PE should start or stop? ○ What are our classroom questions discussed during class? 	<ul style="list-style-type: none"> ○ Expectations ○ Rules ○ Routine ○ Fairness ○ Communication ○ Respect

<ul style="list-style-type: none">○ Do good sports cheat?○ What are some examples of good and bad sportsmanship?○ What does it mean to be a good sport?	<ul style="list-style-type: none">○ Team player○ Encourage	
Adopted Resources	General Student Activities (RtI Tier 1)	
<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards● CATCH.org Lessons - Unit 6 Staying Safe	Daily Exercise Classroom Expectations/Safety Start and Stop/ Verbal and Non Verbal cues Spatial Awareness: Personal and General Space	
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Rules and Procedures

Objectives

I can learn classroom rules and procedures.

Goals

-Students understand classroom producers such as start and stop signals and daily exercises routine
-Students understand classroom rules and consequences/ rewards

Suggested Activities/Resources

Introduction/Daily announcements

Warm-ups

People Finder II

R-E-S-P-E-C-T

People Bingo @

<http://www.pe.central.org/>

CATCH Card 6

Mingle, Mingle

CATCH Card 347

Geography Mileage Challenge

CATCH Card 40

Frequent Flyer

Sub Unit 2-Sportsmanship

Objectives I can learn classroom safety and the importance of sportsmanship.	Goals -Students understand classroom safety such as proper clothing/shoes and appropriate responses in emergencies -Students understand what good sportsmanship is and why it's important	Suggested Activities/Resources Sportsmanship Open Phys ED-Sportsmanship
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards CATCH.org Lessons - Unit 6 Staying Safe

(4)Unit 2: Movement Skills

Designated Grading Period/# Days:

1st 9 weeks: Weeks 2-3 / 10 days

BIG IDEA: Objectives: Learn and review all types of locomotor skills. Establish what each different skill is and demonstrate each skill correctly.

Demonstrate the different Locomotor skills and I can develop chasing, dodging, and fleeing skills.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to perform locomotor skills from previous years.

Movement

3.1A,B,C

3.2B

Physical Activity and Health

3.3A,B,C,D

3.5A,B

Social Development

3.6A,B

3.7A,B,C

Misconceptions

- Improper technique to perform locomotor skills
- Moving safely while increasing and decreasing speed

TEKS

Movement

Process Standards

Learn the proper way to enter the gym .

Practice daily warm-up and exercise routine.

<p>4.1A- Demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations</p> <p>4.1C- Combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences</p> <p>4.1E- Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts</p> <p>4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force</p> <p><u>Physical Activity and Health</u></p> <p>4.5D- Identify potential risks associated with physical activities</p> <p><u>Social Development</u></p> <p>4.6A,B</p> <p>4.7A,B,C,D</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>4.2C- Make appropriate changes based on feedback</p> <p>4.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>4.4B- Participate in moderate to vigorous physical activities on a daily basis</p> <p>4.5A- Use equipment safely and properly</p> <p>4.5B-Select and use proper attire that promotes participation and prevent injury</p> <p>4.6A- Distinguish between compliance and noncompliance with rules and regulations</p> <p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others,</p>
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	allow others equal turns, and invite others to participate
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Mastery-Level, PRIORITY Standards:

- The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms
 - demonstrates smooth combination of fundamental locomotor skills such as running and dodging and hop-step-jump
- The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge
 - participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness
- The student knows the benefits from involvement in daily physical activity and factors that affect physical performance
 - self-monitor the heart rate during exercise
- The students understands and applies safety practices associated with physical activities
 - use equipment safety and properly
 - explain how proper shoes and clothing promotes safe play
 - describe the importance of taking personal personal responsibility for reducing hazards,avoiding accidents, and preventing injuries during physical activity
- The student understands basic components such as strategies and rules of structured physical activities including
 - explain the concept and importance of teamwork
- The students develops positive self-management and socials skills and is expected to
 - follow rules, procedures, and etiquette
 - use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all

Essential Questions	Vocabulary
<ul style="list-style-type: none"> ○ 1. Identify our most commonly used locomotor skills? ○ 2. What are the basic movement patterns used to perform a variety of motor skills? ○ 3. How do performing loco-motor movements carry over into other games and activities? ○ 4. Why is the development of motor skills essential? ○ 5. How do performing loco-motor movements carry over into other games and activities? 	<ul style="list-style-type: none"> ○ Agility ○ Chasing ○ Dodging ○ Fleeing ○ Ducking
Adopted Resources	General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 	<p>Games requiring agility, body control, and balance.</p> <p>Locomotor movement</p> <p>Chasing/Dodging/Fleeing</p>
Differentiation Use of self section, modified exercises and activities, and teacher accommodation	

English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Locomotor Skills

Objectives	Goals	Suggested Activities/Resources
Developing mature locomotor skills and combination patterns requires attention to proper form, smooth transitions in repeatable sequences, and practice in dynamic situations.	-Students understand how to properly perform various locomotor skills	CATCH card-28 Elbow Tag Fitness Pursuit http://www.pe.central.org/ Space Tag Batman & Robin

Sub Unit 2-Locomotor Skills

Objectives	Goals	Suggested Activities/Resources
Developing mature locomotor skills and combination patterns require attention to proper form, smooth transitions in repeatable sequences and practice in dynamic situations.	-Students understand how to properly perform various locomotor skills -Re-enforce movement terms	CATCH card-28 Elbow Tag Fitness Pursuit http://www.pe.central.org/ Space Tag Batman & Robin

Sub Unit 3-Dodging/Fleeing

<p>Objectives</p> <p>To move within a playing area while attempting to reach others and/or avoid being reached themselves. Tactical problems include evading opponents, reaching opponents, trapping, and sending/reacting to misleading signals.</p>	<p>Goals</p> <p>To be able to evade other students To use strategy while participating in various activities To be able to tag/catch other students</p>	<p>Suggested Activities/Resources</p> <p>CATCH card-28 Elbow Tag Flag Tag Space Tag Batman & Robin QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards</p>
<p>Sub Unit 4</p>		
<p>Objectives</p>	<p>Goals</p>	<p>Suggested Activities/Resources</p>

<div><div><div>(4)Unit 3: Fitness/Health</div></div><div><div>Designated Grading Period/# Days:</div><div>1st 9 weeks: Weeks 4-6 / 13.5 days</div></div></div>	
<div><div><div>BIG IDEA: Learn the benefits of aerobics and the difference between aerobic and anaerobic conditioning.</div></div></div>	<div><div>Misconceptions: The difference between aerobic and anaerobic exercise.</div></div>
<div><div><div>Prerequisites (TEKS and Specificity)</div><div>Students should have a basic knowledge of the importance of an active and healthy lifestyle.</div><div><div><div><u>Movement</u></div></div><div>3.1A, B, C, E, 3.2A, B</div></div></div></div>	

<p><u>Physical Activity and Health</u></p> <p>3.3A, B, C, D, 3.4A, B, C, D 3.5A, B, D</p> <p><u>Social Development</u></p> <p>3.6A, B 3.7A, B, C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>4.2C</p> <p><u>Physical Activity and Health</u></p> <p><i>4.3A- Describe and select physical activities that provide for enjoyment and challenge</i></p> <p><i>4.3B- Name the components of health-related fitness such as strength, endurance, and flexibility</i></p> <p><i>4.3C- Identify and demonstrate a variety of exercises that promote flexibility</i></p> <p><i>4.3D- Improve flexibility in shoulders, trunk, and legs</i></p> <p><i>4.3E- Participate in activities that develop and maintain muscular strength and endurance</i></p> <p><i>4.4A- Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>4.2C- Make appropriate changes based on feedback</p> <p>4.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>4.4B- Participate in moderate to vigorous physical activities on a daily basis</p> <p>4.5A- Use equipment safely and properly</p> <p>4.5B-Select and use proper attire that promotes participation and prevent injury</p> <p>4.6A- Distinguish between compliance and noncompliance with rules and regulations</p>

<p><i>4.4C- Identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility</i></p> <p><i>4.4D- Identify major muscle groups and the movements they cause</i></p> <p><i>4.4E- Describe the relationship between food intake and physical activity such as calories consumed and calories expended</i></p> <p><i>4.4F- Explain the link between physical activity/inactivity and health such as reduce stress and burn calories</i></p> <p><i>4.4G- Explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release</i></p> <p><i>4.4H- Describe the need for rest and sleep in recovering from exercise</i></p> <p><i>4.4I- Identify sources of information on skill improvement, fitness, and health such as books and technology</i></p> <p><i>4.5D- Identify potential risks associated with physical activities.</i></p> <p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p>	<p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>
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<p>ELPS</p> <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student will know the benefits of participating in physical activity and factors that negatively affect performance. 	
<p>Essential Questions</p>	<p>Vocabulary</p>

<ul style="list-style-type: none"> ○ What are the benefits of aerobics? ○ What is the difference between Anaerobic and aerobic exercise? ○ What is aerobic conditioning? 		<ul style="list-style-type: none"> ○ Aerobic conditioning ○ Anaerobic conditioning
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards ● CATCH.org Lesson - Unit 2 Nutrition and Physical Activity 		Aerobic Conditioning Differing between aerobic and Anaerobic Benefits of aerobics Proper Nutrition Whoa, Slo, Go Foods (CATCH) Developing a healthy Lifestyle Nutrition Rest Exercise Chemical Dependency
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		

English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Health Related Fitness Components		
Objectives I can participate in exercises for strength, endurance, and flexibility I can identify physical activities that are challenging and fun.	Goals -The student will the health-related fitness components -The student participates in strength, endurance, and flexibility exercises -The student can name physical activity that they find challenging and fun	Suggested Activities/Resources The Jump System DVD- Strength DVD- Flexibility DVD- Cardio Catch Box 57-106 Aerobic games 107-146 Anaerobic Games
Sub Unit 2- Muscular and Skeletal System		

<p>Objectives</p> <p>I can understand that blood carries oxygen and nutrients to the body.</p> <p>I can understand that physical activity strengthens the whole body.</p>	<p>Goals</p> <p>-The student understands how physical activity affects overall health</p> <p>-The student understands what a physically active life is vs an inactive life.</p> <p>-The students can locate the heart in the body and state its function.</p>	<p>Suggested Activities/Resources</p> <p>-Go over the function of the blood https://www.youtube.com/watch?v=f9ONXd_-anM</p> <p>-go over how physical activity affects overall health</p> <p>-go over how smoking, lack of sleep, and poor nutrition negatively affects the body</p>
Sub Unit 3		
<p>Objectives</p>	<p>Goals</p>	<p>Suggested Activities/Resources</p> <p>QuaverEd P.E. Lessons</p> <p>CATCH PE 3 - 5 Activity Cards</p> <p>CATCH.org Lesson - Unit 2 Nutrition and Physical Activity</p>
Sub Unit 4		
<p>Objectives</p>	<p>Goals</p>	<p>Suggested Activities/Resources</p>

(4)Unit 4: Dance

Designated Grading Period/# Days:

1st 9 weeks: Weeks7-9 / 13 days

BIG IDEA: Participate in dance activities that will enable creativity, enjoyment and cardio fitness.
Develop movement that will match the rhythm of the music.
Learn various types of dances.

Misconceptions

- Dancing is only for girls
- Dancing is not a physical fitness activity
- Not understanding the rhythm pattern of the sticks.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of various dances learned from previous years.

Movement

3.1A, H, I

3.2B

Physical Activity and Health

3.3A, B, C, E

3.4B, D

3.5A, B

Social Development

3.7A, B, C

TEKS

Movement

Process Standards

Learn the proper way to enter the gym .

4.1H- Create a movement sequence with a beginning, middle, and end

4.1I- Perform basic folk dance steps such as grapevine, schottische, and step-together-step

Physical Activity and Health

4.3E- Participate in activities that develop and maintain muscular strength and endurance

4.3F- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation

Social Development

4.6A, B

4.7A, C, D

ELPS

- **Share information incorporate**
- **Use accessible language**
- **Use prior knowledge and experience**
- **Non-verbal cues**

Practice daily warm-up and exercise routine.

Follow Rules and Procedures

Ongoing Essential Skills/Repeated Standards

4.2C- Make appropriate changes based on feedback

4.3A- Describe and select physical activities that provide for enjoyment and challenge

4.4B- Participate in moderate to vigorous physical activities on a daily basis

4.5A- Use equipment safely and properly

4.5B-Select and use proper attire that promotes participation and prevent injury

4.6A- Distinguish between compliance and non-compliance with rules and regulations

4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.

4.7A- Follow rules, procedures, and etiquette;

4.7B- Respond to winning and losing with dignity and understanding

4.7C- Work independently and stay on task

4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others

		during physical activities such as encourage others, allow others equal turns, and invite others to participate
Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can perform rhythmic sequences. 		
Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ 1. What safety rules should be followed while participating in the dance unit? ○ 2. What is the history of dance? ○ 3. What have you learned while participating in the folk dance, ballroom dancing 		<ul style="list-style-type: none"> ○ Square Dance ○ Scatter Square Dance ○ Tinikling ○ Philippines ○ Folk ○ Beater

<p>and/or popular dance unit?</p> <ul style="list-style-type: none"> ○ 4. What can you learn about other cultures by learning a dance? ○ 5. What is rhythm? ○ 6. Why do we study the dance of other cultures? ○ 7. Where in our environment do we find examples of rhythm? ○ 8. How do different cultures across the world use dance? ○ 9. What connections can be made between dance and healthful living? 		
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-up/ exercises -Review rhythm -Teach dance steps -practice dance steps -Closure/ check-in/ Self Assessment

Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Tinikling

Objectives	Goals	Suggested Activities/Resources
<p>Learn the history of Tinikling, a Filipino Folk Dance.</p> <p>Learn and demonstrate the techniques of the dance and how it benefits the cardiovascular system</p>	<p>To be able to perform the skills necessary for tinikling.</p> <p>Recognize, recall, and perform steps and dances with minimum assistance from the instructor.</p> <p>Be aware of characteristic steps and patterns within dances of certain countries and the</p>	<p>Dance Steps</p> <p>http://www.giancruz.com/portfolio/imd110/city/history.html</p> <p>Tinikling - Philippine Bamboo Dance</p> <p>http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=9713#.WTly4usrKUk</p>

Sub Unit 2- Square Dance

Objectives	Goals	Suggested Activities/Resources
<p>To learn the steps and rhythm needed for various square dances.</p>	<p>To be able to perform the skill needed to square dance</p> <p>Recognize, recall, and perform steps and dances with minimum assistance from the instructor.</p>	<p>Steps to dance</p> <p>Dances</p> <p>Scatter Square Dance</p> <p>http://www.sparkpe.org/wp-content/uploads/CTAHPERD.pdf</p> <p>QuaverEd P.E. Lessons</p>

		CATCH PE 3 - 5 Activity Cards
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(4)Unit 5: Football

Designated Grading Period/# Days:

2nd 9 weeks: Weeks 1-3 / 13 days

BIG IDEA: Demonstrate proper technique when throwing, catching, and kicking a football. I will also understand the basic football concepts, i.e. offense and defense

Misconceptions

- Improper throwing and catching techniques.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of the proper way to throw and catch from previous years.

