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.

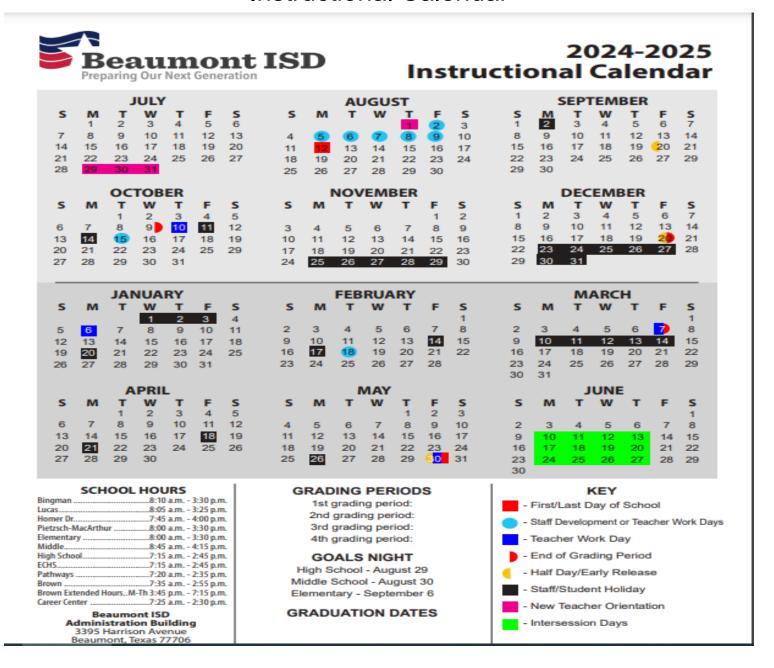
SHAC - School Health Advisory Council

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 (<u>Texas Education Code, Title 2, Subtitle F, Chapter 28, Subchapter A, §28.004</u>) 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 <u>here</u> to access the BISD Health Advisory Committee information.

Instructional Calendar



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.	demonstrates sportsmanlike qualities. ike qualities and makes positive contributions. -Difficulty following directions. -Difficulty Ararely prepared for	
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.

PDF Version of Grading Rubric

Physical Education Curriculum

Parent Opt-In Letter

Click <u>HERE</u> for Health Opt-In Letter (English)
Click <u>HERE</u> 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
 - o 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)
 - o 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
 - o K 2nd Grade
 - Lessons 3 7 (CATCH Healthy Smiles)
 - o 3rd 5th Grade
 - Lesson 2 (Clean Body, Healthy Smile)
- QuaverEd Health Lessons
 - o K 5th Grade
 - General Health
 - Healthy Practices and Hygiene

2. Fire Safety

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

- Lesson 7 (You To The Rescue)
- QuaverEd Health Lessons
 - o 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)
 - o 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)
 - o 3rd 5th Grade

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

5. Growth and Development

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

7. Human Body

- CATCH.org Unit 3 Physical Health and Hygiene
 - o K 2nd Grade
 - Lesson 1 (Body Systems)
 - o 3rd 5th Grade
 - Lesson 1 (Body Systems)
- QuaverEd Health Lessons
 - o 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
 - o K 2nd Grade
 - Lesson 2 (Avoiding Danger)
 - Lesson 5 (Personal Safety Plan)
 - Lesson 6 (The Power of the Sun and Safe Summer)
 - o 3rd 5th Grade
 - Lesson 2 (Avoiding Danger)
 - Lesson 3 (Personal Safety Plan)
- QuaverEd Health Lessons
 - o 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. <u>YouTube</u>
- 6. <u>Tahperd</u>
- 7. American Diabetes Association
- 8. Concussion
- 9. Nourish Interactive
- 10. <u>TEA</u>
- 11. Fitnessgram
- 12. Kids Against Bullying
- 13. Good Character
- 14. Go Noodle
- 15. TED Health
- 16. <u>Teach Physed</u>
- 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)

		Unit 1: Orientation	Aug 10 10	Rules and Procedures
	Instructional	Unit 1: Orientation	Aug. 12 -13	
			Aug.14 -16	Safety and sportsmanship
	Days	Unit 2: Movement Skills	Aug. 19 - 23	Locomotor skills with movement terms
1 st				-road safety
-			1 00 00	
9-Weeks			Aug. 26 - 30	Locomotor skills
	41.5		Sept. 02 - 06	Chasing, dodging, and fleeing
Aug. 12-	41.5	Unit 3: Body Parts/ Systems	Sept. 9 -13	Health-related fitness components
Oct. 09				-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
		Unit 5: Throwing and Catching	Oct. 16 - 25	Throwing/catching skills
2 nd			Oct. 28 - Nov. 1	Throwing/ catching games
9-Weeks		Unit 6: Striking and volleying	Nov. 04 - Nov. 08	Striking skills
	42.5		Nov. 11 - 15	Volleying skills
Oct. 16-		Unit 7: Bouncing and Catching	Nov. 18 - 22	Bouncing/ catching skills
Dec. 20			Dec. 02 - Dec. 06	Bouncing/ catching activities
200. 20		Unit 8: Low Organized Games	Dec. 09 - 13	Cooperative games
			Dec. 16 - 20	Holiday games
		Unit 9: Orientation	Jan. 07 - 10	Rules, procedures, and safety review
3 rd	39	Unit 10: Balance and	Jan. 13 - 17	Rolling/ balance beam
9-Weeks		coordination		
Jan. 7-			Jan. 21 - 24	Scooter boards/ hula hoops
Mar. 6		Unit 11: Jump rope	Jan. 27 - 31	Aerobic Games
mar. 0			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

			Mar. 17 - 21	Tag Games
4 th		Unit 13: Aerobic/Recreational	Mar. 24 - 28	Speed/Agility
9-Weeks		Games		
			Mar. 31 - Apr. 04	Cooperative Games
Mar. 17-	51.5		Apr. 07 - 11	Yard Games/Pool Safety
May 30		STAAR TESTING	Apr. 08 -25	STAAR TESTING
, 55		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
	Total Dave			-sun safety
	Total Days	Unit 16: Striking with a	May 19 - 23	Striking skills
	174.5	manipulative		
			May 27 - 30	Striking activities

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

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

Mar. 17-	STAAR TESTING	Apr. 08 - 25	STAAR TESTING
May 30	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
51.5	Unit 16: Wiffle ball	May 19 - 23	Striking
		May 27 - 30	Wiffle ball skills and activities

Yearly Unit Plan

2024-2025 Unit Plan

Unit 1: Orientation	Aug. 12 - 16	Rules and Procedures Safety Sportsmanship		
Unit 2: Movement Skills	Aug. 19 - Sept. 30	Locomotor skills Chasing, Dodging and Fleeing		
Unit 3: Fitness and health	Sept. 02 - 20	Health related fitness components		
Body Parts/System	·	(Fitnessgram Test) Aerobic Games, Chasing Dodging		
Unit 4: Dance/Rhythm	Sept. 23 - Oct. 09	Tinikling/Drum Fit Square Dance Line Dance		
·	·			
Unit 5: Football	Oct. 16 - Nov. 1	Throwing Catching Skills/Football Skills		
Unit 6: Volleyball	Nov. 4 - Nov. 15	Striking Volleying Skills/Volleyball skills		
Unit 7: Basketball	Nov. 18 - Dec. 06	Bouncing Catching Skills/Basketball skills		
Unit 8: Low Organized	Dec. 09 - 20	Cooperative games Holiday games		
Games				
Unit 9: Orientation	Jan. 07 - 10	Rules, procedures, and safety review		
Unit 10: Balance and	Jan. 13 - 24	Hula Hoops, Gymnastics, Scooter boards Fitness Test Make-Up		
coordination				
Unit 11: Fitness	Jan. 27 - Feb. 13	Fitness Test Make-Up Jump rope skills nutrition, and aerobics		
Jump Rope				
Unit 12: Parachute	Feb. 19 - Mar. 06	Parachute Skills Games		
Unit 13: Recreational	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		
	Unit 2: Movement Skills Unit 3: Fitness and health Body Parts/System Unit 4: Dance/Rhythm Unit 5: Football Unit 6: Volleyball Unit 7: Basketball Unit 8: Low Organized Games Unit 9: Orientation Unit 10: Balance and coordination Unit 11: Fitness Jump Rope Unit 12: Parachute Unit 13: Recreational Unit 14: Soccer Unit 15: Track and Field	Unit 2: Movement Skills Unit 3: Fitness and health Body Parts/System Unit 4: Dance/Rhythm Sept. 23 - Oct. 09 Unit 5: Football Unit 6: Volleyball Unit 7: Basketball Unit 8: Low Organized Games Unit 9: Orientation Unit 10: Balance and coordination Unit 11: Fitness Jump Rope Unit 12: Parachute Unit 13: Recreational Unit 14: Soccer Unit 15: Track and Field May 05 - May 16		

Kindergarten Unit Plan

(K)Unit 1: Orientation	Designated Grading Period/# Days: 1 9 weeks: Week 1 / 5 days
Big Idea: I can learn classroom safety, rules, and routines. I can understand why good	Misconceptions - Inappropriate activities and techniques
sportsmanship is important.	for warm-ups.
Prerequisites (TEKS and Specificity)	- Physical Education is recess time.
There are no prerequisites.	
TEKS	Process Standards/ Essential Skills
Physical Activity/ Health	Routines, rules, and procedures for the gym
K.5 C (explain how proper shoes and clothing	
promotes safe play and prevent injury), E	Daily Exercises
(explain appropriate reactions during	
emergencies in physical activities)	Teamwork/ Cooperation
Social Development	Ongoing Essential Skills/Repeated Standards
K.6 B (demonstrate the ability to play within	Movement
boundaries during games and activities)	K.1 A (travel in different ways in a large group
K.7 B (work in a group setting in cooperation	without bumping into others or falling)
with others)	Physical Activity and Health

ELPS

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

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 students understands safety practices associated with physical activity and the student is expected to
 - o use equipment properly

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

Essential Questions	Vocabulary
What are the rules in PE?	• Rules
What are the consequences and rewards	Procedures
for the rules?	Sportsmanship
 Why is it important to follow the rules in PE? 	• Safety
What are the procedures in PE?	Equipment
How do we play safe in PE?	 Cooperation

What is good sportsmans	nip?			
Why is good sportsmansh PE?	ip important in			
Adopted Resources			General Studen	t Activities (Rtl Tier 1)
-CATCH activity box			-Introduction	
-Online Resources			-Daily Exercises	
-Youtube			-Teach rules and	d procedures
-QuaverEd P.E. Lesson			-Play reinforcen	nent games for procedures and
- <u>Catch.org Lesson</u> - Unit 6 Stayin	g Safe		rules	
-Catch PE K - 2 Activity Cards	-Catch PE K - 2 Activity Cards		-Teach safety for campus and classroom/gym	
			-Teach sportsmanship	
			-Play team build	ding/ sportsmanship games
			-Closure/ Check-in/ Self Assessment	
Use of self section, modified exercises an	d activities, and teacl	Differentiation her accommodation		
English Language Learners	SpEd/504/ Stru	ggling/RtI Tier 2	&3	GT/Advanced
(ELL)	-Peer tutoring f	rom advanced st	udents	-Opportunity to peer tutor
-Non verbal communication -Modified exerc		ises and activitie	?S	struggling students
-Use of Total Physical Response -Opportunity fo		r self-selection		-Opportunity for self-selection
(coordination of speech and				
action)				
-Predictable routines and				
signals				
- Visual Aids/ Demonstrations				