Movement

3.1A, B, C, E, J

3.2B

Physical Activity and Health

3.3A, B, C, D, E

3.5A, B

Social Development

3.6A, B

3.7A, B, C

<p>TEKS</p> <p><u>Movement</u></p> <p><i>4.1A- Demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations</i></p> <p><i>4.1B- Catch an object while traveling such as catch a football pass on the run</i></p> <p><i>4.1K- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.</i></p> <p><i>4.2B- Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills</i></p> <p><i>4.2C- Make appropriate changes in performance based on feedback</i></p> <p><i>4.2D- Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.</i></p> <p><u>Physical Activity and Health</u></p> <p><i>4.3F- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</i></p> <p><i>4.5D- Identify potential risks associated with physical activities.</i></p> <p><u>Social Development</u></p> <p>4.6A, B</p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>4.2C- Make appropriate changes based on feedback</p> <p>4.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>4.4B- Participate in moderate to vigorous physical activities on a daily basis</p> <p>4.5A- Use equipment safely and properly</p> <p>4.5B- Select and use proper attire that promotes participation and prevent injury</p> <p>4.6A- Distinguish between compliance and non-compliance with rules and regulations</p> <p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p>
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<p>4.7A, B, C, D</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can demonstrate proper form when throwing and catching 	
<p>Essential Questions</p>	<p>Vocabulary</p>

<ul style="list-style-type: none"> ○ 1. How do throwing and catching carry over into other games and activities? ○ 2. Why is eye-hand coordination and balance in everyday life? ○ 3. Which foot do we step with when we are attempting to throw an object? ○ 5. Demonstrate the proper technique when throwing. ○ 6. Give three parts involved in punting a football? ○ 7. What are some key ingredients in kicking a football? 		<ul style="list-style-type: none"> ○ football ○ touchdown ○ quarterback ○ receiver ○ sideline ○ catch ○ throw ○ handoff ○ punt ○ kickoff
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-up/ exercises -Review proper overhand throwing form -Review proper form for catching -Closure/ check-in/ self-assessment

Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1- Football Skills

Objectives	Goals	Suggested Activities/Resources
1. Key elements of performing manipulative skills such as throw and catch include attention to form, power, accuracy, and follow-through. 2. Key elements of mature movement patterns of throw for distance and speed include catch and jump.	To be able to perform the skills needed in football.	Catch Box Football Activities QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards

Sub Unit 2- Football Activities

Objectives	Goals	Suggested Activities/Resources
1. Key elements of performing manipulative skills such as throw and catch include attention to form, power, accuracy, and	To be able to perform the skills needed in football.	Catch Box Football Activities

follow-through. 2. Key elements of mature movement patterns of throw for distance and speed include catch and jump.		
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(4)Unit 6: Volleyball		Designated Grading Period/# Days: 2nd 9 weeks: Weeks 4-5 / 10 days
BIG IDEA: Demonstrate proper volleyball techniques when striking, volleying, throwing and catching. Learn the game of volleyball.	Misconceptions <ul style="list-style-type: none"> - Improper volleyball techniques, when striking and volleying. - You have to always hit the volleyball hard 	

<p>Prerequisites (TEKS and Specificity)</p> <p>Students should have a basic knowledge of how to perform the skills needed for volleyball from previous years.</p> <p><u>Movement</u></p> <p>3.1A, B, D, J</p> <p>3.2A, B</p> <p><u>Physical Activity and Health</u></p> <p>3.3A, B, C</p> <p>3.4</p> <p>3.5A, B, D</p> <p><u>Social Development</u></p> <p>3.6A, B</p> <p>3.7A, B, C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force</i></p> <p><i>4.1K- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat</i></p> <p><i>4.2A- Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>4.2C- Make appropriate changes based on feedback</p> <p>4.3A- Describe and select physical activities that provide for enjoyment and challenge</p>

4.2B- Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills

4.2D- Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump

Physical Activity and Health

4.3F- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation

4.5D- Identify potential risks associated with physical activities

Social Development

4.6A,B

4.7A,B,C,D

ELPS

- **Share informations incorporate**
- **Use accessible language**
- **Use prior knowledge and experience**
- **Non-verbal cues**

4.4B- Participate in moderate to vigorous physical activities on a daily basis

4.5A- Use equipment safely and properly

4.5B-Select and use proper attire that promotes participation and prevent injury

4.6A- Distinguish between compliance and noncompliance with rules and regulations

4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.

4.7A- Follow rules, procedures, and etiquette;

4.7B- Respond to winning and losing with dignity and understanding

4.7C- Work independently and stay on task

4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate

Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none">● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance● The students know and apply safety practices associated with physical activity and use space and equipment properly.● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.● The student can demonstrate key elements of volleying and striking.			
Essential Questions		Vocabulary	
<ul style="list-style-type: none">○ 1. Describe how your hands and arms should look when bumping volleyball.○ 2. How would you teach someone to serve volleyball?○ 3. What is the ready position?		<ul style="list-style-type: none">○ Volleying○ Striking○ Throwing○ Catching○ Bump○ Serve	
Adopted Resources		General Student Activities (RtI Tier 1)	
<ul style="list-style-type: none">● Catch Activity Box● You Tube● <u>Open Physed</u>● <u>Physed Games</u>		Volleyball 4-square Overhead Pass jingle Giant Volleyball Keep it up	

- [Fitnessgram](#)
- [PE Central](#)
- [QuaverEd P.E. Lessons](#)
- [CATCH PE 3 - 5 Activity Cards](#)

Differentiation

Use of self section, modified exercises and activities, and teacher accommodation

English Language Learners (ELL)

- Non verbal communication
- Use of Total Physical Response (coordination of speech and action)
- Predictable routines and signals
- Visual Aids/ Demonstrations

SpEd/504/ Struggling/RtI Tier 2&3

- Peer tutoring from advanced students
- Modified exercises and activities
- Opportunity for self-selection

GT/Advanced

- Opportunity to peer tutor struggling students
- Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Volleyball Skills

Objectives	Goals	Suggested Activities/Resources
1. serve a ball underhand over the net. 2. volley a ball using finger pads 3. forearm pass a ball 4. set a ball to partner	To be able to perform the skills needed in volleyball.	Volleyball 4-square Overhead Pass jingle Giant Volleyball http://www.pecentral.org/lessonideas/VIEWLESSON.asp?ID=808#.WThE5usrIdU Keep it up http://www.pecentral.org/lessonideas/VIEWLESSON.asp?ID=1057#.WThGH-srIdU

Sub Unit 2-Volleyball Activities

Objectives	Goals	Suggested Activities/Resources
1. serve a ball underhand over the net. 2. volley a ball using finger pads 3. forearm pass a ball 4. set a ball to partner	To be able to perform the skills needed in volleyball.	Volleyball 4-square Overhead Pass jingle Giant Volleyball http://www.pecentral.org/lessonideas/VIEWLESSON.asp?ID=808#.WThE5usrIdU Keep it up

		<a href="http://www.pecentral.org/lessonideas/Vi
ewLesson.asp?ID=1057#.WThGH-srIdU">http://www.pecentral.org/lessonideas/Vi ewLesson.asp?ID=1057#.WThGH-srIdU
Sub Unit 3-Volleyball Preparation		
Objectives 1. Understand intermediate concepts of volleyball, i.e., "magic window," offense and defense, etc. 2. Understand intermediate concepts of volleyball, i.e., "magic window," offense and defense, etc	Goals To understand the rules of volleyball and apply them while playing in a game.	Suggested Activities/Resources Intro to volleyball QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

1(4)Unit 7: Basketball		Designated Grading Period/# Days: 2nd 9 weeks: Weeks 6-7 / 10 days
BIG IDEA: Demonstrate proper basketball techniques such as shooting, passing, dribbling. Learn the game of basketball.		Misconceptions - Dribbling a basketball with two hands

<p>Prerequisites (TEKS and Specificity)</p> <p>Students should have a basic knowledge of how to perform the skills needed for basketball from previous years.</p> <p><u>Movement</u></p> <p>3.1A, B, C, D, J</p> <p>3.2A, B</p> <p><u>Physical Activity and Health</u></p> <p>3.3A, B, E</p> <p>3.4D</p> <p>3.5A, B</p> <p><u>Social Development</u></p> <p>3.6A, B</p> <p>3.7A, B, C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>4.1A- Demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations</i></p> <p><i>4.1E- Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>4.2C- Make appropriate changes based on feedback</p>

<p><i>4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force</i></p> <p><i>4.1K- demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat</i></p> <p><u>Physical Activity and Health</u></p> <p><i>4.3F- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</i></p> <p><u>Social Development</u></p> <p>4.6A,B 4.7A,B,C,D</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>4.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>4.4B- Participate in moderate to vigorous physical activities on a daily basis</p> <p>4.5A- Use equipment safely and properly</p> <p>4.5B-Select and use proper attire that promotes participation and prevent injury</p> <p>4.6A- Distinguish between compliance and noncompliance with rules and regulations</p> <p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>
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Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by traveling in a large group safely
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The student can demonstrate key elements of hand dribbling.

Essential Questions		Vocabulary
<ul style="list-style-type: none">○ Where should your hands be on the basketball when you are shooting?○ Give three tips for dribbling a basketball correctly.○ What are the three important parts of passing a basketball?		<ul style="list-style-type: none">○ Double Dribble○ Traveling○ Lob Pass○ Bounce Pass○ Chest Pass○ Defense○ Offense
Adopted Resources		General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards	<ul style="list-style-type: none">-Introduction-Warm-up/ exercises-Teach proper bouncing, shooting, and passing form- Play reinforcing games-Closure/ Check-in/ Self-Assessment	
<div>Differentiation</div> <div>Use of self section, modified exercises and activities, and teacher accommodation</div>		
English Language Learners (ELL) <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Basketball Skills

Objectives

1. learn simple lead-up games.
2. pass a ball using chest, bounce, and two-hand overhead pass.
3. shoot a ball using a chest shot.
4. understand basic basketball concepts, i.e., double dribble, traveling, foul, etc.
5. shoot a one-hand set shot.
6. dribble for speed and accuracy.
7. learn complex lead-up games.
8. understand intermediate basketball concepts, i.e., offensive and defensive formations, and strategy for team play.

Goals

To be able to perform the skills needed in basketball.

Suggested Activities/Resources

CATCH Cards

Basketball-368,373,377,388

[Teaching Basketball](#)

[5 Basketball Games That Teach Skills](#)

[QuaverEd P.E. Lessons](#)

[CATCH PE 3 - 5 Activity Cards](#)

Sub Unit 2-Basketball Activities

Objectives 1. learn simple lead-up games. 2. pass a ball using chest, bounce, and two-hand overhead pass. 3. shoot a ball using a chest shot. 4. understand basic basketball concepts, i.e., double dribble, traveling, foul, etc. 1. shoot a one-hand set shot. 2. dribble for speed and accuracy. 3. learn complex lead-up games. 4. understand intermediate basketball concepts, i.e., offensive and defensive formations, and strategy for team play.	Goals To be able to perform the skills needed in basketball.	Suggested Activities/Resources CATCH Cards Basketball-368,373,377,388 Teaching Basketball 5 Basketball Games That Teach Skills
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(4)Unit 8: Low Organized Games

Designated Grading Period/# Days:

2nd 9 weeks: Weeks8-9 / 9.5 days

BIG IDEA: I can Participate in low organized games.

Misconceptions Running and exercise is boring

Prerequisites (TEKS and Specificity)

Build off of the previous year's exposure to low-organized games.

Movement

3.1A, B, C, D, E, J

3.2A, B

Physical Activity and Health

3.3A, B

3.4B

3.5A, B

Social Development

3.6A, B

3.7A, B, C

TEKS

Movement

4.1A- Demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations

Process Standards

Learn the proper way to enter the gym.

Practice daily warm-up and exercise routine.

Follow Rules and Procedures

4.1E- Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts

4.2D- Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump

Physical Activity and Health

4.4B

4.5A,B

Social Development

4.6A,B

4.7A,B,C,D

ELPS

- Share informations incorporate
- Use accessible language
- Use prior knowledge and experience
- Non-verbal cues

Ongoing Essential Skills/Repeated Standards

4.2C- Make appropriate changes based on feedback

4.3A- Describe and select physical activities that provide for enjoyment and challenge

4.4B- Participate in moderate to vigorous physical activities on a daily basis

4.5A- Use equipment safely and properly

4.5B-Select and use proper attire that promotes participation and prevent injury

4.6A- Distinguish between compliance and non-compliance with rules and regulations

4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.

4.7A- Follow rules, procedures, and etiquette;

4.7B- Respond to winning and losing with dignity and understanding

4.7C- Work independently and stay on task

4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate

Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. 		
Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ Can I participate in low-organized games? ○ Can I follow the rules of low-organized games? ○ Can I work cooperatively during low-organized games? 		<ul style="list-style-type: none"> ○ cooperation ○ organized game ○ rules
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-up/ exercise -explanation of organized games -gameplay -closure/ check-in/ self-assessment

Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Cooperative Games

Objectives	Goals	Suggested Activities/Resources
I can participate in games while working with teammates.	The student can develop sportsmanship skills. The student can develop cooperation skills The student can participate in games with rules	5 Cooperative Games 6 cooperative games

Sub Unit 2- Holiday Games

Objectives	Goals	Suggested Activities/Resources
I can participate in games while working with teammates.	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules in games	Snowman Blitz Elf Express Elves on the Run CATCH PE 3 - 5 Activity Cards

Sub Unit 3

Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(4)Unit 9: Orientation	
Designated Grading Period/# Days: 3rd 9 weeks: Weeks 1 / 4 days	
BIG IDEA: Learn classroom and safety expectations, rules, and routine. I can describe why good sportsmanship is important. I can identify good and poor sportsmanship in situations and offer guidance when necessary.	Misconceptions <ul style="list-style-type: none"> - Inappropriate activities and techniques for warm-ups. - Physical Education is recess time.

<p>Prerequisites (TEKS and Specificity)</p> <p>Students should have a basic knowledge of rules, procedures, and sportsmanship from previous years.</p> <p>TEKS</p> <p><u>Physical Activity and Health</u></p> <p>3.5A, B,</p> <p><u>Social Development</u></p> <p>3.6A</p> <p>3.7A, C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>4.2C</p> <p><u>Physical Activity and Health</u></p> <p>4.3A</p> <p>4.4B</p> <p>4.5A, B</p> <p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Interact with classmates in “get to know” introduction activities.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>4.2C- Make appropriate changes based on feedback</p> <p>4.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>4.4B- Participate in moderate to vigorous physical activities on a daily basis</p>

<p>ELPS</p> <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>4.5A- Use equipment safely and properly</p> <p>4.5B-Select and use proper attire that promotes participation and prevent injury</p> <p>4.6A- Distinguish between compliance and non-compliance with rules and regulations</p> <p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The students understands and applies safety practices associated with physical activities 	

- use equipment safety and properly
- know and apply safe practices
- explain how proper shoes and clothing promotes safe play
- explain appropriate reactions to emergencies in physical activities
- The student understands basic components such as strategies and rules of structured physical activities including
 - explain the concept and importance of teamwork
- The students develops positive self-management and social skills and is expected to
 - follow rules, procedures, and etiquette
 - use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ What are some of the classroom rules established today? ○ What is the difference between personal and general space? ○ How do you know when movements during PE should start or stop? ○ What are our classroom cues discussed during class? ○ Do good sports cheat? 		<ul style="list-style-type: none"> ○ Expectations ○ Rules ○ Routine ○ Fairness ○ Communication ○ Respect ○ Team player ○ Encourage

<ul style="list-style-type: none"> ○ What are some examples of good and bad sportsmanship? ○ What does it mean to be a good sport? 		
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards ● CATCH.org Lessons - Unit 6 Staying Safe 		<ul style="list-style-type: none"> -Introduction -Daily Exercises -Review rules and procedures -Play reinforcement games for procedures and rules -Review safety for campus and classroom/gym -Review sportsmanship -Play team building/ sportsmanship games -Closure/ Check-in/ Self Assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) <ul style="list-style-type: none"> -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals 	SpEd/504/ Struggling/RtI Tier 2&3 <ul style="list-style-type: none"> -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection 	GT/Advanced <ul style="list-style-type: none"> -Opportunity to peer tutor struggling students -Opportunity for self-selection

- Visual Aids/ Demonstrations		
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Rules, Procedures and Safety Review		
Objectives I can learn classroom rules and procedures.	Goals -Students understand classroom producers such as start and stop signals and daily exercises routine -Students understand classroom rules and consequences/ rewards	Suggested Activities/Resources https://www.youtube.com/watch?v=xW6hOVIv9T0&t=484s https://www.youtube.com/watch?v=h_Q6RS660LM -Review safety protocol for your campus as well as classroom safety -Teach/review daily exercises
Sub Unit 2-		
Objectives	Goals	Suggested Activities/Resources QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards CATCH.org Lessons - Unit 6 Staying Safe
Sub Unit 3		

Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(4)Unit 10: Balance/Coordination

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 2-3 / 9 days

BIG IDEA: Learn and demonstrate different tumbling techniques as well as develop gymnastics with mat. Learn and review different concepts of tumbling and gymnastics.