Strategies for Instruction/Teacher Supports						
Sub Unit 1-Rules and Procedures						
Objectives	Goals	Suggested Activities/ Resources				
I can learn classroom rules, -Students understand classroom		-Rules and Procedures Overview				
procedures. and safety.	producers such as start and stop	<u>Video</u>				
I can learn spatial awareness and	signals and daily exercises routine	-Starting and Stopping Signals Video				
how it relates to classroom safety.	-Students understand classroom	-Review safety protocol for your				
	rules and consequences/ rewards	campus as well as classroom safety				
	-Students understand classroom	-Teach/review daily exercises				
	safety such as proper clothing/	-CATCH Mirror Mirror (Moving and				
	shoes and appropriate responses in	Traveling #329)				
	emergencies	-CATCH Kids in Space (Moving and				
	-Teach students about spatial	Traveling #218)				
	awareness and why it's important	-CATCH The Snake Trail (Limed				
	in a PE setting.	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	-Students understand what good	- Review sportsmanship and its
sportsmanship.	sportsmanship is and why it's	importance
	important	-CATCH Catch Up Chase (Moving
	-reinforce rules, routines, safety,	and Traveling #325)
	and spatial awareness	- CATCH Leapin' Lizards (Moving
		and Traveling #320
		-CATCH Pass It On (Limited Space
		Activities #398)
		-CATCH Partner Challenges (Limited
		Space Activities #402)

(K)Unit 2: Movement Skills

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.

Designated Grading Period/# Days: 1 9 weeks: Week 2-4 / 14 days

Misconceptions

- Improper techniques to perform locomotor skills
- Galloping is the same as skipping
- Skipping is only for girls

I can develop basic locomotor skills. I can develop chasing, dodging, and fleeing skills. **Prerequisites** (TEKS and Specificity) There are no prerequisites. **TEKS Process Standards/Essential Skills** Routines, rules, and procedures for the gym Movement K.1 F (demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, **Daily Exercises** down, forward, backward, and in front of) Teamwork/ Cooperation **ELPS** -Share information in cooperative learning interactions **Ongoing Essential Skills/Repeated Standards** -Use accessible language Movement -Use prior knowledge and experience K.1 A (travel in different ways in a large group without -Non – verbal cues 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

Social Development

activity)

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 acidity, exercises for flexibility, and activities to develop musical 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:

- 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	
 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 	 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 (Rtl Tier 1)	
-CATCH activity box	-Introduction	
-Online Resources	-Daily Exercises	
-Youtube	-Review locomotor skills	
-QuaverEd P.E. Lesson	-review relationship terms	
- <u>Catch PE K - 2 Activity Cards</u>	-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/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- Locomotor skills and		
	relationship terms		
Objectives	Goals	Suggested Activities/ Resources	
I can learn locomotor	-Students understand how to perform	-CATCH Locomotion Commotion (Tag Your It!	
skills.	locomotor skills (walking, running,	#110)	
I can learn relationship	skipping, galloping, hopping, jumping)	- <u>Direction Boogie Video</u>	
terms.	-Students understand basic	Shaper Catcher Video	
I can learn road safety.	relationship terms (under, over,	- <u>Hula Hoop Car Road Trip Video</u>	
	behind, next to, through, right, left,	-QuaverEd P.E. Lesson	
	up, down, forward, backward, and in	-Catch PE K - 2 Activity Cards	
	front of)		
	-Students understand basics of road		
	safety		
Sub Unit 2-Locomotor skills			

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

(K)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)

There are no prerequisites.

Misconceptions

-sleep is not important for health

TEKS

Movement

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)

Physical Activity and Health

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.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)

ELPS

Process Standards/Essential Skills

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 appropriate exercises for flexibility in shoulders, legs,

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

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 acidity, exercises for flexibility, and activities to develop musical 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 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
Can you identify large and small body parts?	• head
 Do you understand how exercises affect the heart 	● neck
and breathing?	• back
 Can you locate your lungs and explain their 	• chest
purpose?	waist
 Can you state that rest and sleep are important 	• hips
for the body?	• arms
	• elbows
	• wrist
	hand finger
	• legs
	ankle
	• foot
	• toe
	• sleep
	• rest
	lungs
	• heart
Adopted Resources	General Student Activities (Rtl Tier 1)

-CATCH activity box		-introduction	
-Online Resources		-daily exercises	
-Youtube		-demonstrate who	ere the parts of the body are located
- <u>Catch.org Lesson</u> - Unit 3 Physical He	alth and Hygiene	-play a reinforcing	game for the parts of the body
		-explain how exer	cise 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
	Differe	ntiation	
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL)	SpEd/504/ Strugg	ling/RtI Tier 2&3	GT/Advanced
-Non verbal communication	-Peer tutoring fror	n advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercise	es and activities	-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for s	elf-selection	
- Visual Aids/ Demonstrations			

Strategies for Instruction/Teacher Supports			
Sub Unit 1: Health related fitness			
components			
Objective	Goals	Suggested Resources/ Activities	
I can participate in exercises for	-The student is introduced to the	-Go over daily exercises or warm up	
strength, endurance, and flexibility	health related fitness components	and which exercises are strength,	
I can identify physical ascites that	-The student participates in	endurance, and flexibility	
are challenging and fun	strength, endurance, and flexibility	-CATCH Tunnel Train (Mighty	
	exercises	Muscles-Strength Activities #133)	
	-The student can name physical	-CATCH Mighty Muscles Strength	
	activity that they find challenging	Stations (Mighty Muscles #135)	
	and fun	-CATCH Limber Limbs Stretching	
		Stations (Limber Limbs-Stretching	
		Activities#172)	
	Sub Unit 2: Cardiovascular		
	system		
Objective	Goals	Suggested Resources/ Activities	
l can understand what physical	-The student understands how	-Go over the function and location	
activity does to the heart and	physical acidity affects the heart	of the lungs	
breathing	and breathing	-go over how physical activity	
I can locate the lung and state their	-The students can locate the lungs	affects the heart and breathing	
[purpose	in the body and state their purpose	-go over how sleep is important for	
I can state that sleep is important	-The student can state that sleep	overall health	
for health	and rest are important for the body	-CATCH Heart Healthy Hiking	
		(CATCH'em Quick Activities #54)	

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

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

K.7 B (work in a group setting in cooperation with others)

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 acidity, exercises for flexibility, and activities to develop musical 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
Can you perform rhythmic sequences	 rhythm tinikling folk dance square dance
Adopted Resources	General Student Activities (Rtl Tier 1)
Adopted Resources -CATCH activity box	General Student Activities (Rtl Tier 1) -Introduction
	·
-CATCH activity box	-Introduction
-CATCH activity box -Online Resources	-Introduction -Warm up/ exercises
-CATCH activity box -Online Resources -Youtube	-Introduction -Warm up/ exercises -Review rhythm

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

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

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 acidity, exercises for flexibility, and activities to develop musical 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	
Can I properly underhand throw?	• throw	
Can I properly overhand throw?	• catch	
 Can I catch various items properly? 	underhand	
	overhand	
	• toss	
Adopted Resources	General Student Activities (Rtl Tier 1)	
-CATCH activity box	-Introduction	
-Online Resources	-Warm up/ exercises	
-Youtube	-Review proper underhand throwing for	
-QuaverEd P.E. Lesson	-Review proper overhand throwing form	
- <u>Catch PE K - 2 Activity Cards</u>	-Review proper form for catching	
	-Closure/ check-in/ self-assessment	
Differe	entiation	
Use of self section, modified exercises and activities, and teacher accommodation		

English Language Learners (ELL)	SpEd/504/ Struggling/RtI Tier 2&3	GT/Advanced
-Non verbal communication	-Peer tutoring from advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students	struggling students
(coordination of speech and action)	-Modified exercises and activities	-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for self-selection	
- Visual Aids/ Demonstrations		
St	rategies for Instruction/Teacher Suppo	orts
	Sub Unit 1: Throwing/ Catching	
	Skills	
Objective	Goals	Suggested Resources/ Activities
I can throw and catch with proper	-The student can properly	-Teach proper form for overhand,
form	underhand throw	underhand, and catching
	-The student can properly overhand	-Parter practice and assessment
	throw	-Play reinforcing games
	-The student can catch with proper	-Tossing and Catching Drills
	form	-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

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

(K)Unit 6: Striking and Volleying	Designated Grading Period/# Days: 2 [™] 9 weeks: Weeks 4-5 / 10 days
Big Idea: I can learn to strike various objects and	Misconceptions
participate in fundamental striking activities.	- Swinging hard is the only way to make the ball go far.
Prerequisites (TEKS and Specificity)	
There are no prerequisites	
TEKS	Process Standards
Movement	Routines, rules, and procedures for the gym
K.1 D (maintain balance while bearing weight on a	
variety of body parts)	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

Social Development

activity)

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

such as not pushing in line and drinking water during

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 acidity, exercises for flexibility, and activities to develop musical 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
Can I properly strike various objects?	• Strike
 Can I properly volley various objects? 	Volley
 Can I recognize important skills involved in 	 Volleyball
volleyball?	Bump
	• Set
	• Spike
Adopted Resources	General Student Activities (Rtl Tier 1)

-CATCH activity box		-Introduction	
-Online Resources		-Warm-up/ exerci	ses
-Youtube		-Review rhythm	
-QuaverEd P.E. Lesson		-Teach dance step	s
-Catch PE K - 2 Activity Cards		-practice dance st	eps
		-Closure/ check-in	/ Self Assessment
	Differe	ntiation	
Use of self section, modified exercises	and activities, and	teacher accommod	dation
English Language Learners (ELL)	SpEd/E04/ Strugg		
Linguish Language Learners (LLL)	Speu/Su4/ Struggi	ling/RtI Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring from	•	GT/Advanced -Opportunity to peer tutor
		•	,
-Non-verbal communication	-Peer tutoring fron	n advanced	-Opportunity to peer tutor
-Non-verbal communication -Use of Total Physical Response	-Peer tutoring from students	n advanced es and activities	-Opportunity to peer tutor struggling students

Strategies for Instruction/Teacher Supports			
Sub Unit 1: Striking Skills			
Objective	Goals	Suggested Resources/ Activities	
-I can demonstrate proper striking	-The student can demonstrate	-Review proper striking form	
skills.	striking with various objects using	-Practice with foam balls, beach	
	my hands and arms.	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	-The student can demonstrate	-Review proper volleying form	
skills.	volleying skills with various objects	-Practice with foam balls, beach	
	using my hands and arms.	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			

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

(K)Unit 7:Bouncing and Catching	Designated Grading Period/# Days: 2 [™] 9 weeks: Weeks 6-7 / 10 days
Big Idea: I can bounce and catch while stationary and	Misconceptions
moving.	- Improper catching and bouncing techniques.
	- Trying to catch the ball with their eyes closed and