I can develop body balance and coordination.

Misconceptions

- **There are not many different tumbling techniques.**
- **Tumbling is just for girls**
- **Stability and balance is not an important building block for all other activities and healthy**

<p>Prerequisites (TEKS and Specificity) Students should have a basic knowledge of the skills needed for gymnastics and balance.</p> <p>TEKS <u>Movement</u> 3.1A, B, C, D, E, F, G 3.2A, B <u>Physical Activity and Health</u> 3.3A, B, C, D 3.4D 3.5A, B, D</p> <p><u>Social Development</u> 3.6A, B 3.7A, B, C, D</p>	<p>lifelong habits.</p> <ul style="list-style-type: none"> - Establishing body balance is not an important building block for all other activities and healthy lifelong habits.
<p>TEKS <u>Movement</u> <i>4.1D- Jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending</i> <i>4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force</i></p>	<p>Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards 4.2C- Make appropriate changes based on feedback</p>

<p>4.1G- Transfer weight along and over equipment with good body control</p> <p><u>Physical Activity and Health</u></p> <p>4.3F- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</p> <p>4.4B</p> <p>4.5A, B,</p> <p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>4.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>4.4B- Participate in moderate to vigorous physical activities on a daily basis</p> <p>4.5A- Use equipment safely and properly</p> <p>4.5B-Select and use proper attire that promotes participation and prevent injury</p> <p>4.6A- Distinguish between compliance and non-compliance with rules and regulations</p> <p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely 	

- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The student demonstrated smooth transitions, body control, proper weight transitions, and balance in simple gymnastics stunts.
- The student demonstrates balance and coordination while using equipment such as scooter boards and hula hoops.

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ 1. What are the events for gymnastics? ○ 2. What does it mean to “spot” someone? ○ 3. When does the sport of gymnastics become dangerous for the participants? ○ 4. Can I demonstrate balance on a balance beam? ○ 5. Can I demonstrate balance and coordination while performing a gymnastics roll? 		<ul style="list-style-type: none"> ○ Balance ○ Transferring weight ○ Agility ○ Rolling ○ Swinging

<ul style="list-style-type: none"> ○ 6. Can I demonstrate balance while using a scooter board? ○ 7. Can I demonstrate coordination while using a hula hoop? 		
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm up/ exercises -teach rolling -teach balance/ balance beam -reinforce with practice and games -closure/ check-in/ self-assessment
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action)	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

-Predictable routines and signals - Visual Aids/ Demonstrations	-Opportunity for self-selection	
Strategies for Instruction/Teacher Supports		
Sub Unit 1- Gymnastics		
Objectives I can practice balance and coordination. I can roll sideways. I can walk on a balance beam.	Goals The student can practice balance skills. The student can learn to roll sideways The student can learn to balance on a beam.	Suggested Activities/Resources CATCH cards 464-472 Noodles Can't Balance Educational Gymnastics http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9945#.WUFJfOvysdU Round off@ http://www.wikihow.com/Do-a-round-off-in-gymnastics
Sub Unit 2- Scooter Boards		
Objectives I can use a scooter board while demonstrating balance and coordination.	Goals The student can properly use a scooter board The student can properly use a hula hoop The student can demonstrate balance and coordination while using equipment	Suggested Activities/Resources https://www.gophersport.com/blog/6-scooter-games-pe/ Scooter Pinball http://www.peuniverse.com/videos/?tag_id=1379

		QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(4)Unit 11: Jump Rope		Designated Grading Period/# Days: 3rd 9 weeks: Weeks 4-6 / 14 days
BIG IDEA: Learn the different types of jump ropes and introduce Kids Heart Challenge. Learn proper nutrition and the different types of jump rope activities. Perform jumping skills in a safe manner.	Misconceptions <ul style="list-style-type: none"> - Everyone can use the same size jump rope 	

<p>Prerequisites (TEKS and Specificity)</p> <p>Students should have a basic knowledge of how to perform various jump roping skills from previous years.</p> <p><u>Movement</u></p> <p>3.1A, B, D, I</p> <p>3.2A, B</p> <p><u>Physical Activity and Health</u></p> <p>3.3B, C, D</p> <p>3.4A, B, C</p> <p>3.5A, B</p> <p><u>Social Development</u></p> <p>3.6B</p> <p>3.7A, B, C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>4.1D- Jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending</i></p> <p><i>4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force</i></p> <p><i>4.1G- Transfer weight along and over equipment with good body control</i></p> <p><i>4.1H- Create a movement sequence with a beginning, middle, and end</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>4.2C- Make appropriate changes based on feedback</p> <p>4.3A- Describe and select physical activities that provide for enjoyment and challenge</p> <p>4.4B- Participate in moderate to vigorous physical activities on a daily basis</p>

4.1J- Travel into and out of a rope turned by others without hesitating

4.2B- Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills

4.2C- Make appropriate changes in performance based on feedback

4.2D- Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump

Physical Activity and Health

4.3B- Name the components of health-related fitness such as strength, endurance, and flexibility

4.3C- Identify and demonstrate a variety of exercises that promote flexibility

4.3D- Improve flexibility in shoulders, trunk, and legs

4.3E- Participate in activities that develop and maintain muscular strength and endurance

4.4A- Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors

4.4E- Describe the relationship between food intake and physical activity such as calories consumed and calories expended;

4.5A- Use equipment safely and properly

4.5B- Select and use proper attire that promotes participation and prevent injury

4.6A- Distinguish between compliance and noncompliance with rules and regulations

4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.

4.7A- Follow rules, procedures, and etiquette;

4.7B- Respond to winning and losing with dignity and understanding

4.7C- Work independently and stay on task

4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate

4.4F- Explain the link between physical activity/inactivity and health such as reduce stress and burn calories

4.5A,B

Social Development

4.6A,B

4.7A,C,D

ELPS

- **Share informations incorporate**
- **Use accessible language**
- **Use prior knowledge and experience**
- **Non-verbal cues**

Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by traveling in a large group safely
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.

- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The student can perform jump rope skills and properly turn a long jump rope.
- The student can learn about the cardiovascular system and nutrition.

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ 1. How do you hold the rope? ○ 2. How do you position yourself in relation to the other rope holder? ○ 3. How can I be safe when jumping rope? ○ 4. What benefits result from jumping rope? ○ 5. How and why is my heart an important muscle for jumping rope? 		<ul style="list-style-type: none"> ○ Jump Rope ○ Individual Jump ○ Long Jump Rope ○ Kids Heart Challenge ○ Energy ○ Proper Nutrition ○ Double side swing ○ And jump ○ Skier/bell ○ Criss/cross ○ tripod
Adopted Resources		General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards	<ul style="list-style-type: none">-Introduction-Warm u/ exercises-teach jump rope skills-teach health topics-reinform with practice and games-closure/ check-in/ self-assessment	
<div>Differentiation</div> <div>Use of self section, modified exercises and activities, and teacher accommodation</div>		
English Language Learners (ELL) <ul style="list-style-type: none">-Non verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Jump Rope Skills

Objectives	Goals	Suggested Activities/Resources
<p>I can participate in jump rope activities.</p> <p>I can learn about heart health and nutrition.</p> <ul style="list-style-type: none">● cardiovascular-respiratory fitness● rhythm● creativity in working out original steps and combinations● agility and coordination	<p>The students participate in Kid Heart Challenge or other jump rope activities</p> <p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>CATCH Box Cards 175-227</p> <p>Kids Heart Challenge Charts and Video</p> <p>Single Jump Ropes@ http://portfolios.valdosta.edu/smc/ark/artifact_21.htm</p> <p>AHA/ Health Resources https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx</p> <p>https://www.jumprope.org.au/</p> <p>https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s</p> <p>https://www.youtube.com/watch?v=-J1hmmy1OB4</p>

Sub Unit 2- Jump Rope Skills

Objectives	Goals	Suggested Activities/Resources
<p>I can participate in jump rope activities.</p> <p>I can learn about heart health and nutrition.</p> <ul style="list-style-type: none">● cardiovascular-respiratory fitness● rhythm● creativity in working out original steps and combinations● agility and coordination	<p>The students participate in Kid Heart Challenge or other jump rope activities</p> <p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>CATCH Box Cards 175-227</p> <p>Kids Heart Challenge Charts and Video</p> <p>Single Jump Ropes@ http://portfolios.valdosta.edu/smc/ark/artifact_21.htm</p> <p>AHA/ Health Resources https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx</p> <p>https://www.jumprope.org.au/</p> <p>https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s</p> <p>https://www.youtube.com/watch?v=-J1hmmy1OB4</p>

Sub Unit 3-Jump Rope, Nutrition and Aerobics		
<p>Objectives</p> <p>I can participate in jump rope activities.</p> <p>I can learn about heart health and nutrition.</p> <ul style="list-style-type: none"> ● cardiovascular-respiratory fitness ● rhythm ● creativity in working out original steps and combinations <p>agility and coordination</p>	<p>Goals</p> <p>The students participate in Kid Heart Challenge or other jump rope activities</p> <p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>Suggested Activities/Resources</p> <p>CATCH Box Cards 175-227</p> <p>Kids Heart Challenge Charts and Video</p> <p>Single Jump Ropes@ http://portfolios.valdosta.edu/smc/ark/artifact_21.htm </p> <p>AHA/ Health Resources https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx </p> <p>https://www.jumprope.org.au/</p> <p>https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s</p>

		https://www.youtube.com/watch?v=-J1hmmy1OB4
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards

(4)Unit 12: Parachute		Designated Grading Period/# Days: 3rd 9 weeks: Weeks 7-9 / 12 days
BIG IDEA: Learn about air currents and why the chute floats. Show proper use of the chute while participating in various activities.		Misconceptions <ul style="list-style-type: none">- Parachute activities do not develop upper body strength.
Prerequisites (TEKS and Specificity) Students should have a basic knowledge of how to properly use the parachute in a safe manner. TEKS <u>Movement</u> 3.1A, E, I		

3.2A <u>Physical Activity and Health</u> 3.3A, B, C 3.5A, B <u>Social Development</u> 3.6A, B 3.7A, B, C	
TEKS <u>Movement</u> <i>4.1A- Demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations</i> <i>4.1C- Combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences</i> <i>4.1E- Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts</i> <i>4.1H- Create a movement sequence with a beginning, middle, and end</i> <u>Physical Activity and Health</u> <i>4.3E- Participate in activities that develop and maintain muscular strength and endurance</i> <u>Social Development</u> 4.6A, B 4.7A, B, C, D ELPS	Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Follow Rules and Procedures Ongoing Essential Skills/Repeated Standards 4.2C- Make appropriate changes based on feedback 4.3A- Describe and select physical activities that provide for enjoyment and challenge 4.4B- Participate in moderate to vigorous physical activities on a daily basis 4.5A- Use equipment safely and properly 4.5B-Select and use proper attire that promotes participation and prevent injury 4.6A- Distinguish between compliance and non-compliance with rules and regulations

<ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student develops upper body strength through participating in parachute activities and can state that physical activity can be enjoyable. 	

Essential Questions		Vocabulary
<p>1. How does the parachute activity relate to cooperation and teamwork?</p> <p>2. How can the principles learned here be related and applied to other aspects of the student's life?</p> <p>3. How can the parachute be used in different activities to help enhance student listening and cooperation?</p> <p>4. to develop listening skills</p> <p>5. to improve eye-hand coordination</p> <p>6. to facilitate rhythmic activities</p>		<p>○ Air/ Air Currents</p> <p>○ Aerobic Exercises</p>
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● CATCH PE 3 - 5 Activity Cards 		<p>-Introduction</p> <p>-Warm up/ exercises</p> <p>-Teach parachute skill</p> <p>-play reinforcing games</p> <p>-discuss upper body strength and how physical activity can be fun</p> <p>-closure/ check-in/ self-assessment</p>
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		

English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Parachute Skills		
Objectives 1. to promote cooperation between members of a group 2. to increase back and abdominal strength 3. to provide vigorous exercise 4. to develop listening skills 5. to improve eye-hand coordination 6. to facilitate rhythmic activities	Goals To work as a team to perform various skills while using the parachute.	Suggested Activities/Resources CATCH Box God Bless the USA Parachute Routine@ http://www.pecentral.org/LessonIdeas/ViewLesson
Sub Unit 2- Parachute Games		
Objectives 1. to promote cooperation between members of a group 2. to increase back and abdominal strength 3. to provide vigorous exercise 4. to develop listening skills	Goals The student participates in fun parachute games in a group while working on upper body strength and teamwork. The student can identify what muscles are working during gameplay	Suggested Activities/Resources CATCH Box God Bless the USA Parachute Routine@ http://www.pecentral.org/LessonIdeas/ViewLesson

5. to improve eye-hand coordination 6. to facilitate rhythmic activities	The student learns that physical activity can be fun and more than just exercise like push-ups.	CATCH PE 3 - 5 Activity Cards
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(4)Unit 13: Recreational Games

Designated Grading Period/# Days:
4th 9 weeks: Weeks 1-4 / 20 days

BIG IDEA: Experience lifetime recreational games that can be played in small groups with a variety of age groups and skill level abilities.

Learn the game and rules of kickball. Learn the proper approach to kicking the ball during a kickball activity.

Prerequisites (TEKS and Specificity)

The student should have knowledge of the skills needed from previous years.

TEKS

Movement

Misconceptions

- Baseball and kickball rules are different
- Kick with your toes instead of the inside of your foot
- Standing directly behind the ball when kicking

3.1A, B, C, D, J 3.2B <u>Physical Activity and Health</u> 3.3 A, B 3.4 D 3.5 A, B <u>Social Development</u> 3.6 A, B 3.7 A, B, C	
TEKS <u>Movement</u> <i>4.1A- Demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations</i> <i>4.1K- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.</i> <u>Physical Activity and Health</u> 4.3A 4.4B 4.5A, B <u>Social Development</u> 4.6A, B 4.7A, B, C, D ELPS	Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Follow Rules and Procedures Ongoing Essential Skills/Repeated Standards 4.2C- Make appropriate changes based on feedback 4.3A- Describe and select physical activities that provide for enjoyment and challenge 4.4B- Participate in moderate to vigorous physical activities on a daily basis 4.5A- Use equipment safely and properly 4.5B-Select and use proper attire that promotes participation and prevent injury

<ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>4.6A- Distinguish between compliance and non-compliance with rules and regulations</p> <p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student develops a further understanding of the importance of physical activity, especially aerobic activity, and can identify aerobic activities that they enjoy. 	
<p>Essential Questions</p>	<p>Vocabulary</p>

<ul style="list-style-type: none"> ○ 1. Why is it important to kick the ball with your toes? ○ 2. Where should you stand when trying to kick a stationary ball? ○ 3. When dribbling what happens when you kick the ball really hard? ○ 4. When kicking or shooting, why is it important to stand at a 45-degree angle? 		<ul style="list-style-type: none"> ○ Kickball ○ Beanbag Toss ○ 4-Square ○ Capture the Flag
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-up/ exercises -Play reinforcing game -Closure/ Check-in/ Self-Assessment
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action)	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

-Predictable routines and signals - Visual Aids/ Demonstrations	-Opportunity for self-selection	
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Yard Games		
Objectives Experience lifetime recreational games that can be played in small groups with a variety of age groups and skill level abilities.	Goals 1. Following game rules 2. Taking turns 3. Cooperation with players 4. Play for pure enjoyment 5. Fine motor skills	Suggested Activities/Resources Outdoor Yard Games Ideas How to teach 4-Square
Sub Unit 2- Kick Ball/Mat Ball		
Objectives The student can dribble while changing directions and kick in a game setting.	Goals The student practices dribbling in game setting The student practices dribbling while changing direction The student practices kicking in a game setting	Suggested Activities/Resources All-Ball Kickball Variety of Kicking Games Matball
Sub Unit 3-Capture the Flag/Pin Ball		
Objectives Exhibits responsible, personal, and social behavior that respects self and others. Standard Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	Goals Be using dodging and fleeing skills while playing capture the flag.	Suggested Activities/Resources Capture the Flag CATCH PE 3 - 5 Activity Cards

Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(4)Unit 14: Soccer

Designated Grading Period/# Days:

4th 9 weeks: Weeks 5-7 /13 days

BIG IDEA: Dribble w/ using inside of feet and learn proper techniques of dribbling. Dribble while changing directions.