Prerequisites (TEKS and Specificity) There are no prerequisites	using their bodies to catch the balls
TEKS	Process Standards
Movement K.1 H (toss a ball and catch it before it bounces twice)	Routines, rules, and procedures for the gym
	Daily Exercises
	Teamwork/ Cooperation
ELPS	Ongoing Essential Skills/Repeated Standards
-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 acidity, exercises for flexibility, and activities to develop musical 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

 Can I bounce and catch while stationary? Can I bounce and catch while moving? Can I bounce and catch with proper form and balance? 		 Bounce Catch Stationary Hand-eye coordination 	
Adopted Resources		General Student A	Activities (RtI Tier 1)
-CATCH activity box		-Introduction	
-Online Resources		-Warm-up/ exercises	
-Youtube		-Teach proper bouncing and catching form	
-QuaverEd P.E. Lesson		- Play reinforcing games	
-Catch PE K - 2 Activity Cards		-Closure/ Check-in/ Self-Assessment	
Differe		ntiation	
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL)	SpEd/504/ Struggling/Rtl Tier 2&3		GT/Advanced
-Non-verbal communication -Peer tutoring from		n advanced	-Opportunity to peer tutor
-Use of Total Physical Response students			struggling students
(coordination of speech and action) -Modified exercise		es and activities	-Opportunity for self-selection
-Predictable routines and signals -Opportunity for se		elf-selection	
- Visual Aids/ Demonstrations			

Strategies for Instruction/Teacher Supports		
Sub Unit 1: Bouncing/ Catching		
	SKills	
Objective	Goals	Suggested Resources/ Activities
I can bounce and catch while	- The student can bounce and catch	CATCH Ball handling skills (Dribbling
stationary and moving.	while stationary	and Passing # 222)
	-The student can bounce and catch	
	while moving	CATCH Pass It On (Dribbling and
	-The student can maintain proper	Passing #223)
	form and balance while bouncing	
	and catching	CATCH Jackhammers (Dribbling and
		Passing #225)
		-QuaverEd P.E. Lesson
		-Catch PE K - 2 Activity Cards
	Sub Unit 2: Bouncing/ Catching	
	Activities	
Objective	Goals	Suggested Resources/ Activities
I can bounce and catch in various	-The student can bounce and catch	
games.	while moving in games.	-Popcorn Bounce and Catch Video
		- <u>Poison Ball Video</u>

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

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

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

Social Development

K.7 B (work in a group setting in cooperation with others)

ELPS

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

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 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

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 acidity, exercises for flexibility, and activities to develop musical 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
 Can I participate in low-organized games? Can I follow the rules of low-organized games? Can I work cooperatively during low-organized games? 	cooperationorganized gamerules
Adopted Resources	General Student Activities (RtI Tier 1)

-CATCH activity box		-Introduction	
-Online Resources		-Warm-up/ exercise	
-Youtube		-explanation of organized game s	
- <u>Catch PE K - 2 Activity Cards</u>		-gameplay	
		-closure/ check-in/ self-assessment	
Differentiation			
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL)	SpEd/504/ Struggl	ling/RtI Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring fron	n advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercises and activities		-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for se	elf-selection	
- Visual Aids/ Demonstrations			

Strategies for Instruction/Teacher Supports				
	Sub Unit 1: Cooperative Games			
Objective	Goals	Suggested Resources/ Activities		
I can participate in games while	The student can develop	-Cooperation Games Archive		
working with teammates.	sportsmanship skills.			
	The student can develop	- <u>6 Cooperation Games Video</u>		
	cooperation skills			
	The student can participate in			
	Sub Unit 2: Holiday Games			
Objective	Goals	Suggested Resources/ Activities		
I can participate in games while	The student can develop	- <u>Snowman Blitz</u>		
working with teammates.	sportsmanship skills.			
	The student can develop	- <u>Elf Express</u>		
	cooperation skills			
	The student can follow simple rules	- <u>Elves on the Run Video</u>		
	in games			
	-Catch PE K - 2 Activity Cards			

(K)Unit 9: Orientation

Designated Grading Period/# Days: 3rd 9 weeks: Weeks 1 / 4 days

Big Idea: I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.

Prerequisites (TEKS and Specificity)

There are no prerequisites.

Misconceptions

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

TEKS

Physical Activity/ Health

K.5 C (explain how proper shoes and clothing promotes safe play and prevent injury), E (explain appropriate reactions during emergencies in physical activities)
Social Development

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)

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 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 students understands safety practices associated with physical activity and the student is expected to
 - o use equipment properly
 - o know and apply sate practices
 - O 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
 - o respond appropriately to start and stop signals
 - o play within boundaries

•	The students develops	positive self-management and	d socials kills and is expected to

- o follow rules, procedures, and safe practices
- o work in cooperation with others
- O share space with others
- o share equipment with others

Essential Questions	Vocabulary
 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? 	RulesProceduresSportsmanshipSafety
 What are the procedures in PE? How do we play safe in PE? What is good sportsmanship? Why is good sportsmanship important in PE? 	EquipmentCooperation
Adopted Resources	General Student Activities (Rtl Tier 1)
-CATCH activity box -Online Resources -Youtube	-Introduction -Daily Exercises -Review rules and procedures
- <u>QuaverEd P.E. Lesson</u> - <u>Catch PE K - 2 Activity Cards</u> - <u>Catch.org Lesson</u> - Unit 6 Staying Safe	-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

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

I can learn classroom rules, procedures. and safety.
I can learn spatial awareness and how it relates to classroom safety.

Goals

- -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 clathing/
- -Students understand classroor safety such as proper clothing/ shoes and appropriate responses in emergencies

Suggested Activities/ Resources

- -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	-CATCH Nice to Meet You (Warm Up and
awareness and why it's	Cool Down #10)
important in a PE setting.	-QuaverEd P.E. Lesson
	-Catch PE K - 2 Activity Cards
	- <u>Catch.org Lesson</u> - Unit 6 Staying Safe

Designated Grading Period/# Days: (K)Unit 10: Balance and 3⁻⁻ 9 weeks: Weeks 2-3 / 9 days Coordination 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 **Prerequisites** (TEKS and Specificity) lifelong habits. There are no prerequisites **TEKS Process Standards** Routines, rules, and procedures for the gym Movement K.1 D (maintain balance while bearing weight on a variety of body parts), E (walk forward and sideways the **Daily Exercises** length of a beam without falling), G (roll sideways (right Teamwork/ Cooperation or left) without hesitating)

ELPS

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

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

Social Development

activity)

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

such as not pushing in line and drinking water during

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 acidity, exercises for flexibility, and activities to develop musical 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
Can I balance on a balance beam while walking	balance
forward and backward?	• rolling
Can I roll sideways left and right?	balance beam
 Can I demonstrate balance while using a scooter 	coordination
board?	hula hoop
 Can I demonstrate coordination while using a 	scooter board
hula hoop?	
Adopted Resources	General Student Activities (Rtl Tier 1)

-CATCH activity box		-Introduction		
-Online Resources		-Warm u/ exercise	-Warm u/ exercises	
-Youtube		-teach rolling	-teach rolling	
-QuaverEd P.E. Lesson		-teach balance/ balance beam		
-Catch PE K - 2 Activity Cards		-reinform with pra	-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)	SpEd/504/ Strugg	ling/RtI Tier 2&3	GT/Advanced	
-Non-verbal communication	-Peer tutoring fror	n advanced	-Opportunity to peer tutor	
-Use of Total Physical Response	students		struggling students	
(coordination of speech and action)	-Modified exercises and activities		-Opportunity for self-selection	
-Predictable routines and signals	-Opportunity for self-selection			
- Visual Aids/ Demonstrations				

Strategies for Instruction/Teacher Supports				
Sub Unit 1: Gymnastics: Rolling/				
	Balance Beam			
Objective	Goals	Suggested Resources/ Activities		
I can practice balance and	The student can practice balance	- <u>Balance Stations</u>		
coordination.	skills.			
I can roll sideways.	The student can learn to roll	-Gymnastics Activities for Beginners		
I can walk on a balance beam.	sideways			
	The student can learn to balance on	Obstacle Course using balance		
	a beam.	beam		
		-QuaverEd P.E. Lesson		
		-Catch PE K - 2 Activity Cards		
Sub Unit 2: Scooter Boards/ Hula				
Hoops				
Objective	Goals	Suggested Resources/ Activities		
I can use a scooter board while	The student can properly use a	- <u>How to Teach Hula Hoop Video</u>		
demonstrating balance and	scooter board			
coordination.	The student can properly use a hula	-CATCH Hoop Stations (Hoop		
I can use a hula hoop while	hoop	Activities #251)		
demonstrating balance and				
coordination.		- <u>6 Scooter Games</u>		

The student can demonstrate balance and coordination while using equipment	- <u>Scooter Pinball</u>

(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.

Prerequisites (TEKS and Specificity)

There are no prerequisites

Misconceptions

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

TEKS

Movement

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

-Share information in cooperative learning interactions Movement -Use accessible language K.1 A (travel in different ways in a large group without -Use prior knowledge and experience bumping into others or falling) -Non – verbal cues **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 acidity, exercises for flexibility, and activities to develop musical 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	
Can I turn a jump rope?	short jump rope	
Can I practice jumping a long rope?	 long jump rope 	
Can I practice jumping a short rope?	single jump	
 Do I understand how nutrition affects my body? 	double jump	
 Do I understand how to keep my heart healthy? 	• rhythm	
	• heart	
	 cardiovascular 	
	nutrition	
Adopted Resources	General Student Activities (Rtl Tier 1)	
-CATCH activity box	-Introduction	
-Online Resources	-Warm u/ exercises	
-Youtube	-teach jump rope skills	

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

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 Rope Video -Teaching Jump Rope Lesson -Teaching Young Kids to Jump Rope	
	Sub Unit 2: Jump Rope Activities and Health (Jump Rope for Heart)	<u>Video</u>	
Objective	Goals	Suggested Resources/ Activities	
I can participate in jump rope activities. I can learn about heart health and	The students participate in jump rope for heart or other jump rope activities	- <u>Heart Smart Game</u>	
nutrition.	The students learn about heart	-Snake in the Grass	
	health and nutrition through AHA or other resources	- <u>48 Jump Rope Games</u>	
		-AHA Health Resources	

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

(K)Unit 12: Parachutes	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) There are no prerequisites	Misconceptions - Parachute activities do not develop upper body strength.