Misconceptions

- You are supposed to kick the soccer ball with your toes instead of the inside of your foot.
- Dribbling is a term only considered with basketball.
- Improper technique of dribbling a soccer ball with feet

<p>Prerequisites (TEKS and Specificity)</p> <p>Students should have a basic knowledge of how to perform the skills needed for soccer from previous years.</p> <p>TEKS</p> <p><u>Movement</u></p> <p>3.1A, B, C, D, J</p> <p>3.2A, B</p> <p><u>Physical Activity and Health</u></p> <p>3.3A, B, C, E</p> <p>3.4A, B</p> <p>3.5A, B, D</p> <p><u>Social Development</u></p> <p>3.6A, B</p> <p>3.7A, B, C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>4.1A- Demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations</i></p> <p><i>4.1K- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat</i></p> <p><i>4.2D- Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>4.2C- Make appropriate changes based on feedback</p> <p>4.3A- Describe and select physical activities that provide for the enjoyment and challenge</p>

<p><u>Physical Activity and Health</u></p> <p><i>4.3F- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</i></p> <p><i>4.5D- Identify potential risks associated with physical activities</i></p> <p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>4.4B- Participate in moderate to vigorous physical activities on a daily basis</p> <p>4.5A- Use equipment safely and properly</p> <p>4.5B-Select and use proper attire that promotes participation and prevent injury</p> <p>4.6A- Distinguish between compliance and non-compliance with rules and regulations</p> <p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely 	

- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ 1. What is the proper way of dribbling a soccer ball? ○ 2. What part of the foot should you use to kick a ball correctly? ○ 3. Who can use their hands in a soccer game? ○ 4. When do you use a throw-in during a soccer game? ○ 5. What things constitute a good pass? 		<ul style="list-style-type: none"> ○ Passing ○ Kicking ○ Dribbling ○ Shooting ○ Trapping
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games 		Catch Box 500-531 -Introduction -Teach dribbling, passing, shooting -Intro to soccer

<ul style="list-style-type: none"> ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 	<ul style="list-style-type: none"> -play reinforcement games -closure/ check-in/ self-assessment
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>	
<p>English Language Learners (ELL)</p> <ul style="list-style-type: none"> -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations 	<p>SpEd/504/ Struggling/RtI Tier 2&3</p> <ul style="list-style-type: none"> -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection <p>GT/Advanced</p> <ul style="list-style-type: none"> -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Soccer Skills

Objectives	Goals	Suggested Activities/Resources
1. Use either foot to pass, trap, or dribble the ball 2. Dribble the ball with control while running. 3. Stop on command and quickly change directions. 4. Pass the ball using a variety of passes to a target 20'-30' away. 5. Trap a bouncing ball.	To be able to pass, dribble, trap and kick the soccer ball with proper technique. Move safely around the designated area with and without the ball.	Catch Box 500-531 Recess Kicking and Dribbling http://www.pecentral.org/Lesson/deas Socket Ball Dribbling math challenge Soccer Pass Croquet Dribble Thief http://www.peuniverse.com/Discussions/detail.cfm?post_id=2233

Sub Unit 2- Soccer Activities

<p>Objectives</p> <ol style="list-style-type: none"> 1. Use either foot to pass, trap, or dribble the ball 2. Dribble the ball with control while running. 3. Stop on command and quickly change directions. 4. Pass the ball using a variety of passes to a target 20'-30' away. 5. Trap a bouncing ball. 	<p>Goals</p> <p>To be able to pass, dribble, trap and kick the ball.</p> <p>Move safely around the designated area with and without the ball.</p>	<p>Suggested Activities/Resources</p> <p>Catch Box 500-531</p> <p>Recess Kicking and Dribbling http://www.pecentral.org/Lesson/Ideas</p> <p>Socket Ball</p> <p>Dribbling math challenge</p> <p>Soccer Pass Croquet</p> <p>Dribble Thief http://www.peuniverse.com/Discussions/detail.cfm?post_id=2233</p>
<p>Sub Unit 3-Soccer Preparation</p>		
<p>Objectives</p> <p>Understand advanced soccer concepts, i.e., shooting, scoring,</p>	<p>Goals</p> <p>To understand the rules of soccer and apply them while playing in a game.</p>	<p>Suggested Activities/Resources</p> <p>Catch Box 500-531</p>

corner kicks, goalkeeping, tackling, positioning, etc.		Recess Kicking and Dribbling http://www.pecentral.org/Lesson/deas Socket Ball Dribbling math challenge Soccer Pass Croquet Dribble Thief http://www.peuniverse.com/Discussions/detail.cfm?post_id=2233
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards

(4)Unit 15: Track and Field

Designated Grading Period/# Days:

4th 9 weeks: Weeks 7-9 / 10 days

BIG IDEA: Learn the different track and field events.
Learn the proper forms and approaches to each event.
Demonstrate an understanding of each technique for every event.

Misconceptions

- All races are run the same way.
- Improper running and throwing techniques for events.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to perform the various skills involved in track from previous years.

TEKS

Movement

3.1 A, B, C, D

3.2 A, B

Physical Activity and Health

3.3 A, B, C, D, E

3.4 C, D

3.5 A, B <u>Social Development</u> 3.6A, B 3.7A, B, C	
TEKS <u>Movement</u> <i>4.1A- Demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations</i> <i>4.1D- Jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending</i> <i>4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force</i> <i>4.1G- Transfer weight along and over equipment with good body control</i> <i>4.2D-describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump</i> <u>Physical Activity and Health</u> <i>4.3F- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation</i>	Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Follow Rules and Procedures Ongoing Essential Skills/Repeated Standards 4.2C- Make appropriate changes based on feedback 4.3A- Describe and select physical activities that provide for enjoyment and challenge 4.4B- Participate in moderate to vigorous physical activities on a daily basis 4.5A- Use equipment safely and properly 4.5B-Select and use proper attire that promotes participation and prevent injury 4.6A- Distinguish between compliance and noncompliance with rules and regulations 4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment. 4.7A- Follow rules, procedures, and etiquette;

<p><i>4.4I- Identify sources of information on skill improvement, fitness, and health such as books and technology</i></p> <p><i>4.5D- Identify potential risks associated with physical activities</i></p> <p><u>Social Development</u></p> <p>4.6A,B 4.7A,B,C,D</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical acidity, exercises for flexibility, and activities to develop musical strength and endurance 	

- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The student participated in relay games and is exposed to track and field.

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ 1. Describe the components of a relay. ○ 2. What is a "scratch" in the long jump? ○ 3. What is an important strategy in running a distance race? ○ 4. What is the difference between field events and track events? ○ 5. What are the lifelong health benefits that can be attained by participating in track and field? 		<ul style="list-style-type: none"> ○ 20-yard dash ○ 40-yard dash ○ Hurdles ○ Shot put ○ Discus (Flying Discs) ○ Relays
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed 		<ul style="list-style-type: none"> -Introduction -Warm Up/ Exercises -Teach various running events

<ul style="list-style-type: none">● Phyised Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards	Teach field events -Teach sun safety -Play reinforcing games -Closure/ Check in/ Self Assessment	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Running Events

Objectives	Goals	Suggested Activities/Resources
Understand the rules, procedures, and strategies of track & field events such as javelin, discus, and running events	Successfully demonstrate track and field skills including throwing and running. Develop knowledge concerning fitness components included in track and field.	Famous Faces Field Day http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8486#.WUKglusIdU Go for the Gold http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8710#.WUKhGusIdU

Sub Unit 2- Field Events

Objectives	Goals	Suggested Activities/Resources
Understand the rules, procedures, and strategies of track & field events such as javelin, discus, and running events	Successfully demonstrate track and field skills including throwing and running. Develop knowledge concerning fitness components included in track and field.	Famous Faces Field Day http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8486#.WUKglusIdU Go for the Gold http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8486#.WUKglusIdU

		eas/ViewLesson.asp?ID=8710#.WU KhGusrIdU
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(4)Unit 16: Wiffle Ball		Designated Grading Period/# Days: 4th 9 weeks: Weeks 10-11 / 8.5 days
BIG IDEA: Learn the proper techniques to striking a ball while using striking objects.	Misconceptions <ul style="list-style-type: none"> - There's not a proper way of holding striking equipment. - Sometimes less is more when striking an object. 	

<p>Prerequisites (TEKS and Specificity)</p> <p>Students should have a basic knowledge of how to perform striking skills from previous years.</p> <p>TEKS</p> <p><u>Movement</u></p> <p>3.1 A, J</p> <p>3.2 B</p> <p><u>Physical Activity and Health</u></p> <p>3.3 A, B, E</p> <p>3.4</p> <p>3.5 A, B, D</p> <p><u>Social Development</u></p> <p>3.6A, B</p> <p>3.7A, B, C</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>4.1K- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat</i></p> <p><i>4.2A- Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving</i></p> <p><i>4.2D-Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>4.2C- Make appropriate changes based on feedback</p> <p>4.3A- Describe and select physical activities that provide for enjoyment and challenge</p>

<p><u>Physical Activity and Health</u></p> <p><i>4.3F- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation.</i></p> <p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>4.4B- Participate in moderate to vigorous physical activities on a daily basis</p> <p>4.5A- Use equipment safely and properly</p> <p>4.5B-Select and use proper attire that promotes participation and prevent injury</p> <p>4.6A- Distinguish between compliance and non-compliance with rules and regulations</p> <p>4.6B- Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>4.7A- Follow rules, procedures, and etiquette;</p> <p>4.7B- Respond to winning and losing with dignity and understanding</p> <p>4.7C- Work independently and stay on task</p> <p>4.7D- Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance 	

- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The students apply all skills learned to strike a ball with and without a manipulative.

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ 1. Are your feet aligned the same when striking an object within each sport? ○ 2. What is teamwork? ○ 3. What are the proper steps to striking certain objects? ○ 5. What are the proper steps of throwing a ball? 		<ul style="list-style-type: none"> ○ Softball ○ Baseball ○ Wiffle Ball ○ Bases ○ Strike ○ Ball ○ Foul ○ Out ○ Groundball ○ Popfly
Adopted Resources		General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards	<ul style="list-style-type: none">-Introduction-Warm Up/ Exercises-Teach proper throwing/pitching skills-Teach proper batting/striking skills-Teach sun safety-Play reinforcing games-Closure/ Check in/ Self Assessment	
<div>Differentiation</div> <div>Use of self section, modified exercises and activities, and teacher accommodation</div>		
English Language Learners (ELL) <ul style="list-style-type: none">-Non verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

3. run bases in the correct order. 4. field a ball rolled on the ground. 5. field a batted ball. 6. understand basic concepts of softball, i.e., hit and run to the base, scoring, etc. 7. hit a tossed ball. 8. understand intermediate concepts of softball, i.e., field positioning, batting order, and rules for running bases. etc.		Wiffle Ball Lesson Plan Rules of Wiffle Ball QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Sub Unit 4-Wiffle Ball Game Preparation		

5th Grade Unit Plan

<div> <div>(5)Unit 1: Orientation</div> <div> Designated Grading Period/# Days: 1st 9 weeks: Week 1 / 5 days </div> </div>	
<p>BIG IDEA: Objectives: Learn classroom and safety expectations, rules, and routine. I can describe why good sportsmanship is important. I can identify good and poor sportsmanship in situations and offer guidance when necessary.</p>	<p>Misconceptions</p> <ul style="list-style-type: none"> - Inappropriate activities and techniques for warm-ups. - Physical Education is recess time.
<p>Prerequisites (TEKS and Specificity) Students should have a basic knowledge of rules, procedures, and sportsmanship from previous years.</p> <p><u>Physical Activity and Health</u></p> <p>4.4B 4.5A, B</p> <p><u>Social Development</u></p> <p>4.6A,B 4.7A, B, C, D</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p>5.3A</p> <p><u>Physical Activity and Health</u></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Interact with classmates in “get to know” introduction activities.</p>

5.5C- Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity

Social Development

5.6B

5.7A, B

ELPS

- Share information incorporate
- Use accessible language
- Use prior knowledge and experience
- Non-verbal cues

Practice daily warm-up and exercise routine.

Follow Rules and Procedures

Ongoing Essential Skills/Repeated Standards

5.3A- Participates in moderate and vigorous physical activities on a daily basis that develops health-related fitness

5.4B- Self-monitor the heart rate during exercise

5.5A- Use equipment safely and properly

5.5B-Select and use proper attire that promotes participation and prevents injuries

5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity

5.6B- Explains the concept and importance of teamwork

5.7A- follow rules, procedures, and etiquette

5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all

Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The students understands and applies safety practices associated with physical activities <ul style="list-style-type: none"> ○ use equipment safety and properly ○ know and apply safe practices ○ explain how proper shoes and clothing promotes safe play ○ explain appropriate reactions to emergencies in physical activities ● The student understands basic components such as strategies and rules of structured physical activities including <ul style="list-style-type: none"> ○ explain the concept and importance of teamwork ● The students develops positive self-management and social skills and is expected to <ul style="list-style-type: none"> ○ follow rules, procedures, and etiquette ○ use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> ○ What are some of the classroom rules established today? ○ What is the difference between personal and general space? ○ How do you know when movements during PE should start or stop? ○ What are our classroom questions discussed during class? ○ Do good sports cheat? ○ What are some examples of good and bad sportsmanship? ○ What does it mean to be a good sport? 	<ul style="list-style-type: none"> ○ Expectations ○ Rules ○ Routine ○ Fairness ○ Communication ○ Respect ○ Team player ○ Encourage
Adopted Resources	General Student Activities (Rtl Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards ● CATCH.org Lessons - Unit 6 Staying Safe 	<p>Daily Exercise</p> <p>Classroom Expectations/Safety</p> <p>Start and Stop/ Verbal and Non Verbal cues</p> <p>Spatial Awareness:</p> <p>Personal and General Space</p>
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>	

English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection - Opportunity to perform skill at a higher level
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Rules and Procedures		
Objectives I can learn classroom rules and procedures.	Goals -Students understand classroom producers such as start and stop signals and daily exercises routine -Students understand classroom rules and consequences/ rewards	Suggested Activities/Resources Introduction/Daily announcements Warm-ups People Finder II R-E-S-P-E-C-T People Bingo @ http://www.pe.central.org/ CATCH Card 6 Mingle, Mingle CATCH Card 347 Geography Mileage Challenge

		CATCH Card 40 Frequent Flyer
Sub Unit 2-Sportsmanship		
Objectives I can learn classroom safety and the importance of sportsmanship.	Goals -Students understand classroom safety such as proper clothing/shoes and appropriate responses in emergencies -Students understand what good sportsmanship is and why it's important	Suggested Activities/Resources Sportsmanship Open Phys ED-Sportsmanship QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards CATCH.org Lessons - Unit 6 Staying Safe
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources

Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(5)Unit 2: Movement Skills	
Designated Grading Period/# Days: 1st 9 weeks: Weeks 2 - 3 / 10 days	
BIG IDEA: Learn and review all types of locomotor skills. Establish what each different skill is and demonstrate each skill correctly. Demonstrate the different Locomotor skills I can develop chasing, dodging, and fleeing skills.	Misconceptions <ul style="list-style-type: none"> - Improper technique to perform locomotor skills - Moving safely while increasing and decreasing speed
Prerequisites (TEKS and Specificity) Students should have a basic knowledge of how to perform locomotor skills from previous years.	

<p><u>Movement</u></p> <p>4.1A, C, E</p> <p>4.2C</p> <p><u>Physical Activity and Health</u></p> <p>4.3A</p> <p>4.4A, B</p> <p>4.5A, B, D</p> <p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>5.1B- Demonstrate smooth combination of fundamental locomotor skills such as running and dodging and hop-step-jump</i></p> <p><i>5.1L- Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.</i></p> <p><u>Physical Activity and Health</u></p> <p>5.3A</p> <p>5.5A, B</p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p>

<p>5.5C- <i>describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; and</i> <u>Social Development</u></p> <p>5.6A- <i>describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goal, offense, or defense; and</i></p> <p>5.6B</p> <p>5.7A,B,</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share information ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p> <p>5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</p> <p>5.6B- Explains the concept and importance of teamwork</p> <p>5.7A- follow rules, procedures, and etiquette</p> <p>5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identify the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely 	

- The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The student demonstrates competency in movement patterns such as the skills involved in chasing, fleeing, dodging, walking, hopping, and skipping. The student also demonstrated relations in dynamic movement situations such as under, over, next to, through, right, left, up, and, down.
- The student knows and applies safety practices when it comes to road safety.

Essential Questions	Vocabulary
<ul style="list-style-type: none"> ○ 1. Identify our most commonly used locomotor skills? ○ 2. What are the basic movement patterns used to perform a variety of motor skills? ○ 3. How do performing loco-motor movements carry over into other games and activities? ○ 4. Why is the development of motor skills essential? ○ 5. How do performing loco-motor movements carry over into other games and activities? 	<ul style="list-style-type: none"> ○ Agility ○ Chasing ○ Dodging ○ Fleeing ○ Ducking ○ Locomotor Skills
Adopted Resources	General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards	Games requiring agility, body control, and balance. Locomotor movement Chasing/Dodging/Fleeing	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Locomotor Skills

Objectives	Goals	Suggested Activities/Resources
Developing mature locomotor skills and combination patterns requires attention to proper form, smooth transitions in repeatable sequences, and practice in dynamic situations.	-Students understand how to properly perform various locomotor skills	CATCH card-28 Elbow Tag Fitness Pursuit http://www.pe.central.org/ Space Tag Batman & Robin

Sub Unit 2-Locomotor Skills

Objectives	Goals	Suggested Activities/Resources
Developing mature locomotor skills and combination patterns require attention to proper form, smooth transitions in repeatable sequences, and practice in dynamic situations.	-Students understand how to properly perform various locomotor skills	CATCH card-28 Elbow Tag Fitness Pursuit http://www.pe.central.org/ Space Tag Batman & Robin

Sub Unit 3- Dodging/Fleeing

Objectives	Goals	Suggested Activities/Resources
To move within a playing area while attempting to reach others and/or avoid being reached themselves. Tactical problems include evading opponents, reaching opponents,	To be able to evade other students To use strategy while participating in various activities To being able to tag/catch other students	CATCH card-28 Elbow Tag Flag Tag

trapping and sending/reacting to misleading signals.		Space Tag Batman & Robin
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards

(5)Unit 3: Fitness/Health		Designated Grading Period/# Days: 1st 9 weeks: Weeks 4 - 6 / 13.5 days
BIG IDEA: Learn the benefits of aerobics and the difference between aerobic and anaerobic conditioning.	Misconceptions: The difference between aerobic and anaerobic exercise.	
Prerequisites (TEKS and Specificity) Students should have a basic knowledge of the importance of an active and healthy lifestyle. <u>Movement</u>		

<p>4.1A, C, E</p> <p>4.2C</p> <p><u>Physical Activity and Health</u></p> <p>4.3A, B, C, D, E</p> <p>4.4A, B, C, D, F, G, H, I</p> <p>4.5A, B, D</p> <p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>5.1B-demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump</i></p> <p><u>Physical Activity and Health</u></p> <p><i>5.3B- identify appropriate personal fitness goals in each of the components of health-related fitness</i></p> <p><i>5.4A- Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;</i></p> <p><i>5.4B- Self-monitor the heart rate during exercise;</i></p> <p><i>5.4C- Match different types of physical activity with health-related fitness components;</i></p> <p><i>5.4D- Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p> <p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p>

5.4E- Describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing;

5.4F- Identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U.S. dietary guidelines;

5.4G- Describe common skeletal problems and their effect on the body such as spinal curvatures;

5.4H- Describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity; and

5.4I- Describe how movement and coordination are affected by alcohol and other drugs

5.5D- identify potentially dangerous exercises and their adverse effects on the body

Social Development

5.7C- describe how physical activity with a partner or partners can increase motivation and enhance safety

5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity

5.6B- Explains the concept and importance of teamwork

5.7A- follow rules, procedures, and etiquette

5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all

ELPS <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	
Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student will know the benefits of participating in physical activity and factors that negatively affect performance. 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> ○ What are the benefits of aerobics? ○ What is the difference between Anaerobic and aerobic exercise? ○ What is aerobic conditioning? 		<ul style="list-style-type: none"> ○ Aerobic conditioning ○ Anaerobic conditioning
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards ● CATCH.org Lesson - Unit 2 Nutrition and Physical Activity 		Aerobic Conditioning Differing between aerobic and Anaerobic Benefits of aerobics Proper Nutrition Whoa, Slo, Go Foods (CATCH) Developing a healthy Lifestyle Nutrition Rest Exercise Chemical Dependency
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		

English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Health Related Fitness Components		
Objectives I can participate in exercises for strength, endurance, and flexibility I can identify physical activities that are challenging and fun.	Goals -The student will the health-related fitness components -The student participates in strength, endurance, and flexibility exercises -The student can name physical activity that they find challenging and fun	Suggested Activities/Resources The Jump System DVD- Strength DVD- Flexibility DVD- Cardio Catch Box 57-106 Aerobic games 107-146 Anaerobic Games
Sub Unit 2- Muscular and Skeletal System		

<p>Objectives</p> <p>I can understand that blood carries oxygen and nutrients to the body.</p> <p>I can understand that physical activity strengthens the whole body.</p>	<p>Goals</p> <p>-The student understands how physical activity affects overall health</p> <p>-The student understands what a physically active life is vs an inactive life.</p> <p>-The students can locate the heart in the body and state its function.</p>	<p>Suggested Activities/Resources</p> <p>-Go over the function of the blood https://www.youtube.com/watch?v=f9ONXd_-anM</p> <p>-go over how physical activity affects overall health</p> <p>-go over how smoking, lack of sleep, and poor nutrition negatively affect the body</p>
Sub Unit 3		
<p>Objectives</p>	<p>Goals</p>	<p>Suggested Activities/Resources</p> <p>QuaverEd P.E. Lessons</p> <p>CATCH PE 3 - 5 Activity Cards</p> <p>CATCH.org Lesson - Unit 2 Nutrition and Physical Activity</p>
Sub Unit 4		
<p>Objectives</p>	<p>Goals</p>	<p>Suggested Activities/Resources</p>

(5)Unit 4: Dance

Designated Grading Period/# Days:

1st 9 weeks: Weeks 7 - 9 / 13 days

BIG IDEA: Objectives: Participate in dance activities that will enable creativity, enjoyment and cardio fitness. Develop movement that will match the rhythm of the music.

Learn various types of dances.

Misconceptions

- Dancing is only for girls
- Dancing is not a physical fitness activity
- Not understanding the rhythm pattern of the sticks.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of various dances learned from previous years.

Movement

4.1H, I

4.2C

Physical Activity and Health

4.3A, E, F

4.4B,

4.5A, B

Social Development

4.6A, B

4.7A, C, D

TEKS

Movement

Process Standards

Learn the proper way to enter the gym .

<p>5.1H- Demonstrate the ability to contrast a partner's movement</p> <p>5.1I- Perform selected folk dances</p> <p>5.2C- choose appropriate drills/activities to enhance the learning of a specific skill</p> <p><u>Physical Activity and Health</u></p> <p>5.3A</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A, B</p> <p><u>Social Development</u></p> <p>5.6B</p> <p>5.7A, B</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p> <p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p> <p>5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</p> <p>5.6B- Explains the concept and importance of teamwork</p> <p>5.7A- follow rules, procedures, and etiquette</p> <p>5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identify the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all</p>
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Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none">● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space.● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance● The students know and apply safety practices associated with physical activity and use space and equipment properly.● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.● The student can perform rhythmic sequences.			
Essential Questions		Vocabulary	
<ul style="list-style-type: none">○ 1. What safety rules should be followed while participating in the dance unit?○ 2. What is the history of dance?○ 3. What have you learned while participating in the folk dance, ballroom dancing and/or popular dance unit?○ 4. What can you learn about		<ul style="list-style-type: none">○ Square Dance○ Scatter Square Dance○ Tinikling○ Philippines○ Folk○ Beater	

<p>other cultures by learning a dance?</p> <ul style="list-style-type: none"> ○ 5. What is rhythm? ○ 6. Why do we study the dance of other cultures? ○ 7. Where in our environment do we find examples of rhythm? ○ 8. How do different cultures across the world use dance? ○ 9. What connections can be made between dance and healthful living? 		
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-up/ exercises -Review rhythm -Teach dance steps -practice dance steps -Closure/ check-in/ Self Assessment

Differentiation

Use of self section, modified exercises and activities, and teacher accommodation

English Language Learners (ELL)

- Non-verbal communication
- Use of Total Physical Response (coordination of speech and action)
- Predictable routines and signals
- Visual Aids/ Demonstrations

SpEd/504/ Struggling/Rtl Tier 2&3

- Peer tutoring from advanced students
- Modified exercises and activities
- Opportunity for self-selection

GT/Advanced

- Opportunity to peer tutor struggling students
- Opportunity for self-selection

Strategies for Instruction/Teacher Supports

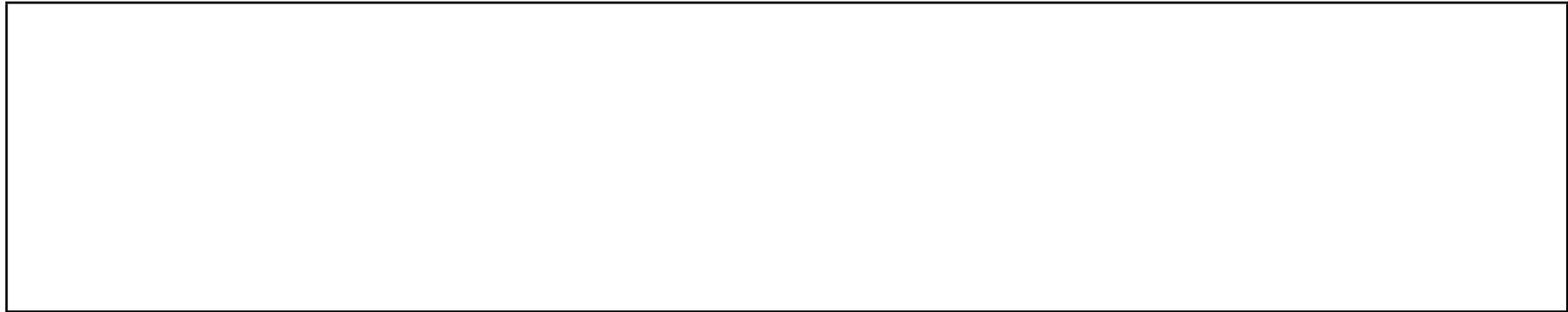
Sub Unit 1-Tinikling

Objectives	Goals	Suggested Activities/Resources
Learn the history of Tinikling, a Phillipino Folk Dance. Learn and demonstrate the techniques of the dance and how it benefits the cardiovascular system.	To be able to perform the skills necessary for tinikling. Recognize, recall, and perform steps and dances with minimum assistance from the instructor. Be aware of characteristic steps and patterns within dances of certain countries and the	Dance Steps http://www.giancruz.com/portfolio/imd110/city/history.html Tinikling - Philippine Bamboo Dance http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=9713#.WTly4usrKUk

Sub Unit 2- Square Dance

Objectives	Goals	Suggested Activities/Resources
To learn the steps and rhythm needed for various square dances.	To be able to perform the skill needed to square dance Recognize, recall, and perform steps and dances with minimum assistance from the instructor.	Steps to dance Dances Scatter Square Dance http://www.sparkpe.org/wp-content/uploads/CTAHPERD.pdf

		QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources



<div><div>(5)Unit 5: Football</div><div>Designated Grading Period/# Days: 2nd 9 weeks: Weeks 1 - 3 / 13 days</div></div>	
BIG IDEA: Objectives: Demonstrate proper technique when throwing, catching, and kicking a football. I will also understand the basic football concepts, i.e. offense and defense	Misconceptions <ul style="list-style-type: none">- Improper throwing and catching techniques.
Prerequisites (TEKS and Specificity) Students should have a basic knowledge of the proper way to throw and catch from previous years. <u>Movement</u> 4.1A, B, K 4.2B, C, D <u>Physical Activity and Health</u> 4.3A, E, F 4.4B, 4.5A, B, D	

<p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>5.1B- Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump</i></p> <p><i>5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;</i></p> <p><i>5.1H- Demonstrate the ability to contrast a partner's movement</i></p> <p><i>5.1K- Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball</i></p> <p><i>5.1L- Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.</i></p> <p><i>5.2B- Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p> <p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p> <p>5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</p> <p>5.6B- Explains the concept and importance of teamwork</p>

5.2C- Choose appropriate drills/activities to enhance the learning of a specific skill

Physical Activity and Health

5.3C- Explain the value of participation in community physical activities such as little league and parks and recreation

Social Development

5.6A-Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense

ELPS

- Share informations incorporate
- Use accessible language
- Use prior knowledge and experience
- Non-verbal cues

5.7A- follow rules, procedures, and etiquette

5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all

Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by traveling in a large group safely
- The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The student can demonstrate proper form when throwing and catching

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ 1. How do throwing and catching carry over into other games and activities? ○ 2. Why is eye-hand coordination and balance in everyday life? ○ 3. Which foot do we step with when we are attempting to throw an object? ○ 5. Demonstrate the proper technique when throwing. ○ 6. Give three parts involved in punting a football? ○ 7. What are some key 		<ul style="list-style-type: none"> ○ football ○ touchdown ○ quarterback ○ receiver ○ sideline ○ catch ○ throw ○ handoff ○ punt ○ kickoff

ingredients in kicking a football?		
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-up/ exercises -Review proper overhand throwing form -Review proper form for catching -Closure/ check-in/ self-assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) <ul style="list-style-type: none"> -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations 	SpEd/504/ Struggling/RtI Tier 2&3 <ul style="list-style-type: none"> -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection 	GT/Advanced <ul style="list-style-type: none"> -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1- Football Skills

Objectives	Goals	Suggested Activities/Resources
1. Key elements of performing manipulative skills such as throw and catch include attention to form, power, accuracy, and follow-through. 2. Key elements of mature movement patterns of throw for distance and speed include catch and jump.	To be able to perform the skills needed in football.	Catch Box Football Activities QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards

Sub Unit 2- Football Activities

Objectives 1. Key elements of performing manipulative skills such as throw and catch include attention to form, power, accuracy, and follow-through. 2. Key elements of mature movement patterns of throw for distance and speed include catch and jump.	Goals To be able to perform the skills needed in football.	Suggested Activities/Resources Catch Box Football Activities
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(5)Unit 6: Volleyball		Designated Grading Period/# Days: 2 nd 9 weeks: Weeks 4 - 5 / 10 days
BIG IDEA: Demonstrate proper volleyball techniques when striking, volleying, throwing and catching.	Misconceptions - Improper volleyball techniques, when striking	

<p>Learn the game of volleyball.</p>	<p>and volleying.</p> <ul style="list-style-type: none"> - You have to always hit the volleyball hard
<p>Prerequisites (TEKS and Specificity) Students should have a basic knowledge of how to perform the skills needed for volleyball from previous years.</p> <p><u>Movement</u> 4.1F, K 4.2A, B, C, D</p> <p><u>Physical Activity and Health</u> 4.3A, B, C, D, E, F 4.4B, C 4.5A, B, D</p> <p><u>Social Development</u> 4.6A, B 4.7A, B, C, D</p>	
<p>TEKS <u>Movement</u> <i>5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;</i> <i>5.1L- Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and</i></p>	<p>Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p>

<p><i>striking, and running and catching.</i></p> <p><i>5.2B- Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and</i></p> <p><i>5.2C- Choose appropriate drills/activities to enhance the learning of a specific skill.</i></p> <p><u>Physical Activity and Health</u></p> <p><i>5.3C-Explain the value of participation in community physical activities such as little league and parks and recreation</i></p> <p><u>Social Development</u></p> <p><i>5.6A- Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense</i></p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p> <p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p> <p>5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</p> <p>5.6B- Explains the concept and importance of teamwork</p> <p>5.7A- follow rules, procedures, and etiquette</p> <p>5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all</p>
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Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none">● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance● The students know and apply safety practices associated with physical activity and use space and equipment properly.● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.● The student can demonstrate key elements of volleying and striking.			
Essential Questions		Vocabulary	
<ul style="list-style-type: none">○ 1. Describe how your hands and arms should look when bumping volleyball.○ 2. How would you teach someone to serve volleyball?○ 3. What is the ready position?		<ul style="list-style-type: none">○ Volleying○ Striking○ Throwing○ Catching○ Bump○ Serve	
Adopted Resources		General Student Activities (RtI Tier 1)	

<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards	Volleyball Skills Volleying Striking Throwing Catching Bump Serve Lead Up games for Newcomb Newcomb	
<div>Differentiation Use of self section, modified exercises and activities, and teacher accommodation</div>		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Volleyball Skills

Objectives	Goals	Suggested Activities/Resources
1. serve a ball underhand over the net. 2. volley a ball using finger pads 3. forearm pass a ball 4. set a ball to partner	To be able to perform the skills needed in volleyball.	Volleyball 4-square Overhead Pass jingle Giant Volleyball http://www.pecentral.org/lessonideas/VIEWLESSON.asp?ID=808#.WThE5usrIdU Keep it up http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1057#.WThGH-srIdU

Sub Unit 2- Volleyball Activities

Objectives	Goals	Suggested Activities/Resources
1. serve a ball underhand over the net. 2. volley a ball using finger pads 3. forearm pass a ball	To be able to perform the skills needed in volleyball.	Volleyball 4-square Overhead Pass jingle

4. set a ball to partner		<p>Giant Volleyball http://www.pecentral.org/lessonideas/VIEWLESSON.asp?ID=808#.WThE5usrIdU</p> <p>Keep it up http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1057#.WThGH-srIdU</p>
Sub Unit 3- Volleyball Preparation		
<p>Objectives</p> <p>1. Understand intermediate concepts of volleyball, i.e., "magic window," offense and defense, etc.</p> <p>2. Understand intermediate concepts of volleyball, i.e., "magic window," offense and defense, etc.</p>	<p>Goals</p> <p>To understand the rules of volleyball and apply them while playing a game.</p>	<p>Suggested Activities/Resources</p> <p>Intro to volleyball</p> <p>QuaverEd P.E. Lessons</p> <p>CATCH PE 3 - 5 Activity Cards</p>
Sub Unit 4		

Objectives	Goals	Suggested Activities/Resources

(5)Unit 7: Basketball		Designated Grading Period/# Days: 2nd 9 weeks: Weeks 6 - 7 / 10 days
BIG IDEA: Demonstrate proper basketball techniques such as shooting, passing, dribbling. Learn the game of basketball.	Misconceptions <ul style="list-style-type: none"> - Dribbling a basketball with two hands 	
Prerequisites (TEKS and Specificity) Students should have a basic knowledge of how to perform the skills needed for basketball from previous years. <u>Movement</u>		

<p>4.1A, C, E, F, K 4.2C <u>Physical Activity and Health</u> 4.3A, E, F 4.4A, B 4.5A, B, D <u>Social Development</u> 4.6A, B 4.7A, B, C, D</p>	
<p>TEKS <u>Movement</u> <i>5.1A- Demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent;</i> <i>5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;</i> <i>5.1H- Demonstrate the ability to contrast a partner's movements</i> <i>5.1K- Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and</i></p>	<p>Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Follow Rules and Procedures Ongoing Essential Skills/Repeated Standards 5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness 5.4B- Self-monitor the heart rate during exercise 5.5A- Use equipment safely and properly</p>

5.1L- Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.

5.2A- Identify common phases such as preparation, movement, follow-through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw;

5.2B- Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and

5.2C- Choose appropriate drills/activities to enhance the learning of a specific skill.

Physical Activity and Health

5.3C- Explain the value of participation in community physical activities such as little league and parks and recreation

Social Development

5.6B

5.7A, B

ELPS

5.5B-Select and use proper attire that promotes participation and prevents injuries

5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity

5.6B- Explains the concept and importance of teamwork

5.7A- follow rules, procedures, and etiquette

5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identify the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all

<ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can demonstrate key elements of hand dribbling. 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> ○ Where should your hands be on the basketball when you are shooting? ○ Give three tips for dribbling a basketball correctly. ○ What are the three important parts of passing a basketball? 		<ul style="list-style-type: none"> ○ Double Dribble ○ Traveling ○ Lob Pass ○ Bounce Pass ○ Chest Pass ○ Defense ○ Offense
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-up/ exercises -Teach proper bouncing, shooting, and passing form - Play reinforcing games -Closure/ Check-in/ Self-Assessment
Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation		

English Language Learners (ELL) -Non verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1- Basketball Skills		
Objectives 1. learn simple lead-up games. 2. pass a ball using chest, bounce, and two-hand overhead pass. 3. shoot a ball using a chest shot. 4. understand basic basketball concepts, i.e., double dribble, traveling, foul, etc. 5. shoot a one-hand set shot. 6. dribble for speed and accuracy. 7. learn complex lead-up games. 8. understand intermediate basketball concepts, i.e., offensive and defensive formations, and strategy for team play.	Goals To be able to perform the skills needed in basketball.	Suggested Activities/Resources CATCH Cards Basketball-368,373,377,388 Teaching Basketball 5 Basketball Games That Teach Skills QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Sub Unit 2- Basketball Activities		

Objectives 1. learn simple lead-up games. 2. pass a ball using chest, bounce, and two-hand overhead pass. 3. shoot a ball using a chest shot. 4. understand basic basketball concepts, i.e., double dribble, traveling, foul, etc. 1. shoot a one-hand set shot. 2. dribble for speed and accuracy. 3. learn complex lead-up games. 4. understand intermediate basketball concepts, i.e., offensive and defensive formations, and strategy for team play.	Goals To be able to perform the skills needed in basketball.	Suggested Activities/Resources CATCH Cards Basketball-368,373,377,388 Teaching Basketball 5 Basketball Games That Teach Skills
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		

Objectives	Goals	Suggested Activities/Resources

(5)Unit 8: Low Organized Games		Designated Grading Period/# Days: 2nd 9 weeks: Weeks 8 - 9 / 9.5 days
BIG IDEA: I can Participate in low organized games.	Misconceptions Running and exercise is boring	
Prerequisites (TEKS and Specificity) Build off of the previous years' exposure to low-organized games. <u>Movement</u> 4.1A, E 4.2A, B, C, D 4.3A, E, <u>Physical Activity and Health</u>		

4.4A, B, C 4.5A, B <u>Social Development</u> 4.6A, B 4.7A, B, C, D	
TEKS <u>Movement</u> <i>5.1B- Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;</i> <i>5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;</i> <i>5.1H- Demonstrate the ability to contrast a partner's movement;</i> <i>5.1K- Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and</i> <i>5.1L- Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.</i>	Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Follow Rules and Procedures Ongoing Essential Skills/Repeated Standards 5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness 5.4B- Self-monitor the heart rate during exercise 5.5A- Use equipment safely and properly 5.5B-Select and use proper attire that promotes participation and prevents injuries 5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity

<p><i>5.2B- Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency</i></p> <p><i>5.2C- Choose appropriate drills/activities to enhance the learning of a specific skill</i></p> <p><u>Physical Activity and Health</u></p> <p>5.3A</p> <p>5.4B</p> <p>5.5A,B</p> <p><u>Social Development</u></p> <p>5.6B</p> <p>5.7A,B</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>5.6B- Explains the concept and importance of teamwork</p> <p>5.7A- follow rules, procedures, and etiquette</p> <p>5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all</p>
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Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by traveling in a large group safely
- The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.

Essential Questions

- Can I participate in low-organized games?
- Can I follow the rules of low-organized games?
- Can I work cooperatively during low-organized games?

Vocabulary

- cooperation
- organized game
- rules

Adopted Resources

- **Catch Activity Box**
- **You Tube**
- [Open Physed](#)
- [Physed Games](#)
- [Fitnessgram](#)
- [PE Central](#)
- [CATCH PE 3 - 5 Activity Cards](#)

General Student Activities (RtI Tier 1)

- Introduction
- Warm-up/ exercise
- explanation of organized games
- gameplay
- closure/ check-in/ self-assessment

Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1- Cooperative Games

Objectives	Goals	Suggested Activities/Resources
I can participate in games while working with teammates.	The student can develop sportsmanship skills. The student can develop cooperation skills The student can participate in games with rules	5 Cooperative Games 6 cooperative games

Sub Unit 2- Holiday Games

Objectives	Goals	Suggested Activities/Resources
I can participate in games while working with teammates.	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules in games	Snowman Blitz Elf Express Elves on the Run CATCH PE 3 - 5 Activity Cards

Sub Unit 3

Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(5)Unit 9: Orientation

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 1 / 4 days

BIG IDEA: Learn classroom and safety expectations, rules, and routine. I can describe why good sportsmanship is important. I can identify good and poor sportsmanship in situations and offer guidance when necessary.

Misconceptions

- Inappropriate activities and techniques for warm-ups.
- Physical Education is recess time.

<p>Prerequisites (TEKS and Specificity)</p> <p>Students should have a basic knowledge of rules, procedures, and sportsmanship from previous years.</p> <p><u>Movement</u></p> <p>4.2C</p> <p><u>Physical Activity and Health</u></p> <p>4.3A</p> <p>4.4B</p> <p>4.5A, B</p> <p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><u>Physical Activity and Health</u></p> <p>5.3A</p> <p>5.5A, B</p> <p><i>5.5C- Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</i></p> <p><u>Social Development</u></p> <p>5.6B</p> <p>5.7A, B</p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Interact with classmates in “get to know” introduction activities.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p>

<p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p> <p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p> <p>5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</p> <p>5.6B- Explains the concept and importance of teamwork</p> <p>5.7A- follow rules, procedures, and etiquette</p> <p>5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The students understands and applies safety practices associated with physical activities <ul style="list-style-type: none"> ○ use equipment safety and properly ○ know and apply sate practices ○ explain how proper shoes and clothing promotes safe play ○ explain appropriate reactions to emergencies in physical activities ● The student understands basic components such as strategies and rules of structured physical activities including <ul style="list-style-type: none"> ○ explain the concept and importance of teamwork 	

- The students develops positive self-management and social skills and is expected to
 - follow rules, procedures, and etiquette
 - use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all

Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ What are some of the classroom rules established today? ○ What is the difference between personal and general space? ○ How do you know when movements during PE should start or stop? ○ What are our classroom cues discussed during class? ○ Do good sports cheat? ○ What are some examples of good and bad sportsmanship? ○ What does it mean to be a good sport? 		<ul style="list-style-type: none"> ○ Expectations ○ Rules ○ Routine ○ Fairness ○ Communication ○ Respect ○ Team player ○ Encourage
Adopted Resources		General Student Activities (RtI Tier 1)

<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards● CATCH.org Lessons - Unit 6 Staying Safe	<ul style="list-style-type: none">-Introduction-Daily Exercises-Review rules and procedures-Play reinforcement games for procedures and rules-Review safety for campus and classroom/gym-Review sportsmanship-Play team building/ sportsmanship games-Closure/ Check-in/ Self Assessment	
<div>Differentiation</div> <div>Use of self section, modified exercises and activities, and teacher accommodation</div>		
English Language Learners (ELL) <ul style="list-style-type: none">-Non verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1- Rules, Procedures and Safety Review

Objectives

I can learn classroom rules and procedures.

Goals

- Students understand classroom procedures such as start and stop signals and daily exercises routine
- Students understand classroom rules and consequences/ rewards

Suggested Activities/Resources

<https://www.youtube.com/watch?v=xW6hOVIv9T0&t=484s>
https://www.youtube.com/watch?v=h_Q6RS660LM
-Review safety protocol for your campus as well as classroom safety
-Teach/review daily exercises

Sub Unit 2-

Objectives

Goals

Suggested Activities/Resources

[QuaverEd P.E. Lessons](#)
[CATCH PE 3 - 5 Activity Cards](#)
[CATCH.org Lessons](#) - Unit 6 Staying Safe

Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(5)Unit 10: Balance/Coordination

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 2 - 3 / 9 days

BIG IDEA: Learn and demonstrate different tumbling techniques as well as develop gymnastics with mat. Learn and review different concepts of tumbling and gymnastics.

I can develop body balance and coordination.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of the skills needed for gymnastics and balance.

Movement

Misconceptions

- There are not many different tumbling techniques.
- Tumbling is just for girls
- Stability and balance is not an important building block for all other activities and healthy lifelong habits.
- Establishing body balance is not an important building block for all other activities and healthy lifelong habits.

<p>4.1A, C, D, F, G</p> <p>4.2C</p> <p><u>Physical Activity and Health</u></p> <p>4.3A, C, D, F</p> <p>4.4B</p> <p>4.5A, B,</p> <p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;</i></p> <p><i>5.1D- Demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;</i></p> <p><i>5.1E- Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;</i></p> <p><i>5.1F- combine traveling and rolling with smooth transitions</i></p> <p><i>5.1G- combine weight transfer and balance on mats and equipment;</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p> <p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p>

5.2B- Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency

5.2C- choose appropriate drills/activities to enhance the learning of a specific skill.

Physical Activity and Health

5.3C-explain the value of participation in community physical activities such as little league and parks and recreation

5.4A-Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs

5.4C- Match different types of physical activity with health-related fitness components

5.4D- Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness

Social Development

5.6B

5.7A,B

ELPS

- Share informations incorporate
- Use accessible language

5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity

5.6B- Explains the concept and importance of teamwork

5.7A- follow rules, procedures, and etiquette

5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all

- **Use prior knowledge and experience**
- **Non-verbal cues**

Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by traveling in a large group safely
- The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance
- The students know and apply safety practices associated with physical activity and use space and equipment properly.
- The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.
- The student demonstrated smooth transitions, body control, proper weight transitions, and balance in simple gymnastics stunts.
- The student demonstrates balance and coordination while using equipment such as scooter boards and hula hoops.