TEKS

Movement

K.1 B (demonstrate clear contrasts between slow and fast movement when traveling)

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)

Physical Activity and Health

K.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
- -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 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 acidity, exercises for flexibility, and activities to develop musical 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
 Can I identify that physical acidity 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? 	 Upper body strength parachute teamwork physical activity
Adopted Resources	General Student Activities (Rtl Tier 1)
-CATCH activity box	-Introduction
-Online Resources	-Warm-up/ exercises
-Youtube	-Teach parachute skill
- <u>Catch PE K - 2 Activity Cards</u>	-play reinforcing games

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

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

Designated Grading Period/# Days: (K)Unit 13: Aerobic Games 4th 9 weeks: Weeks 1-4 / 20 days Big Idea: I can understand the benefit of participating in Misconceptions aerobic activity and identify aerobic activities that I find Exercise is not important enjoyable. I can learn the basics of pool and water Exercise is boring safety. **Prerequisites** (TEKS and Specificity) There are no prerequisites **Process Standards TEKS Physical Activity and Health** Routines, rules, and procedures for the gym K.3 A (describe and select physical activities that provide opportunities for enjoyment and challenge), E **Daily Exercises** (describe the benefits from involvement in daily physical activity such as feel better and sleep better) Teamwork/ Cooperation K.5 D (explain appropriate water safety rules such as never swim alone, never run around pools, look before **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 acidity, exercises for flexibility, and activities to develop musical 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	
 Can I participate in aerobic games? Can I identify aerobic activities that I enjoy? Can I understand basic pool and water safety? 		 Aerobic Pool Safety Swimming Lifeguard 	
Adopted Resources		General Student	Activities (Rtl Tier 1)
-CATCH activity box		-Introduction	
-Online Resources		-Warm-up/ exercises	
-Youtube		-Teach aerobic/ p	ool safety
-Catch PE K - 2 Activity Cards		-Play reinforcing game	
		-Closure/ Check-in/ Self-Assessment	
	Differe	ntiation	
Use of self section, modified exercises and ac	tivities, and teacher accom	modation	
English Language Learners (ELL)	SpEd/504/ Strugg	ling/Rtl Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring fror	m advanced	-Opportunity to peer tutor
	students		struggling students

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

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

ELPS

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

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

Social Development

activity)

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 acidity, exercises for flexibility, and activities to develop musical 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	
 Can I dribble a ball using the in Can I pass the ball? Can I shoot a ball? Can I identify a basic soccer gain 	·	dribbblekickpassshootsoccer	
Adopted Resources		General Student A	Activities (Rtl Tier 1)
-CATCH activity box		-Introduction	
-Online Resources		-Teach dribbling, p	passing, shooting
-Youtube		-Intro basic soccer	•
-QuaverEd P.E. Lesson		-play reinforcement games	
-Catch PE K - 2 Activity Cards		-closure/ check in/ self-assessment	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL)	SpEd/504/ Strugg	ling/Rtl Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring fror	n advanced	-Opportunity to peer tutor
	students		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	
	rategies for Instruction/Teacher Suppo	nrts	
36	Sub Unit 1: Kicking/ Dribbling Skills	71.63	
Objective	Goals	Suggested Resources/ Activities	
I can learn to dribble and kick a	The student learns the basics of	-Soccer Dribble Game	
soccer ball	dribbling with the inside of the foot		
	Thestudent learns the basics of	CATCH Dribbling and Kicking	
	passing	#199-215	
	The student learns the basics of		
	shooting		
	Sub Unit 2: Kicking/ Dribbling		
	Games		
Objective Goals		Suggested Resources/ Activities	
The student can dribble while	The student practices dribbling in a	- <u>Pin Kickball</u>	
changing directions and kick in a	game setting		
game setting.	The student practices dribbling	CATCH Dribbling and Kicking	
	while changing direction	#199-215	
	The student practices kicking in a		
	game setting		
Sub Unit 3: Intro To Soccer			
Objective	Goals	Suggested Resources/ Activities	
I can learn the basics of soccer and	Introduce soccer to the students so	- <u>Soccer Tag</u>	
begin to identify a soccer game.	that they recognize it when they		
	see it being played	Youth Soccer Resources	
		-https://www.youtube.com/channe	
		I/UCNnkXuf9GmUKB1bo8BpPcCQ	

-https://www.usyouthsoccer.org/ BEAUMONT YOUTH SOCCER CLUB https://www.bysc.net
- <u>QuaverEd P.E. Lesson</u>
- <u>Catch PE K - 2 Activity Cards</u>

(K)Unit 15: Track and Field	Designated Grading Period/# Days: 4 th 9 weeks: Weeks 8-9 / 10 days
Big Idea: I can participate in relay games. I can learn	Misconceptions
about sun safety.	-There are no safety concerns involving the sun.
Prerequisites (TEKS and Specificity)	
There are no prerequisites	
TEKS	Process Standards
Movement	Routines, rules, and procedures for the gym

K.1 B (demonstrate clear contrasts between slow and fast movement when traveling)

Physical Activity and Health

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

ELPS

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

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 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

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 acidity, exercises for flexibility, and activities to develop musical 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
What is a relay game?	• relay
Can I identify sun safety practices?	• sun
	sunscreen
	• SPF
	 track and field
Adopted Resources	General Student Activities (Rtl Tier 1)

-CATCH activity box		-Introduction	
-Online Resources		-Warm Up/ Exercises	
		-Teach relay	
-QuaverEd P.E. Lesson		-Teach sun safety	
-Catch PE K - 2 Activity Cards		-Play reinforcing g	ames
		-Closure/ Check ir	n/ Self Assessment
Differen			
	Differe	ntiation	
Use of self section, modified exercises and activ			
Use of self section, modified exercises and activ			
Use of self section, modified exercises and active		modation	GT/Advanced
·	rities, and teacher accomi	modation ling/RtI Tier 2&3	GT/Advanced -Opportunity to peer tutor
English Language Learners (ELL)	SpEd/504/ Strugg	modation ling/RtI Tier 2&3	·
English Language Learners (ELL) -Non-verbal communication	SpEd/504/ Struggle -Peer tutoring from	ling/RtI Tier 2&3 m advanced	-Opportunity to peer tutor
English Language Learners (ELL) -Non-verbal communication -Use of Total Physical Response	SpEd/504/ Struggle -Peer tutoring from students	ling/RtI Tier 2&3 m advanced es and activities	-Opportunity to peer tutor struggling students

	rategies for Instruction/Teacher Suppo	——————————————————————————————————————	
Sub Unit 1: Relay Games			
Objective	Goals	Suggested Resources/ Activities	
I can participate in relay games	Introduce the student to relay	Relay Rules	
	games		
		Scooter Board Relays	
		Basic Relays	
		<u>Chain Relay</u>	
		TIC TAC TOE Relay	
	Sub Unit 2: Intro to Track and Field		
	(Sun Safety)		
Objective	Goals	Suggested Resources/ Activities	
can identify track and field events	Introduce the students to track and	Sun Safety Video	
can identify good sun safety	field		
oractices	Teach the students sun safety	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 stirking skills using a	
manipulative	

Misconceptions

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

Prerequisites (TEKS and Specificity)

There are no prerequisites

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

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 acidity, exercises for flexibility, and activities to develop musical 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.
- I can learn the basics of Wiffle ball and how to strike with a manipulative.

T can learn the basics of winte ball and now to strike with a manipulative.			
Essential Questions		Vocabulary	
what is wiffle ball		strike	
 can I strike using a manipulative 	e	• bat	
		paddle	
		racquet	
		manipulativ	re
		wiffle ball	
		base	
Adopted Resources		General Student A	Activities (RtI Tier 1)
-CATCH activity box		-introduction	
-Online Resources		-warm up/ exercises	
-Youtube		-teach striking	
-QuaverEd P.E. Lesson		-teach wiffle ball	
-Catch PE K - 2 Activity Cards		-play reinforcing games	
		-closure/ self assessment	
	Differentiation		
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL)	SpEd/504/ Struggling/RtI Tier 2&3		GT/Advanced
-Non-verbal communication	-Peer tutoring from advanced		-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercises and activities		-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for self-selection		

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

First Grade Unit Plan

(1)Unit 1: Orientation

Designated Grading Period/# Days: 1s 9 weeks: Week 1 / 5 days

Big Idea: I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.

Prerequisites (TEKS and Specificity).

Physical Activity/ Health

K.5 A, B, C, E

Social Development

K.6 A,B

K.7 A,B,C

Misconceptions

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

TEKS

Physical Activity/ Health

1.5 E (describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911)

Social Development

1.6 B (explain boundaries and rules for simple games)

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:

- The student know and applies safety practices associated with physical activity and the student is expected to:
 - o use equipment properly
 - O 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:
 - o demonstrate start and stop signals
 - o explain boundaries and rules for simple games
- The students develops positive self-management and socials kills and is expected to
 - o follow directions and apply safe movement practices
 - o interact, cooperate, and respect others
 - o resolve conflicts in a socially acceptable way

Essential Questions	Vocabulary
What are the rules in PE?	• Rules
What are the consequences and rewards for the	Procedures
rules?	 Sportsmanship
 Why is it important to follow the rules in PE? 	• Safety
What are the procedures in PE?	Equipment

How do we play safe in PE?		• Cooperatio	n
What is good sportsmanship?		Conflict resolution	
Why is good sportsmanship important in PE?			
Adopted Resources		General Student A	Activities (Rtl Tier 1)
-CATCH activity box		-Introduction	
-Online Resources		-Daily Exercises	
-Youtube		-Review rules and	procedures
-QuaverEd P.E. Lesson		-Play reinforcemen	nt games for procedures and rules
- <u>Catch PE K - 2 Activity Cards</u>		-Review safety for campus and classroom/gym	
- <u>Catch.org Lesson</u> - Unit 6 Staying Safe		-Review sportsmanship and conflict resolution	
		-Play team building/ sportsmanship games	
		-Closure/ Check-in/ Self Assessment	
Differe		ntiation	
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL) SpEd/504/ Strugg		ling/Rtl Tier 2&3	GT/Advanced
-Non-verbal communication -Peer tutoring from		n advanced	-Opportunity to peer tutor
-Use of Total Physical Response students			struggling students
(coordination of speech and action) -Modified exercise		es and activities	-Opportunity for self-selection
-Predictable routines and signals -Opportunity for so		elf-selection	
- Visual Aids/ Demonstrations			

Strategies for Instruction/Teacher Supports			
Sub Unit 1-Rules and Procedures			
Objectives	Goals	Suggested Activities/ Resources	
I can learn classroom rules,	-Students understand classroom	-Rules and Routines Video	
procedures. and safety.	producers such as start and stop	-Start/ Stop Signal Video	
	signals and daily exercises routine	-Review safety protocol for your	
	-Students understand classroom	campus as well as classroom safety	
	rules and consequences/ rewards	-Teach/review daily exercises	
	-Students understand classroom	-CATCH Mirror Mirror (Moving and	
	safety such as proper clothing/	Traveling #329)	
	shoes and appropriate responses in	-CATCH Kids in Space (Moving and	
	emergencies	Traveling #218)	
	Sub Unit 2-Safety and		
	Sportsmanship		
Objectives	Goals	Suggested Activities/ Resources	
I can learn the importance of	-Students understand what good	- Review sportsmanship and its	
sportsmanship.	sportsmanship is and why it's	importance	
	important	-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
- <u>Catch PE K - 2 Activity Cards</u>
- <u>Catch.org Lesson</u> - Unit 6 Staying
Safe
•

(1)Unit 2: Movement Skills

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.