Essential Questions

Vocabulary

<ul style="list-style-type: none"> ○ 1. What are the events for gymnastics? ○ 2. What does it mean to “spot” someone? ○ 3. When does the sport of gymnastics become dangerous for the participants? ○ 4. Can I demonstrate balance on a balance beam? ○ 5. Can I demonstrate balance and coordination while performing a gymnastics roll? ○ 6. Can I demonstrate balance while using a scooter board? ○ 7. Can I demonstrate coordination while using a hula hoop? 		<ul style="list-style-type: none"> ○ Balance ○ Transferring weight ○ Agility ○ Rolling ○ Swinging
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central 		<ul style="list-style-type: none"> -Introduction -Warm u/ exercises -teach rolling -teach balance/ balance beam -teach scooter skills -reinforce with practice and games

<ul style="list-style-type: none"> ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 	-closure/ check-in/ self-assessment
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>	
<p>English Language Learners (ELL)</p> <ul style="list-style-type: none"> -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations 	<p>SpEd/504/ Struggling/RtI Tier 2&3</p> <ul style="list-style-type: none"> -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection
<p>GT/Advanced</p> <ul style="list-style-type: none"> -Opportunity to peer tutor struggling students -Opportunity for self-selection 	

Strategies for Instruction/Teacher Supports

Sub Unit 1- Gymnastics

Objectives	Goals	Suggested Activities/Resources
I can practice balance and coordination. I can roll sideways. I can walk on a balance beam. Learning body awareness at an advanced level and skill and movement	The student can practice balance skills. The student can learn to roll sideways The student can learn to balance on a beam.	CATCH cards 464-472 Noodles Can't Balance Educational Gymnastics http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9945#.WUJfOvysdU Round off@ http://www.wikihow.com/Do-a-round-off-in-gymnastics

Sub Unit 2- Scooter Boards

Objectives	Goals	Suggested Activities/Resources
I can use a scooter board while demonstrating balance and coordination.	The student can properly use a scooter board The student can properly use a hula hoop The student can demonstrate balance and coordination while using equipment	https://www.gophersport.com/blog/6-scooter-games-pe/ Scooter Pinball http://www.peuniverse.com/videos/?tag_id=1379

		QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(5)Unit 11: Jump Rope

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 4 - 6 / 14 days

BIG IDEA: Learn the different types of jump ropes and introduce Kids Heart Challenge. Learn proper nutrition and the different types of jump rope activities. Perform jumping skills in a safe manner.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to perform various jump roping skills from previous years.

Movement

4.1D, E, F, G, H, J

4.2B, C, D

Physical Activity and Health

4.3B, C, D, E

4.4A, B, D, E

4.5A, B

Social Development

4.6A, B

4.7A, C, D

Misconceptions

- Everyone can use the same size jump rope

TEKS

Movement

Process Standards

Learn the proper way to enter the gym.

Practice daily warm-up and exercise routine.

<p>5.1E- Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;</p> <p>5.1J- Jump a rope using various rhythms and foot patterns repeatedly</p> <p>5.2C- Choose appropriate drills/activities to enhance the learning of a specific skill.</p> <p><u>Physical Activity and Health</u></p> <p>5.4A-Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs</p> <p>5.4D- Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness</p> <p>5.4F- Identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U.S. dietary guidelines;</p> <p><u>Social Development</u></p> <p>5.6B</p> <p>5.7A,B,C</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language 	<p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p> <p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p> <p>5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</p> <p>5.6B- Explains the concept and importance of teamwork</p> <p>5.7A- follow rules, procedures, and etiquette</p> <p>5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all</p>
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<ul style="list-style-type: none"> ● Use prior knowledge and experience ● Non-verbal cues 		
Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student can perform jump rope skills and properly turn a long jump rope. ● The student can learn about the cardiovascular system and nutrition. 		
Essential Questions		Vocabulary
<ul style="list-style-type: none"> ○ 1. How do you hold the rope? ○ 2. How do you position yourself in relation to the other rope holder? ○ 3. How can I be safe when jumping rope? 		<ul style="list-style-type: none"> ○ Jump Rope ○ Individual Jump ○ Long Jump Rope ○ Kids Heart Challenge

<ul style="list-style-type: none"> ○ 4. What benefits result from jumping rope? ○ 5. How and why is my heart an important muscle for jumping rope? 		<ul style="list-style-type: none"> ○ Energy ○ Proper Nutrition ○ Double side swing ○ And jump ○ Skier/bell ○ Criss/cross ○ tripod
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm u/ exercises -teach jump rope skills -teach health topics -reinform with practice and games -closure/ check-in/ self-assessment

Differentiation

Use of self section, modified exercises and activities, and teacher accommodation

English Language Learners (ELL)

- Non-verbal communication
- Use of Total Physical Response (coordination of speech and action)
- Predictable routines and signals
- Visual Aids/ Demonstrations

SpEd/504/ Struggling/Rtl Tier 2&3

- Peer tutoring from advanced students
- Modified exercises and activities
- Opportunity for self-selection

GT/Advanced

- Opportunity to peer tutor struggling students
- Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1- Jump Rope Skills

Objectives	Goals	Suggested Activities/Resources
<p>I can participate in jump rope activities .</p> <p>I can learn about heart health and nutrition.</p> <ul style="list-style-type: none">● cardiovascular-respiratory fitness● rhythm● creativity in working out original steps and combinations● agility and coordination	<p>The students participate in Kid Heart Challenge or other jump rope activities</p> <p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>CATCH Box Cards 175-227</p> <p>Kids Heart Challenge Charts and Video</p> <p>Single Jump Ropes@ http://portfolios.valdosta.edu/smc/ark/artifact_21.htm</p> <p>AHA/ Health Resources https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx</p> <p>https://www.jumprope.org.au/</p> <p>https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s</p> <p>https://www.youtube.com/watch?v=-J1hmmmy1OB4</p>

Sub Unit 2- Jump Rope Skills

Objectives	Goals	Suggested Activities/Resources
<p>I can participate in jump rope activities.</p> <p>I can learn about heart health and nutrition.</p> <ul style="list-style-type: none"> ● cardiovascular-respiratory fitness ● rhythm ● creativity in working out original steps and combinations ● agility and coordination 	<p>The students participate in Kid Heart Challenge or other jump rope activities</p> <p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>CATCH Box Cards 175-227</p> <p>Kids Heart Challenge Charts and Video</p> <p>Single Jump Ropes@ http://portfolios.valdosta.edu/smc/ark/artifact_21.htm</p> <p>AHA/ Health Resources https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJGObyG3k6PajFE5aBRUexl-Xx</p> <p>https://www.jump rope.org.au/</p> <p>https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s</p> <p>https://www.youtube.com/watch?v=-J1hmmmy1OB4</p> <p>QuaverEd P.E. Lessons</p>
Last Update: June 2024 by Donald Redmon and James Rodriguez		

		CATCH PE 3 - 5 Activity Cards
Sub Unit 3- Jump Rope, Nutrition and Aerobics		
<p>Objectives</p> <p>I can participate in jump rope activities.</p> <p>I can learn about heart health and nutrition.</p> <ul style="list-style-type: none"> ● cardiovascular-respiratory fitness ● rhythm ● creativity in working out original steps and combinations <p>agility and coordination</p>	<p>Goals</p> <p>The students participate in Kid Heart Challenge or other jump rope activities</p> <p>The students learn about heart health and nutrition through AHA or other resources</p>	<p>Suggested Activities/Resources</p> <p>CATCH Box Cards 175-227</p> <p>Kids Heart Challenge Charts and Video</p> <p>AHA/ Health Resources https://www.youtube.com/watch?v=zW0Z_ttC0c4&list=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx https://www.jumprope.org.au/ https://www.youtube.com/watch?v=2PFWpd_pxm8&t=6s </p>

		https://www.youtube.com/watch?v=-J1hmmy1OB4
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(5)Unit 12: Parachute

Designated Grading Period/# Days:
3rd 9 weeks: Weeks 7 - 9 / 12 days

BIG IDEA: Objectives: Learn about air currents and why the chute floats. Show proper use of the chute while participating in various activities.

Misconceptions

- Parachute activities do not develop upper body strength.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to properly use the parachute in a safe manner.

Movement

4.1A, C, E, H

4.2C

Physical Activity and Health

4.3A, B, C, D, E 4.4A, B 4.5A, B <u>Social Development</u> 4.6A, B 4.7A, B, C, D	
TEKS <u>Movement</u> <i>5.1B-Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump</i> <u>Physical Activity and Health</u> 5.3A 5.4B 5.5A, B, C <u>Social Development</u> 5.6B 5.7A, B ELPS <ul style="list-style-type: none"> ● Share information incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	Process Standards Learn the proper way to enter the gym. Practice daily warm-up and exercise routine. Follow Rules and Procedures Ongoing Essential Skills/Repeated Standards 5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness 5.4B- Self-monitor the heart rate during exercise 5.5A- Use equipment safely and properly 5.5B-Select and use proper attire that promotes participation and prevents injuries 5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity 5.6B- Explains the concept and importance of teamwork

	<p>5.7A- follow rules, procedures, and etiquette</p> <p>5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space. ● The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance ● The students know and applied safety practices associated with physical activity and use equipment and space properly ● The students understand components of structured physical activity and demonstrate starting and stopping signals. ● The students develop positive self-management and social skills and can follow directions, apply safe movement practices, cooperate with others, respect others, and resolve conflicts in a socially acceptable way. ● The student develops upper body strength through participating in parachute activities and can state that physical activity can be enjoyable. 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> ○ 1. How does the parachute activity relate to cooperation and teamwork? ○ 2. How can the principles learned here be related and applied to other aspects of the student's life? ○ 3. How can the parachute be used in different activities to help enhance student listening and cooperation? 		<ul style="list-style-type: none"> ○ Air/ Air Currents ○ Aerobic Exercises
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● CATCH PE 3 - 5 Activity Cards ● 	<ul style="list-style-type: none"> -Introduction -Warm up/ exercises -Teach parachute skill -play reinforcing games -discuss upper body strength and how physical activity can be fun -closure/ check-in/ self-assessment 	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities	GT/Advanced

-Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	-Opportunity for self-selection	-Opportunity to peer tutor struggling students -Opportunity for self-selection
Strategies for Instruction/Teacher Supports		
Sub Unit 1- Parachute Skills		
Objectives 1. to promote cooperation between members of a group 2. to increase back and abdominal strength 3. to provide vigorous exercise 4. to develop listening skills 5. to improve eye-hand coordination 6. to facilitate rhythmic activities	Goals To work as a team to perform various skills while using the parachute.	Suggested Activities/Resources CATCH Box Parachute Activity God Bless the USA Parachute Routine@ http://www.pecentral.org/LessonIdeas/ViewLesson Parachute activities@ http://www.bethel.edu/~shenkel/PhysicalActivities/Games/Chute.doc
Sub Unit 2- Parachute Games		

<p>Objectives</p> <ol style="list-style-type: none"> 1. to promote cooperation between members of a group 2. to increase back and abdominal strength 3. to provide vigorous exercise 4. to develop listening skills 5. to improve eye-hand coordination 6. to facilitate rhythmic activities 	<p>Goals</p> <p>The student participates in fun parachute games in a group while working on upper body strength and teamwork.</p> <p>The student can identify what muscles are working during game play</p> <p>The student learns that physical activity can be fun and more than just exercise like push-ups.</p>	<p>Suggested Activities/Resources</p> <p>CATCH Box</p> <p>Parachute Activity</p> <p>God Bless the USA Parachute Routine@ http://www.pecentral.org/LessonIdeas/ViewLesson</p> <p>Parachute activities@ http://www.bethel.edu/~shenkel/PhysicalActivities/Games/Chute.doc</p> <p>CATCH PE 3 - 5 Activity Cards</p>
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(5)Unit 13: Recreational Games

Designated Grading Period/# Days:
4th 9 weeks: Weeks 1 - 4 / 20 days

BIG IDEA: Experience lifetime recreational games that can be played in small groups with a variety of age groups and skill level abilities.

Learn the game and rules of kickball, yard games, and capture the flag. Learn the proper approach to kicking the ball during a kickball activity.

Prerequisites (TEKS and Specificity)

The student should have knowledge of the skills needed from previous years.

Movement

4.1A,C,E,H

4.2C,D

Physical Activity and Health

4.3A

4.4B

4.5A,B,D

Social Development

4.6A,B

4.7A,B,C,D

Misconceptions

- Baseball and kickball rules are different
- Kick with your toes instead of the inside of your foot
- Standing directly behind the ball when kicking

<p>TEKS</p> <p><u>Movement</u></p> <p><i>5.1B- Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;</i></p> <p><i>5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;</i></p> <p><i>5.1K- Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and</i></p> <p><i>5.2B- Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency</i></p> <p><i>5.2C- Choose appropriate drills/activities to enhance the learning of a specific skill</i></p> <p><u>Physical Activity and Health</u></p> <p>5.3A</p> <p>5.4B</p> <p>5.5A,B,C</p> <p><u>Social Development</u></p> <p><i>5.6A-Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym .</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p> <p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p> <p>5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</p> <p>5.6B- Explains the concept and importance of teamwork</p> <p>5.7A- follow rules, procedures, and etiquette</p> <p>5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining</p>
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<p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all</p>
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical acidity, exercises for flexibility, and activities to develop musical strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student develops a further understanding of the importance of physical activity, especially aerobic activity, and can identify aerobic activities that they enjoy. 	
<p>Essential Questions</p>	<p>Vocabulary</p>
<ul style="list-style-type: none"> ○ 1. Why is it important to kick the ball with your toes? ○ 2. Where should you stand when trying to kick a stationary ball? ○ 3. When dribbling what happens when you kick the ball really hard? 	<ul style="list-style-type: none"> ○ Kickball ○ Beanbag Toss ○ 4-Square ○ Capture the Flag

○ 4. When kicking or shooting, why is it important to stand at a 45-degree angle?		
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-up/ exercises -Play reinforcing game -Closure/ Check-in/ Self-Assessment
<p style="text-align: center;">Differentiation</p> <p>Use of self section, modified exercises and activities, and teacher accommodation</p>		
English Language Learners (ELL) <ul style="list-style-type: none"> -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations 	SpEd/504/ Struggling/RtI Tier 2&3 <ul style="list-style-type: none"> -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection 	GT/Advanced <ul style="list-style-type: none"> -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1- Yard Games

Objectives	Goals	Suggested Activities/Resources
Experience lifetime recreational games that can be played in small groups with a variety of age groups and skill level abilities.	<ol style="list-style-type: none"> 1. Following game rules 2. Taking turns 3. Cooperation with players 4. Play for pure enjoyment 5. Fine motor skills 	Outdoor Yard Games Ideas How to teach 4-Square

Sub Unit 2- Kick Ball/Mat Ball

Objectives	Goals	Suggested Activities/Resources
The student can dribble while changing directions and kick in a game setting.	<p>The student practices dribbling in game setting</p> <p>The student practices dribbling while changing direction</p> <p>The student practices kicking in a game setting</p>	All-Ball Kickball Variety of Kicking Games Matball

Sub Unit 3- Capture the Flag/Pin Ball

Objectives	Goals	Suggested Activities/Resources
<p>Exhibits responsible, personal and social behavior that respects self and others. Standard</p> <p>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	Using dodging and fleeing skills while playing capture the flag.	Capture the Flag CATCH PE 3 - 5 Activity Cards

Sub Unit 4

Objectives	Goals	Suggested Activities/Resources

(5)Unit 14: Soccer		Designated Grading Period/# Days: 4th 9 weeks: Weeks 5 - 7 / 13 days
BIG IDEA: Dribble w/ using inside of feet and learn proper techniques of dribbling. Dribble while changing directions. Pass and kick the ball with proper technique. Learn the game of soccer.	Misconceptions <ul style="list-style-type: none"> - You are supposed to kick the soccer ball with your toes instead of the inside of your foot. - Dribbling is a term only considered with basketball. - Improper technique of dribbling a soccer ball with feet 	

<p>Prerequisites (TEKS and Specificity)</p> <p>Students should have a basic knowledge of how to perform the skills needed for soccer from previous years.</p> <p><u>Movement</u></p> <p>4.1A, K</p> <p>4.2C, D</p> <p><u>Physical Activity, and Health</u></p> <p>4.3A, E, F</p> <p>4.4A, B, C</p> <p>4.5A, B, D</p> <p><u>Social Development</u></p> <p>4.6A, B</p> <p>4.7A, B, C, D</p>	
<p>TEKS</p> <p><u>Movement</u></p> <p><i>5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills</i></p> <p><i>5.1H- Demonstrate the ability to contrast a partner's movement;</i></p> <p><i>5.1K- Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch,</i></p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develops health-related fitness</p>

shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and
5.1L- Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.