Designated Grading Period/# Days:

1 * 9 weeks: Week 2-4 / 14 days

Misconceptions

- Improper techniques to perform locomotor skills
- Galloping is the same as skipping
- Skipping is only for girls

Prerequisites (TEKS and Specificity) Movement K.1 A,F **Physical Activity and Health** K.3 B, C, D K.5 A, B Social Development K.6 A K.7 A,C **TEKS Process Standards/Essential Skills** Routines, rules, and procedures for the gym Movement 1.1 B (demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding) **Daily Exercises** 1.2 A (recognize that motor skill development requires correct practice) Teamwork/ Cooperation **Ongoing Essential Skills/Repeated Standards ELPS** -Share information in cooperative learning interactions Movement -Use accessible language 1.1 A (demonstrate an awareness of personal and -Use prior knowledge and experience general space while moving at different directions and -Non – verbal cues 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 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

- 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
 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 	 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	-Introduction
-Online Resources	-Daily Exercises
-Youtube	-Review locomotor skills
-QuaverEd P.E. Lesson	-review relationship terms
- <u>Catch PE K - 2 Activity Cards</u>	-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)	SpEd/504/ Struggling/Rtl Tier 2&3	GT/Advanced		
-Non-verbal communication	-Peer tutoring from advanced	-Opportunity to peer tutor		
-Use of Total Physical Response	students	struggling students		
(coordination of speech and action)	-Modified exercises and activities	-Opportunity for self-selection		
-Predictable routines and signals	-Opportunity for self-selection			
- Visual Aids/ Demonstrations				

Strategies for Instruction/Teacher Supports				
Sub Unit 1- Locomotor skills and				
relationship terms				
Objectives	Goals	Suggested Activities/ Resources		
I can learn locomotor	-Students understand how to perform	-CATCH Locomotion Commotion (Tag Your It!		
skills.	locomotor skills (walking, running,	#110)		
I can learn relationship	skipping, galloping, hopping, jumping)	-Direction Boogie		
terms.	-Students understand basic	https://www.pecentral.org/lessonideas/Vie		
I can learn road safety.	relationship terms (under, over,	wLesson.asp?ID=3641#.YMtFbr5KiUk		
	behind, next to, through, right, left,	-Shaper Catcher		
	up, down, forward, backward, and in	https://www.pecentral.org/lessonideas/Vie		
	front of)	wLesson.asp?ID=132674#.YMtFqr5KiUl		
	-Students understand basics of road	-Hula Hoop Car Road Trip		
	safety	https://www.pecentral.org/lessonideas/Vie		
		wLesson.asp?ID=9471#.YMtOlr5KiUk		
Sub Unit 2-Locomotor skills				
Objectives	Goals	Suggested Activities/ Resources		
I can practice	-Students are able to perform basic	-Frog and Fish		
locomotor skills.	locomotor skills	https://www.youtube.com/watch?v=DaPUC		
	-Re-enforce movement terms and	eld1qY		
	road safety	Locomotion Color		
		https://www.youtube.com/watch?v=Z1ECPS		
		<u>U17vA</u>		
		-Treasure Hunt		

		https://www.youtube.com/watch?v=Pc7JtvT			
		<u>K_mw</u>			
Sub Unit 3- Chasing, dodging, and fleeing					
Objective	Goals	Suggested resources/ activities			
I can chase, flee, and	-Students understand what chasing,	-CATCH See Me Flee (Moving and Traveling			
dodge.	fleeing, and dodging is	#323)			
	-Students are able to practice chasing,	-CATCH TAG-YOUR IT #93-108			
	fleeing, and dodging in a game setting	-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: 1* 9 weeks: Week 5-6 / 9.5 days Misconceptions -sleep is not important for health 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

K.1 A

K.2 A

Physical Activity and Health

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

K.4 A, B, C

K.5 A, B

Social Development

K.6 A

K.7 A, C

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), 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)

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

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)

ELPS

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

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

1.5 A (use equipment and space safely and properly), I (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 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
- 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
Can you identify large and small body parts?	• head
Do you understand how exercises affect the heart	• neck
and breathing?	• back
 Can you locate your lungs and explain their 	• chest
purpose?	• waist
 Can you state that rest and sleep are important 	• hips
for the body?	• arms
	• elbows
	• wrist
	hand finger
	• legs
	• ankle
	• foot
	• toe
	• sleep

		1		
		• rest		
		lungs		
		heart		
Adopted Resources		General Student	Activities (RtI Tier 1)	
-CATCH activity box		-introduction		
-Online Resources		-daily exercises		
-Youtube		-demonstrate whe	ere the parts of the body are located	
- <u>Catch.org Lesson</u> - Unit 3 Physical He	alth and Hygiene	-play a reinforcing	game for the parts of the body	
		-explain how exer	-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	•	
	Differe	ntiation		
Use of self section, modified exercises and activ	rities, and teacher accom	modation		
English Language Learners (ELL)	SpEd/F04/ Struck	ling/DH Tion 202	CT/Advanced	
English Language Learners (ELL)	SpEd/504/ Struggling/RtI Tier 2&3		GT/Advanced	
-Non verbal communication	-Peer tutoring fror	n advanced	-Opportunity to peer tutor	
-Use of Total Physical Response students			struggling students	
(coordination of speech and action) -Modified exercise		es and activities	-Opportunity for self-selection	
-Predictable routines and signals -Opportunity for se		elf-selection		
- Visual Aids/ Demonstrations				

Strategies for Instruction/Teacher Supports			
Sub Unit 1: Health related fitness			
components			
Objective	Goals	Suggested Resources/ Activities	
I can participate in exercises for	-The student will the health-related	-Go over daily exercises or	
strength, endurance, and	fitness components	warm-up and which exercises are	
flexibility	-The student participates in strength,	strength, endurance, and	
I can identify physical activities	endurance, and flexibility exercises	flexibility	
that are challenging and fun.	-The student can name physical	-CATCH Tunnel Train (Mighty	
	activity that they find challenging and	Muscles-Strength Activities #133)	
	fun	-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	Goals	Suggested Resources/ Activities	
I can understand what physical	-The student understands how	-Go over the function and	
activity does for health	physical acidity affects overall health	location of the heart	
I can understand how the heart,	-The student understands what a	https://www.youtube.com/watc	
muscles, and bones work.	physically active life is vs an inactive	h?v=Vot7V7_2Uol	
	life.	-go over how physical activity	
	-The students can locate the heart in	affects overall health and active	
	the body and state its function.	vs inactive lifestyle	

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

(1)Unit 4: Dance	Designated Grading Period/# Days: 1 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) Movement	Dancing is not considered a physical fitness activity
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 Process Standards/ Essential Skills** Routines, rules, and procedures for the gym Movement 1.1 E (clap in time to a simple rhythmic beat), F (create and imitate movement in response to selected **Daily Exercises** rhythms) 1.2 A (recognize that motor skill development requires Teamwork/ Cooperation correct practice) **Ongoing Essential Skills/Repeated Standards ELPS** Movement -Share information in cooperative learning interactions 1.1 A (demonstrate an awareness of personal and -Use accessible language general space while moving at different directions and -Use prior knowledge and experience levels such as high, medium, and low) -Non – verbal cues 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 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
- 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 clap in time to a simple rhythmic beat.

The stadent can diap in time to a simple mytime seat.			
Essential Questions		Vocabulary	
Can you perform rhythmic sequences?		• rhythm	
		tinikling	
		 folk dance 	
		• square dand	ce
Adopted Resources		General Student A	Activities (RtI Tier 1)
-CATCH activity box		-Introduction	
-Online Resources		-Warm up/ exercis	ses
-Youtube		-Review rhythm	
-QuaverEd P.E. Lesson		-Teach dance step	s
-Catch PE K - 2 Activity Cards		-practice dance sto	eps
		-Closure/ check in	/ Self Assessment
Differentiation			
Use of self section, modified exercises and activ	rities, and teacher accom	modation	
English Language Learners (ELL)	SpEd/504/ Struggling/Rtl Tier 2&3		GT/Advanced
-Non-verbal communication	-Peer tutoring from advanced		-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercise	s and activities	-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for self-selection		

	Strategies for Instruction/Teacher Su	.pp
	Sub Unit 1: Folk Dance	
Objective	Goals	Suggested Resources/ Activities
-I can learn the basics of folk	-The student will be able to use	-Create-A-Rhythm Lesson
dance	rhythm to participate in folk dance	-Lummi Stick Macarena Lesson
-I can learn the basics of		-Folk Dances
rhythm		https://www.pecentral.org/lesso
		nideas/ViewLesson.asp?ID=981#.
		<u>YObspphKiUk</u>
	Sub Unit 2: Square Dance	
Objective	Goals	Suggested Resources/ Activities
-I can learn the basics of	-The student will be able to use	Scattered Square Dance Lesson
square dance	rhythm to participate in square dance	-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

Missonsontions
Misconceptions
Improper throwing and catching forms
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 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
- 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
Can I properly underhand throw?	• throw
Can I properly overhand throw?	• catch
Can I catch various items properly?	underhand
	overhand
	• toss
Adopted Resources	General Student Activities (Rtl Tier 1)
-CATCH activity box	-INtroduction
-Online Resources	-Warm up/ exercises
-Youtube	-Review proper underhand throwing for
-QuaverEd P.E. Lesson	-Review proper overhand throwing form

-Catch PE K - 2 Activity Cards	-Review proper	form for catching	
		-Closure/ check-in/ self-assessment	
Differentiation		any sen assessment	
Lise of self section, modified eversises and activ	Use of self section, modified exercises and activities, and teacher accommodation		
ose of self section, modified exercises and activ	ties, and teacher accommodation		
English Language Learners (ELL)	SpEd/504/ Struggling/Rtl Tier 2&3	GT/Advanced	
-Non verbal communication	-Peer tutoring from advanced	-Opportunity to peer tutor	
-Use of Total Physical Response	students	struggling students	
(coordination of speech and action)	-Modified exercises and activities	-Opportunity for self-selection	
-Predictable routines and signals	-Opportunity for self-selection		
- Visual Aids/ Demonstrations			
Sti	rategies for Instruction/Teacher Sup	pports	
Sub Unit 1: Throwing and Catching			
Skills			
Objective	Goals	Suggested Resources/ Activities	
I can throw and catch with proper	-The student can properly	-Teach proper form for overhand,	
form	underhand throw	underhand, and catching	
	-The student can properly overhar	d -Parter practice and assessment	
	throw	-Play reinforcing games	
	-The student can catch with prope	r -Tossing and Catching Drills	
	form	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
		<u>=drHI_b16fLk</u>
		-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	-The student can throw and catch	-Review proper forms
catching games with various items	various objects	-CATCH Throwing and Catching
	-The student can throw and catch in	#363-390
	various games	-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:

- 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
- 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
Can I properly strike various objects?	Strike
Can I properly volley various objects?	• volley
 Can I recognize important skills involved in 	volleyball
volleyball?	• bump
	• set
	• spike
Adopted Resources	General Student Activities (Rtl 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 activ	vities, and teacher accommodation	
English Language Learners (ELL)	SpEd/504/ Struggling/RtI Tier 2&3	GT/Advanced
-Non verbal communication	-Peer tutoring from advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students	struggling students
(coordination of speech and action)	-Modified exercises and activities	-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for self-selection	
- Visual Aids/ Demonstrations		

Strategies for Instruction/Teacher Supports				
Sub Unit 1: Striking Skills				
Objective	Goals	Suggested Resources/ Activities		
-I can demonstrate proper striking	-The student can demonstrate	-Review proper striking form		
skills.	striking with various objects using	-Practice with foam balls, beach		
	my hands and arms.	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	-The student can demonstrate	-Review proper volleying form		
skills.	volleying skills with various objects	-Practice with foam balls, beach		
	using my hands and arms.	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	-The student can practice bumping,	-Introduce volleyball skills such as		
volleyball.	setting, and spiking	bumping, setting, serving, and		
	-The student gets exposure to	spiking		
	volleyball			

-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
- <u>Catch PE K - 2 Activity Cards</u>
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(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

TEKS

Movement

1.1 A

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

Physical Activity and Lifestyle

1,3 B,C,D

1.5 A, B

Social Development

1.6 A, B

1.7 A, B,C

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

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 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
- 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
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 Can I bounce and catch while stationary? Can I bounce and catch while moving? Can I bounce and catch with proper form and balance? 		BounceCatchStationaryHand-eye co	oordination
Adopted Resources		General Student A	Activities (Rtl Tier 1)
-CATCH activity box		-INtroduction	
-Online Resources		-Warm-up/ exercises	
-Youtube		-Teach proper bouncing and catching form	
-QuaverEd P.E. Lesson		- Play reinforcing games	
-Catch PE K - 2 Activity Cards		-Closure/ Check-in/ Self-Assessment	
		ntiation	
Use of self section, modified exercises and activ	ities, and teacher accom	modation	
English Language Learners (ELL)	earners (ELL) SpEd/504/ Struggling/RtI Tier 2&3		GT/Advanced
-Non verbal communication -Peer tutoring from		n advanced	-Opportunity to peer tutor
-Use of Total Physical Response students			struggling students
(coordination of speech and action) -Modified exercise		es and activities	-Opportunity for self-selection
-Predictable routines and signals -Opportunity for s		elf-selection	
- Visual Aids/ Demonstrations			

Strategies for Instruction/Teacher Supports		
Sub Unit 1: Bouncing/ Catching		
	SKills	
Objective	Goals	Suggested Resources/ Activities
I can bounce and catch while	- The student can bounce and catch	CATCH Ball handling skills (Dribbling
stationary and moving.	while stationary	and Passing # 222)
	-The student can bounce and catch	
	while moving	CATCH Pass It On (Dribbling and
	-The student can maintain proper	Passing #223)
	form and balance while bouncing	
	and catching	CATCH Jackhammers (Dribbling and
		Passing #225)
	Sub Unit 2: Bouncing/ Catching	
	Activities	
Objective	Goals	Suggested Resources/ Activities
I can bounce and catch in various	-The student can bounce and catch	Popcorn Roll And Bounce
games.	while moving in games.	https://www.youtube.com/watch?v
	-The student can bounce and catch	=EKIrcY4K0lc
	in games with proper form and	
	balance	Poison ball
		https://www.youtube.com/watch?v
		=cR1QCputwc8&index=9&list=PL2S
		gL8sFniOzxaRoJ3bS1b3ty8ZqLaUPB

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

(1) Unit 8: Low Organized Games Big Idea: I can Participate in low organized games. 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 Process Standards/Essential Skills** Routines, rules, and procedures for the gym Movement 1.1 A (demonstrate an awareness of personal and general space while moving at different directions and **Daily Exercises** levels such as high, medium, and low) C (demonstrate control in balancing and traveling activities) Teamwork/ Cooperation **Ongoing Essential Skills/Repeated Standards** Social Development 1.6 B (explain boundaries and rules for simple games) 1.7 B (interact, cooperate, and respect others) Movement 1.1 A (demonstrate an awareness of personal and **ELPS** general space while moving at different directions and -Share information in cooperative learning interactions levels such as high, medium, and low) -Use accessible language Physical Activity and Lifestyle -Use prior knowledge and experience 1,3 B (participate in moderate to vigorous physical -Non – verbal cues 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 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
- 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
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 Can I participate in low-organized games? Can I follow the rules of low-organized games? Can I work cooperatively during low-organized games? 		cooperationorganized garules	
Adopted Resources		General Student A	Activities (Rtl Tier 1)
-CATCH activity box		-Introduction	
-Online Resources		-Warm-up/ exercise	
-Youtube		-explanation of organized game s	
- <u>Catch PE K - 2 Activity Cards</u>		-gameplay	
		-closure/ check-in/ self-assessment	
	Differe	ntiation	
Use of self section, modified exercises and activ	ities, and teacher accom	modation	
English Language Learners (ELL) SpEd/504/ Struggling/Rt		ling/RtI Tier 2&3	GT/Advanced
-Non-verbal communication -Peer tutoring from		n advanced	-Opportunity to peer tutor
-Use of Total Physical Response students			struggling students
(coordination of speech and action)	(coordination of speech and action) -Modified exercise		-Opportunity for self-selection
-Predictable routines and signals -Opportunity for se		elf-selection	
- Visual Aids/ Demonstrations			

Strategies for Instruction/Teacher Supports			
Sub Unit 1: Cooperative Games			
Objective	Goals	Suggested Resources/ Activities	
I can participate in games while	The student can develop	5 Cooperative Games	
working with teammates.	sportsmanship skills.		
	The student can develop	6 cooperative games	
	cooperation skills		
	The student can participate in		
	games with rules		
	Sub Unit 2: Holiday Games		
Objective	Goals	Suggested Resources/ Activities	
I can participate in games while	The student can develop	Snowman Blitz	
working with teammates.	sportsmanship skills.		
	The student can develop	Elf Express	
	cooperation skills	Elves on the Run	
	The student can follow simple rules	Catch PE K - 2 Activity Cards	
	in games		

(1)Unit 9: Orientation

Designated Grading Period/# Days: 3^{-d} 9 weeks: Week 1 / 4 days

Big Idea: I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.

Prerequisites (TEKS and Specificity).

Physical Activity/ Health

K.5 A, B, C, E

Social Development

K.6 A, B

K.7 A,B, C

Misconceptions

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

TEKS

Physical Activity/ Health

1.5 E (describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911)

Social Development

1.6 B (explain boundaries and rules for simple games)

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:

- The student know and applies safety practices associated with physical activity and the student is expected to:
 - o use equipment properly
 - O 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:
 - o demonstrate start and stop signals
 - o explain boundaries and rules for simple games
- The students develops positive self-management and socials kills and is expected to
 - o follow directions and apply safe movement practices
 - o interact, cooperate, and respect others
 - o resolve conflicts in a socially acceptable way

Essential Questions	Vocabulary
What are the rules in PE?	• Rules
What are the consequences and rewards for the	Procedures
rules?	Sportsmanship
Why is it important to follow the rules in PE?	Safety
What are the procedures in PE?	Equipment
How do we play safe in PE?	Cooperation
What is good sportsmanship?	Conflict resolution
Why is good sportsmanship important in PE?	
Adopted Resources	General Student Activities (Rtl Tier 1)

-CATCH activity box		-Introduction		
-Online Resources		-Daily Exercises		
-Youtube		-Review rules and	procedures	
-QuaverEd P.E. Lesson		-Play reinforceme	nt games for procedures and rules	
-Catch PE K - 2 Activity Cards		-Review safety for	campus and classroom/gym	
- <u>Catch.org Lesson</u> - Unit 6 Staying Safe		-Review sportsmanship and conflict resolution		
		-Play team buildin	g/ sportsmanship games	
		-Closure/ Check-ir	n/ Self Assessment	
Differentiation				
Use of self section, modified exercises and activities, and teacher accommodation				
English Language Learners (ELL)	SpEd/EOA/ Strugg	ling/DH Tion 202	CT/Advanced	
English Language Learners (ELL)	SpEd/504/ Struggling/RtI Tier 2&3		GT/Advanced	
-Non verbal communication	-Peer tutoring from advanced		-Opportunity to peer tutor	
-Use of Total Physical Response	students		struggling students	
(coordination of speech and action)	-Modified exercises and activities		-Opportunity for self-selection	
-Predictable routines and signals	-Opportunity for s	elf-selection		
- Visual Aids/ Demonstrations				

Strategies for Instruction/Teacher Supports Sub Unit 1-Rules and Procedures				
I can learn classroom rules, and	-Students understand classroom	-https://www.youtube.com/watch?		
procedures. and safety.	producers such as start and stop	v=xW6hOVlv9T0&t=484s		
	signals and daily exercises routine	-https://www.youtube.com/watch?		
	-Students understand classroom	v=h_Q6RS660LM		
	rules and consequences/ rewards	-Review safety protocol for your		
	-Students understand classroom	campus as well as classroom safety		
	safety such as proper clothing/	-Teach/review daily exercises		
	shoes and appropriate responses in	-CATCH Mirror Mirror (Moving and		
	emergencies	Traveling #329)		
		-CATCH Kids in Space (Moving and		
		Traveling #218)		
		-QuaverEd P.E. Lesson		
		-Catch PE K - 2 Activity Cards		
		- <u>Catch.org Lesson</u> - 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)

- 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
- 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
Can I demonstrate balance on a balance beam?	Balance
Can I demonstrate balance and coordination	Coordination
while performing a gymnastics roll?	• Roll
Can I demonstrate balance while using a scooter	Balance beam
board?	gymnastics
 Can I demonstrate coordination while using a 	hula hoop
hula hoop?	scooter board
Adopted Resources	General Student Activities (Rtl Tier 1)

-CATCH activity box		-Introduction	
-Online Resources		-Warm u/ exercise	es
-Youtube		-teach rolling	
-QuaverEd P.E. Lesson		-teach balance/ b	alance beam
-Catch PE K - 2 Activity Cards		-reinform with pra	actice and games
		-closure/ check-in	/ self-assessment
	Differe	ntiation	
Use of self section, modified exercises and activ	ities, and teacher accomi	modation	
English Language Learners (ELL)	SpEd/504/ Strugg	ling/RtI Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring fron	n advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercise	s and activities	-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for se	elf-selection	
- Visual Aids/ Demonstrations			

Strategies for Instruction/Teacher Supports		
Sub Unit 1: Gymnastics-rolling/		
	balance beam	
Objective	Goals	Suggested Resources/ Activities
I can practice balance and	The student can practice balance	Balance Stations
coordination.	skills.	http://www.pecentral.org/lessonid
I can roll sideways.	The student can learn to roll	eas/ViewLesson.asp?ID=6350#.WTh
I can walk on a balance beam.	sideways	<u>ZKevysdU</u>
	The student can learn to balance on	
	a beam.	Gymnastics for beginners
		https://www.gophersport.com/blog
		/gymnastics-activities-for-beginners
		L
		Obstacle Course using balance
		beam
	Sub Unit 2: Scooter Boards/ Hula	
	Hoops	
Objective	Goals	Suggested Resources/ Activities
I can use a scooter board while	The student can properly use a	How to teach kids how to hula hoop
demonstrating balance and	scooter board	https://www.youtube.com/watch?v
coordination.	The student can properly use a hula	<u>=q Vho3xbYdw</u>
	hoop	

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

(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)

- 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
- 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
Can I turn a jump rope?	short jump rope
Can I practice jumping a long rope?	 long jump rope
Can I practice jumping a short rope?	single jump
 Do I understand how nutrition affects my body? 	double jump
 Do I understand how to keep my heart healthy? 	• rhythm
	• heart
	 cardiovascular
	nutrition
Adopted Resources	General Student Activities (Rtl Tier 1)