5.2B- Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency;
5.2C- Choose appropriate drills/activities to enhance the learning of a specific skill.

Physical Activity and Health

5.3C- Explain the value of participation in community physical activities such as little league and parks and recreation

Social Development

5.6A- Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense

5.4B- Self-monitor the heart rate during exercise

5.5A- Use equipment safely and properly

5.5B-Select and use proper attire that promotes participation and prevents injuries

5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity

5.6B- Explains the concept and importance of teamwork

5.7A- follow rules, procedures, and etiquette

5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identify the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all

ELPS <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	
Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical acidity, exercises for flexibility, and activities to develop musical strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. 	
Essential Questions	Vocabulary

<ul style="list-style-type: none"> ○ 1. What is the proper way of dribbling a soccer ball? ○ 2. What part of the foot should you use to kick a ball correctly? ○ 3. Who can use their hands in a soccer game? ○ 4. When do you use a throw-in during a soccer game? ○ 5. What things constitute a good pass? 		<ul style="list-style-type: none"> ○ Passing ○ Kicking ○ Dribbling ○ Shooting ○ Trapping
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Teach dribbling, passing, shooting -Intro to soccer -play reinforcement games -closure/ check-in/ self-assessment

Differentiation

Use of self section, modified exercises and activities, and teacher accommodation

English Language Learners (ELL)

- Non-verbal communication
- Use of Total Physical Response (coordination of speech and action)
- Predictable routines and signals
- Visual Aids/ Demonstrations

SpEd/504/ Struggling/Rtl Tier 2&3

- Peer tutoring from advanced students
- Modified exercises and activities
- Opportunity for self-selection

GT/Advanced

- Opportunity to peer tutor struggling students
- Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Soccer Skills

Objectives	Goals	Suggested Activities/Resources
1. Use either foot to pass, trap, or dribble the ball 2. Dribble the ball with control while running. 3. Stop on command and quickly change directions. 4. Pass the ball using a variety of passes to a target 20'-30' away. 5. Trap a bouncing ball.	To be able to pass, dribble, trap and kick the soccer ball with proper technique. Move safely around the designated area with and without the ball.	Catch Box 500-531 Recess Kicking and Dribbling http://www.pecentral.org/Lesson/deas Socket Ball Dribbling math challenge Soccer Pass Croquet Dribble Thief http://www.peuniverse.com/Discussions/detail.cfm?post_id=2233

Sub Unit 2- Soccer Activities

Objectives	Goals	Suggested Activities/Resources
<ol style="list-style-type: none"> 1. Use either foot to pass, trap, or dribble the ball 2. Dribble the ball with control while running. 3. Stop on command and quickly change directions. 4. Pass the ball using a variety of passes to a target 20'-30' away. 5. Trap a bouncing ball. 	<p>To be able to pass, dribble, trap and kick the ball.</p> <p>Move safely around the designated area with and without the ball.</p>	<p>Catch Box 500-531</p> <p>Recess Kicking and Dribbling http://www.pecentral.org/Lesson/deas</p> <p>Socket Ball</p> <p>Dribbling math challenge</p> <p>Soccer Pass Croquet</p> <p>Dribble Thief http://www.peuniverse.com/Discussions/detail.cfm?post_id=2233</p> <p>QuaverEd P.E. Lessons</p> <p>CATCH PE 3 - 5 Activity Cards</p>
Sub Unit 3- Soccer Preparation		

<p>Objectives</p> <p>Understand advanced soccer concepts, i.e., shooting, scoring, corner kicks, goalkeeping, tackling, positioning, etc.</p>	<p>Goals</p> <p>To understand the rules of soccer and apply them while playing a game.</p>	<p>Suggested Activities/Resources</p> <p>Catch Box 500-531</p> <p>Recess Kicking and Dribbling http://www.pecentral.org/Lesson/deas</p> <p>Socket Ball</p> <p>Dribbling math challenge</p> <p>Soccer Pass Croquet</p> <p>Dribble Thief http://www.peuniverse.com/Discussions/detail.cfm?post_id=2233</p>
<p>Sub Unit 4-Suggested Activities</p>		
<p>Objectives</p>	<p>Goals</p>	<p>Suggested Activities/Resources</p> <ol style="list-style-type: none"> 1. Dribble the ball around area 2. Pass with a partner 3. Pass against a wall and trap the rebound 4. Partner keep-away

		5. "Bull-in-the-Ring" 6. "Hot Tamale" 7. "Knock Out" 8. "Never-Ending Circle Soccer" 9. Three-on-three soccer 10. Line soccer 11. "Castles" 12. "Around the World" Pflugerville ISD – Elem. PE Guide, August 2004 Page 43 of 81 13. "Dribble Across America" 14. "Shipwreck with a Kick" 15. "Steal the Bacon" 16. "Cleaning House" 17. "Me and My Shadow" 18. "Kick Away" 19. "Billiards Soccer" 20. "Red Light, Green Light" 21. "La Raspa" with soccer balls A. Students in K-2 use a #3 size ball. B. Students in 3-5 use a #4 size ball.

(5)Unit 15: Track and Field

Designated Grading Period/# Days:

4th 9 weeks: Weeks 8 - 9 / 10 days

BIG IDEA: Learn the different track and field events.
Learn the proper forms and approaches to each event.
Demonstrate an understanding of each technique for every event.

Misconceptions

- All races are run the same way.
- Improper running and throwing techniques for events.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to perform the various skills involved in track from previous years.

Movement

4.1A, C, D, E, F, G

4.2C, D

Physical Activity, and Health

4.3A, F

4.4A, B, I

4.5A, B, D

Social Development

4.6A, B

4.7A, B, C, D

<p>TEKS</p> <p><u>Movement</u></p> <p><i>5.1B-Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump</i></p> <p><i>5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;</i></p> <p><i>5.1E- Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;</i></p> <p><i>5.1L- Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.</i></p> <p><i>5.2B- Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency</i></p> <p><i>5.2C- choose appropriate drills/activities to enhance the learning of a specific skill</i></p> <p><u>Physical Activity and Health</u></p> <p><i>5.3C- Explain the value of participation in community physical activities such as little league and parks and recreation</i></p> <p><u>Social Development</u></p> <p>5.6B</p>	<p>Process Standards</p> <p>Learn the proper way to enter the gym.</p> <p>Practice daily warm-up and exercise routine.</p> <p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p> <p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p> <p>5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</p> <p>5.6B- Explains the concept and importance of teamwork</p> <p>5.7A- follow rules, procedures, and etiquette</p> <p>5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identify the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all</p>
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<p>5.7A,B</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	
<p>Mastery-Level, PRIORITY Standards:</p> <ul style="list-style-type: none"> ● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely ● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical acidity, exercises for flexibility, and activities to develop musical strength and endurance ● The students know and apply safety practices associated with physical activity and use space and equipment properly. ● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect. ● The student participated in relay games and is exposed to track and field. 	
<p>Essential Questions</p>	<p>Vocabulary</p>

<ul style="list-style-type: none"> ○ 1. Describe the components of a relay. ○ 2. What is a "scratch" in the long jump? ○ 3. What is an important strategy in running a distance race? ○ 4. What is the difference between field events and track events? ○ 5. What are the lifelong health benefits that can be attained by participating in track and field? 		<ul style="list-style-type: none"> ○ 20-yard dash ○ 40-yard dash ○ Hurdles ○ Shot put ○ Discus (Flying Discs) ○ Relays
Adopted Resources		General Student Activities (RtI Tier 1)
<ul style="list-style-type: none"> ● Catch Activity Box ● You Tube ● Open Physed ● Physed Games ● Fitnessgram ● PE Central ● QuaverEd P.E. Lessons ● CATCH PE 3 - 5 Activity Cards 		<ul style="list-style-type: none"> -Introduction -Warm-Up/ Exercises -Teach various running events Teach field events -Teach sun safety -Play reinforcing games -Closure/ Check in/ Self Assessment

Differentiation Use of self section, modified exercises and activities, and teacher accommodation		
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response (coordination of speech and action) -Predictable routines and signals - Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities -Opportunity for self-selection	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

Strategies for Instruction/Teacher Supports

Sub Unit 1-Running Events

Objectives

Understand the rules, procedures, and strategies of track & field events such as javelin, discus, and running events

Goals

Successfully demonstrate track and field skills including throwing and running.

Develop knowledge concerning fitness components included in track and field.

Suggested Activities/Resources

Famous Faces Field Day

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8486#.WUKglusrIdU>

Go for the Gold

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8710#.WUKhGusrIdU>

Sub Unit 2- Field Events

<p>Objectives</p> <p>Understand the rules, procedures, and strategies of track & field events such as javelin, discus, and running events</p>	<p>Goals</p> <p>Successfully demonstrate track and field skills including throwing and running.</p> <p>Develop knowledge concerning fitness components included in track and field.</p>	<p>Suggested Activities/Resources</p> <p>Famous Faces Field Day http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8486#.WUKglusrIdU</p> <p>Go for the Gold http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8710#.WUKhGusrIdU</p> <p>QuaverEd P.E. Lessons</p> <p>CATCH PE 3 - 5 Activity Cards</p>
Sub Unit 3		
Objectives	Goals	Suggested Activities/Resources
Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(5)Unit 16: Wiffle Ball

Designated Grading Period/# Days:

4th 9 weeks: Weeks 10 - 11/ 8.5 days

BIG IDEA: Learn the proper techniques to striking a ball while using striking objects.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to perform striking skills from previous years.

Movement

4.1B, K

4.2A, C, D

Physical Activity and Health

4.3A, F

4.4B

4.5A, B

Social Development

4.6A, B

4.7A, B, C, D

Misconceptions

- There's not a proper way of holding striking equipment.
- Sometimes less is more when striking an object.

TEKS

Movement

5.1K- Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch,

Process Standards

Learn the proper way to enter the gym.

Practice daily warm-up and exercise routine.

<p><i>shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball</i></p> <p>5.2C- Choose appropriate drills/activities to enhance the learning of a specific skill.</p> <p><u>Physical Activity and Health</u></p> <p>5.3C- Explain the value of participation in community physical activities such as little league and parks and recreation</p> <p><u>Social Development</u></p> <p>5.6B</p> <p>5.7A,B</p> <p>ELPS</p> <ul style="list-style-type: none"> ● Share informations incorporate ● Use accessible language ● Use prior knowledge and experience ● Non-verbal cues 	<p>Follow Rules and Procedures</p> <p>Ongoing Essential Skills/Repeated Standards</p> <p>5.3A- Participates in moderate and vigorous physical activities on a daily basis that develop health-related fitness</p> <p>5.4B- Self-monitor the heart rate during exercise</p> <p>5.5A- Use equipment safely and properly</p> <p>5.5B-Select and use proper attire that promotes participation and prevents injuries</p> <p>5.5C-describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</p> <p>5.6B- Explains the concept and importance of teamwork</p> <p>5.7A- follow rules, procedures, and etiquette</p> <p>5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all</p>
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Mastery-Level, PRIORITY Standards: <ul style="list-style-type: none">● The student demonstrated competency in fundamental movement patterns by traveling in a large group safely● The student exhibits a health enhancing, physically active lifestyle by participating in moderate to vigorous physical activity, exercises for flexibility, and activities to develop muscular strength and endurance● The students know and apply safety practices associated with physical activity and use space and equipment properly.● The students develop positive self-management and social skills and not only display good sportsmanship but also treat others with respect.● The students apply all skills learned to strike a ball with and without a manipulative.			
Essential Questions		Vocabulary	
<ul style="list-style-type: none">○ 1. Are your feet aligned the same when striking an object within each sport?○ 2. What is teamwork?○ 3. What are the proper steps to striking certain objects?○ 5. What are the proper steps for throwing a ball?		Softball Baseball Wiffle Ball Bases Strike Ball Foul Out Groundball Popfly	
Adopted Resources		General Student Activities (RtI Tier 1)	

<ul style="list-style-type: none">● Catch Activity Box● You Tube● Open Physed● Physed Games● Fitnessgram● PE Central● QuaverEd P.E. Lessons● CATCH PE 3 - 5 Activity Cards	<ul style="list-style-type: none">-Introduction-Warm Up/ Exercises-Teach proper throwing/pitching skills-Teach proper batting/striking skills-Teach sun safety-Play reinforcing games-Closure/ Check in/ Self Assessment	
<div>Differentiation</div> <div>Use of self section, modified exercises and activities, and teacher accommodation</div>		
English Language Learners (ELL) <ul style="list-style-type: none">-Non-verbal communication-Use of Total Physical Response (coordination of speech and action)-Predictable routines and signals- Visual Aids/ Demonstrations	SpEd/504/ Struggling/Rtl Tier 2&3 <ul style="list-style-type: none">-Peer tutoring from advanced students-Modified exercises and activities-Opportunity for self-selection	GT/Advanced <ul style="list-style-type: none">-Opportunity to peer tutor struggling students-Opportunity for self-selection

Strategies for Instruction/Teacher Supports		
Sub Unit 1- Striking		
Objectives 1. hit a ball off a tee using proper technique	Goals To be able to hit a ball of a cone/tee and progress to hitting ball pitched to them	Suggested Activities/Resources Cone Baseball http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU Wiffle Ball Lesson Plan Rules of Wiffle Ball
	Sub Unit 2- STAAR Test	
Objectives	Goals	Suggested Activities/Resources
Sub Unit 3- Wiffle Ball Skills		
Objectives 1. throw a ball overhand using proper technique. 2. hit a ball off a tee using proper technique 3. run bases in the correct order.	Goals To be able to perform the skills required in Wiffle ball	Suggested Activities/Resources Cone Baseball http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU Wiffle Ball Lesson Plan Rules of Wiffle Ball

4. field a ball rolled on the ground. 5. field a batted ball. 6. understand basic concepts of softball, i.e., hit and run to the base, scoring, etc. 7. hit a tossed ball. 8. understand intermediate concepts of softball, i.e., field positioning, batting order, and rules for running bases. etc.		QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
<p style="text-align: center;">Sub Unit 4-Wiffle Ball Game Preparation</p>		
<p style="text-align: center;">Objectives</p> 1. throw a ball overhand using proper technique. 2. hit a ball off a tee using proper technique 3. run bases in the correct order. 4. field a ball rolled on the ground. 5. field a batted ball. 6. understand basic concepts of softball, i.e., hit and run to the base, scoring, etc. 7. hit a tossed ball.	<p style="text-align: center;">Goals</p> To understand the rules of Wiffle ball and apply them while playing in a game.	<p style="text-align: center;">Suggested Activities/Resources</p> Cone Baseball http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU Wiffle Ball Lesson Plan Rules of Wiffle Ball

8. understand intermediate concepts of softball, i.e., field positioning, batting order, and rules for running bases. etc.		