-CATCH activity box		-Introduction	
-Online Resources		-Warm u/ exercise	es
-Youtube		-teach jump rope	skills
-QuaverEd P.E. Lesson		-teach health topi	cs
-Catch PE K - 2 Activity Cards		-reinform with pra	actice and games
		-closure/ check-in	/ self-assessment
	Differer	ntiation	
Use of self section, modified exercises and activ	rities, and teacher accomr	modation	
English Language Learners (ELL)	SpEd/504/ Struggl	ling/RtI Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring fron		-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercise	s and activities	-Opportunity for self-selection
(coordination of speech and action) -Predictable routines and signals	-Modified exercise -Opportunity for se		-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	CATCH Jump Rope Task Cards #281
	skills	– 286
	Prepare them for jump rope	
	activities involved in jump rope for	Teaching kids to jump
	heart or other games	https://www.youtube.com/watch?v
		=n7u1gvoXdG0
		First Attempt at jumping rope
		http://www.pecentral.org/lessonid
		eas/ViewLesson.asp?ID=368#.WTIIV
		<u>evysdU</u>
		Teaching Young Children To Jump
		Rope
		https://www.youtube.com/watch?v
		<u>=mWoouAOelE8</u>
	Sub Unit 2: Jump Rope Activities	
and Health (Jump Rope for Heart)		

Objective	Goals	Suggested Resources/ Activities
I can participate in jump rope	The students participate in jump	Snake In The Grass
activities.	rope for heart or other jump rope	https://www.youtube.com/watch?v
I can learn about heart health and	activities	=4sa2Sywh-To&list=PL2SgL8sFniOw
nutrition.	The students learn about heart	kDq10UK1uolYnyNaj1c3c
	health and nutrition through AHA	
	or other resources	48+ Ideas and jump rope activities
		for kids
		https://www.youtube.com/watch?
		=4sa2Sywh-To&list=PL2SgL8sFniOw
		kDq10UK1uolYnyNaj1c3c
		AHA/ Health Resources
		https://www.youtube.com/watch?
		=zW0Z_ttC0c4&list=PLrDeLRAEJG0
		<u>byG3k6PajFE5aBRUexl-Xx</u>
		https://www.jumprope.org.au/
		https://www.youtube.com/watch?
		=2PFWpd_pxm8&t=6s

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

(1)Unit 12:Parachute	Designated Grading Period/# Days: 3rd 9 weeks: Weeks 7 - 9 / 12 days
Big Idea: I can participate in parachute activities that	Misconceptions
will help strengthen the shoulder, arm, and hand muscles.	 Parachute activities do not develop upper body strength.
Prerequisites (TEKS and Specificity)	
Movement	
K.1 A, B	
K.2, A, B	
Physical Activity and Health	
K.3 A, B,C, D	
K.5 A, B	

Social Development K.6 A K.7 A, C **TEKS Process Standards/ Essential Skills** Movement Routines, rules, and procedures for the gym 1.1 F (create and imitate movement in response to selected rhythms) **Daily Exercises** Physical Activity and Lifestyle 1,3 A (describe and select physical activities that Teamwork/ Cooperation **Ongoing Essential Skills/Repeated Standards** provide opportunities for enjoyment and challenge) **ELPS** -Share information in cooperative learning interactions Movement -Use accessible language 1.1 A (demonstrate an awareness of personal and -Use prior knowledge and experience general space while moving at different directions and -Non – verbal cues 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)

- 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
- 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.

Faceutial Overtions	Manahadam.
Essential Questions	Vocabulary
·	•

 Can I identify that physical acid as playing with a parachute? Can I identify that parachute as my upper body? Can I work with a group and peskills and sequences? 	ctivities strengthen	Upper bodyparachuteteamworkphysical act	_
Adopted Resources		General Student A	Activities (Rtl Tier 1)
-CATCH activity box		-Introduction	
-Online Resources		-Warm-up/ exercis	ses
-Youtube		-Teach parachute skill	
-Catch PE K - 2 Activity Cards		-play reinforcing games	
		-discuss upper boo	dy strength and how physical activity
		can be fun	
		-closure/ check-in,	/ self-assessment
Use of self section, modified exercises and activ		ntiation modation	
English Language Learners (ELL) SpEd/504/ Strugg		ling/Rtl Tier 2&3	GT/Advanced
-Non-verbal communication -Peer tutoring from		n advanced	-Opportunity to peer tutor
-Use of Total Physical Response	-Use of Total Physical Response students		struggling students
(coordination of speech and action)	-Modified exercise	es and activities	-Opportunity for self-selection
-Predictable routines and signals - Visual Aids/ Demonstrations	-Opportunity for s	elf-selection	

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

- <u>Catch PE K - 2 Activity Cards</u>

(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.

Misconceptions

Exercise is not important Exercise is boring

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

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

- -Use prior knowledge and experience
- -Non verbal cues

- 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:

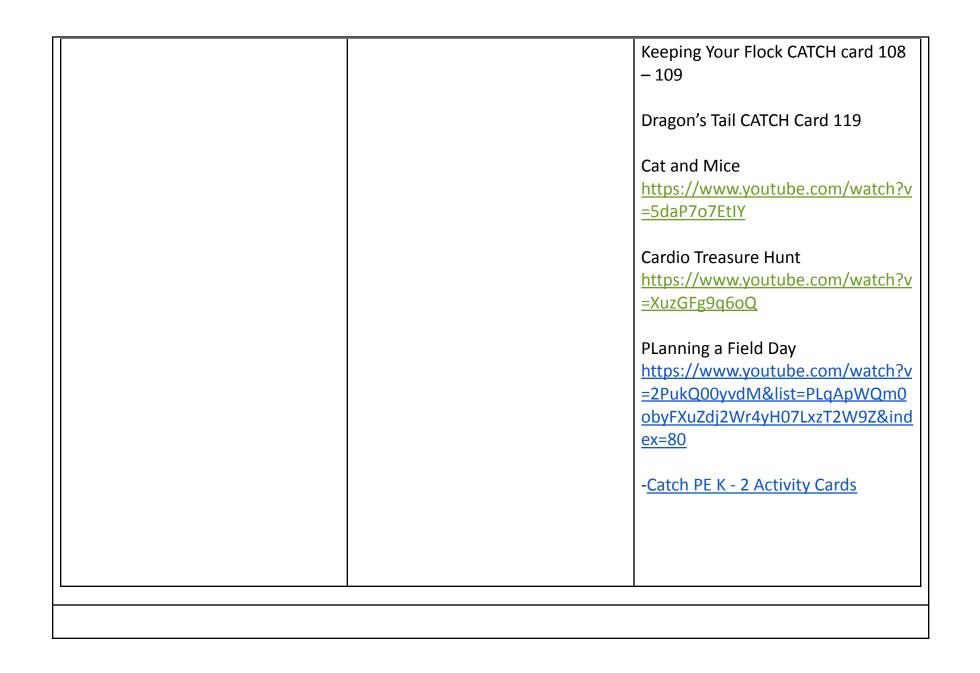
- The student demonstrated competency in fundamental movement patterns by demonstrating an awareness of personal and general space.
- The student exhibits a health-enhancing, physically active lifestyle by participating in moderate to vigorous physical acidity, exercises for flexibility, and activities to develop musical strength and endurance

- The students know and applied safety practices associated with physical activity and use equipment and space properly
- 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
 Can I participate in aerobic games? Can I identify aerobic activities that I enjoy? Can I understand basic pool and water safety? 	 Aerobic Pool Safety Swimming Lifeguard
Adopted Resources	General Student Activities (Rtl Tier 1)
-CATCH activity box	-Introduction
-Online Resources	-Warm up/ exercises
	· · · · · · · · · · · · · · · · · · ·
-Youtube	-Teach aerobic/ pool safety
-Youtube - <u>Catch PE K - 2 Activity Cards</u>	• •
	-Teach aerobic/ pool safety
- <u>Catch PE K - 2 Activity Cards</u>	-Teach aerobic/ pool safety -Play reinforcing game

English Language Learners (ELL)	SpEd/504/ Struggling/Rtl Tier 2&3	GT/Advanced
-Non verbal communication	-Peer tutoring from advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students	struggling students
(coordination of speech and action)	-Modified exercises and activities	-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for self-selection	, ,
- Visual Aids/ Demonstrations	,	
·	rategies for Instruction/Teacher Suppo	orts
	Sub Unit 1: Tag Games	
Objective	Goals	Suggested Resources/ Activities
I can participate in aerobic games	The student learns what aerobic	CATCH Tag Your It #107-120
such as tag games.	activity is.	
	The student participates in fun tag	Couch Potato Tag pecentral.com
	games for aerobic activity.	https://www.pecentral.org/lessonid
	The student understands that	eas/ViewLesson.asp?ID=6116#.YNS
	aerobic activity can be fun.	<u>BC9VKiUk</u>
	Sub Unit 2: Recreational Games/	
	Pool Safety	
Objective	Goals	Suggested Resources/ Activities
I can participate in aerobic games	The student understands what	Pool Safety
such as recitation games.	aerobic games are	https://www.youtube.com/watch?v
I can learn pool safety.		<u>=0o71KmM2Mmc</u>
	The student identifies aerobic	
	games that they enjoy	Shark Attack
	The student learns basic pool	https://www.youtube.com/watch?v
	safety.	<u>=hhsNr489FbM&list=PLqApWQm0o</u>
		byFXuZdj2Wr4yH07LxzT2W9Z&inde
		<u>x=59</u>



(1)Unit 14: Kicking and Dribbling

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

District Land Land and an addition and history	Missonsontions
Big Idea: I can learn proper dribbling and kicking	Misconceptions
techniques	-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	Process Standards/ Essential Skills
Movement	Routines, rules, and procedures for the gym
1.2 A (recognize that motor skill development requires	
correct practice)	Daily Exercises
ELPS	Teamwork/ Cooperation
-Share information in cooperative learning interactions	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)

- 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
- 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
Can I dribble a ball using the inside of my foot?	dribbble
Can I pass the ball?	• kick
Can I shoot a ball?	• pass
Can I identify a basic soccer game?	• shoot
	• soccer
Adopted Resources	General Student Activities (Rtl Tier 1)

		1	
-CATCH activity box		-Introduction	
-Online Resources		-Teach dribbling, p	passing, shooting
-Youtube		-Intro basic soccei	r
-QuaverEd P.E. Lesson		-play reinforceme	nt games
-Catch PE K - 2 Activity Cards		-closure/ check in	/ self-assessment
	Differe	ntiation	
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL)	SpEd/504/ Strugg	ling/RtI Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring fror	n advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercises and activities		-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for s	elf-selection	
- Visual Aids/ Demonstrations			

Strategies for Instruction/Teacher Supports			
Sub Unit 1: Kicking/ Dribbling Skills			
Objective	Goals	Suggested Resources/ Activities	
I can learn to dribble and kick a	The student learns the basics of	Dribble/Trap Polyspots	
soccer ball	dribbling with the inside of the foot	https://www.youtube.com/watch?v	
	Thestudent learns the basics of	=Q6f8Sp6aP6g&list=PL2SgL8sFniOy	
	passing	Zbu6125aGzBhDj2DJvkEd&index=3	
	The student learns the basics of		
	shooting	CATCH Dribbling and Kicking	
		#199-215	
	Sub Unit 2: Kicking/ Dribbling		
	Games		
Objective	Goals	Suggested Resources/ Activities	
The student can dribble while	The student practices dribbling	Pin Kickball	
changing directions and kick in a	in-game setting	https://www.youtube.com/watch?v	
game setting.	The student practices dribbling	=RlaXTMJ1oN8&list=PL2SgL8sFniOy	
	while changing direction	Zbu6125aGzBhDj2DJvkEd&index=1	
	The student practices kicking in a		
	game setting	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	Introduce soccer to the students so	Soccer Tag	
begin to identify a soccer game.	that they recognize it when they	https://www.youtube.com/watch?v	
	see it being played	=I8BaXix6F0w&index=2&list=PL2Sg	

	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: 4* 9 weeks: Weeks 8 - 9 / 10 days
Big Idea: I can participate in relay games. I can learn	Misconceptions
about sun safety.	-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	Process Standards/ Essential Skills
Movement	Routines, rules, and procedures for the gym
1.1 C (demonstrate control in balancing and traveling	
activities)	Daily Exercises
1.2 A (recognize that motor skill development requires	
correct practice), B (demonstrate a base of support and	Teamwork/ Cooperation
explain how it affects balance)	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)

- 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
- 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
What is a relay game?	• relay
Can I identify sun safety practices?	• sun
	sunscreen
	• SPF
	track and field
Adopted Resources	General Student Activities (Rtl Tier 1)

-CATCH activity box -Introduction -Online Resources -Warm Up/ Exercises -Teach relay -Youtube -Teach sun safety -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards -Play reinforcing games -Closure/ Check in/ Self Assessment Differentiation Use of self section, modified exercises and activities, and teacher accommodation **English Language Learners (ELL)** SpEd/504/ Struggling/Rtl Tier 2&3 **GT/Advanced** -Non-verbal communication -Peer tutoring from advanced -Opportunity to peer tutor -Use of Total Physical Response struggling students students (coordination of speech and action) -Modified exercises and activities -Opportunity for self-selection -Predictable routines and signals -Opportunity for self-selection - Visual Aids/ Demonstrations

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	Relay Rules		
	games	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		
		<u>=65AUT6a7pT8</u>		
		Chain Relay		
		https://www.youtube.com/watch?v		
		=CbgfAlkHJlA		
		TIC TAC TOE Relay		
		https://www.youtube.com/watch?v		
		=IRDp5HcZyVA		
	Sub Unit 2: Intro to Track and Field			
(Sun Safety)				

Objective	Goals	Suggested Resources/ Activities
I can identify track and field events	Introduce the students to track nad	Sun Safety
I can identify good sun safety	field	https://www.youtube.com/watch?v
practices	Teach the students sun safety	<u>=vxAsoBXmCJk</u>
		Go for the Gold
		https://www.pecentral.org/lessonid
		eas/ViewLesson.asp?ID=8710#.YNT
		<u>1vNVKiUl</u>
		-QuaverEd P.E. Lesson
		-Catch PE K - 2 Activity Cards

(1)Unit 16:Striking with a Manipulative 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 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 **Process Standards/Essential Skills TEKS** Movement Routines, rules, and procedures for the gym 1.2 A (recognize that motor skill development requires correct practice), B (demonstrate a base of support and **Daily Exercises** explain how it affects balance) Teamwork/ Cooperation **Ongoing Essential Skills/Repeated Standards ELPS** Movement -Share information in cooperative learning interactions 1.1 A (demonstrate an awareness of personal and -Use accessible language general space while moving at different directions and -Use prior knowledge and experience levels such as high, medium, and low) -Non – verbal cues 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

(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 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
- 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
what is wiffle ball	• strike
 can I strike using a manipulative 	• bat
	• paddle
	• racquet
	 manipulative
	wiffle ball
	• base
Adopted Resources	General Student Activities (Rtl Tier 1)
-CATCH activity box	-introduction
Online Recourses	
-Online Resources	-warm up/ exercises
-Youtube	-warm up/ exercises -teach striking
-Youtube	-teach striking
-Youtube -QuaverEd P.E. Lesson	-teach striking -teach wiffle ball
-Youtube -QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards	-teach striking -teach wiffle ball -play reinforcing games

English Language Learners (ELL)	SpEd/504/ Struggling/RtI Tier 2&3	GT/Advanced
-Non verbal communication	-Peer tutoring from advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students	struggling students
(coordination of speech and action)	-Modified exercises and activities	-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for self-selection	
- Visual Aids/ Demonstrations		
St	rategies for Instruction/Teacher Suppo	orts
	Sub Unit 1: Striking Skills	
Obit a sating	CI -	
Objective	Goals	Suggested Resources/ Activities
I can learn the fundamental skills of	Students will learn how to strike	Batter up
I can learn the fundamental skills of	Students will learn how to strike	Batter up
I can learn the fundamental skills of	Students will learn how to strike various objects with various	Batter up https://www.youtube.com/watch?v
I can learn the fundamental skills of	Students will learn how to strike various objects with various	Batter up https://www.youtube.com/watch?v
I can learn the fundamental skills of	Students will learn how to strike various objects with various	Batter up https://www.youtube.com/watch?v =cullniihimog
I can learn the fundamental skills of	Students will learn how to strike various objects with various	Batter up https://www.youtube.com/watch?v =cullniihimog Striking Stations
I can learn the fundamental skills of	Students will learn how to strike various objects with various	Batter up https://www.youtube.com/watch?v =cULNilHimog Striking Stations https://www.youtube.com/watch?v

Noodle Hockey
https://www.youtube.com/watch?v
=ePv0 fboK34

=swV-eEXiHvo

Pool Noodle Hockey Fundamental

https://www.youtube.com/watch?v

		One Minute Noodle Hockey https://www.youtube.com/watch?v =QYgT_h9nc
	Sub Unit 2: Intro to Wiffle Ball	
Objective	Goals	Suggested Resources/ Activities
I can identify the basics of wiffle ball	The student is exposed to wiffle ball and the basic rules	Rules of Wiffle Ball
		Cone Baseball
		http://www.pecentral.org/lessonid eas/ViewLesson.asp?ID=15#.WUKR- OvysdU
		-QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards

2nd Grade Unit Plan

(2)Unit 1: Orientation

Designated Grading Period/# Days: 1 9 weeks: Week 1 / 5 days

Big Idea: I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.

Prerequisites (TEKS and Specificity)

The student should remember some safety, rules, and routines from last year.

Physical Activity/ Health

1.5 A, E,

Social Development

1.6 A, B

1.7 A, B, C

Misconceptions

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

TEKS

Physical Activity/ Health

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)

Process Standards/ Essential Skills

Routines, rules, and procedures for the gym

Daily Exercises

Teamwork/ Cooperation

Ongoing Essential Skills/Repeated Standards

Movement

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)

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 students know and applies safety practices associated with physical activity and the student is expected to
 - o use equipment properly
 - O select proper clothing to promotes safe play
 - O 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 socials kills and is expected to
 - o display good sportsmanship
 - o treat others with respect

Essential Questions	Vocabulary
What are the rules in PE?	Rules
What are the consequences and rewards for the	Procedures
rules?	Sportsmanship
Why is it important to follow the rules in PE?	Safety
What are the procedures in PE?	Equipment
How do we play safe in PE?	Cooperation
What is good sportsmanship?	·
Why is good sportsmanship important in PE?	

Adopted Resources		General Student	Activities (Rtl Tier 1)
-CATCH activity box		-Introduction	
-Online Resources		-Daily Exercises	
-Youtube		-Review rules and procedures	
-QuaverEd P.E. Lesson		-Play reinforceme	nt games for procedures and rules
- <u>Catch PE K - 2 Activity Cards</u>		-Review safety for	campus and classroom/gym
- <u>Catch.org Lesson</u> - Unit 6 Staying Safe	е	-Review sportsma	nship
		-Play team buildin	g/ sportsmanship games
		-Closure/ Check-in/ Self Assessment	
	Differe	ntiation	
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL)	SpEd/504/ Strugg	ling/Rtl Tier 2&3	GT/Advanced
-Non verbal communication	-Peer tutoring from advanced		-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercise	s and activities	-Opportunity for self-selection
-Predictable routines and signals -Opportunity for se		elf-selection	
- Visual Aids/ Demonstrations			

Strategies for Instruction/Teacher Supports				
Sub Unit 1-Rules and Procedures				
Objectives	Goals	Suggested Activities/ Resources		
I can learn classroom rules,	-Students understand classroom	-https://www.youtube.com/watch?		
procedures. and safety.	producers such as start and stop	v=xW6hOVlv9T0&t=484s		
	signals and daily exercises routine	-https://www.youtube.com/watch?		
	-Students understand classroom	v=h_Q6RS660LM		
	rules and consequences/ rewards	-Review safety protocol for your		
	-Students understand classroom	campus as well as classroom safety		
	safety such as proper clothing/	-Teach/review daily exercises		
	shoes and appropriate responses in	-CATCH Mirror Mirror (Moving and		
	emergencies	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		- Review sportsmanship and its		
sportsmanship.	-Students understand what good	importance		
	sportsmanship is and why it's	-CATCH Catch Up Chase (Moving		
	important	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
- <u>Catch PE K - 2 Activity Cards</u>
- <u>Catch.org Lesson</u> - Unit 6 Staying
Safe
· · · · · · · · · · · · · · · · · · ·

(2)Unit 2: Movement Skills

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.

Prerequisites (TEKS and Specificity)

Movement

1.1 A, B

1.2 A

Designated Grading Period/# Days: 1 9 weeks: Week 2 - 4 / 14 days

Misconceptions

- Improper techniques to perform locomotor skills
- Galloping is the same as skipping
- Skipping is only for girls

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 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

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 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 acidity, exercises for flexibility, and activities to develop musical 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.

- 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		
 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 	 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 (Rtl Tier 1)		
-CATCH activity box	-Introduction		
-Online Resources	-Daily Exercises		
-Youtube	-Review locomotor skills		
-QuaverEd P.E. Lesson	-review relationship terms		
-Catch PE K - 2 Activity Cards	-review fleeing, dodging, chasing		
	-Play reinforcement games		
	-Closure/ Check-in/ Self Assessment		
Differe	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- Locomotor skills and	
	relationship terms	
Objectives	Goals	Suggested Activities/ Resources
I can learn locomotor	-Students understand how to perform	-CATCH Locomotion Commotion (Tag Your It!
skills.	locomotor skills (walking, running,	#110)
I can learn relationship	skipping, galloping, hopping, jumping)	-Direction Boogie
terms.	-Students understand basic	https://www.pecentral.org/lessonideas/Vie
I can learn road safety.	relationship terms (under, over,	wLesson.asp?ID=3641#.YMtFbr5KiUk
	behind, next to, through, right, left,	-Shaper Catcher
	up, down, forward, backward, and in	https://www.pecentral.org/lessonideas/Vie
	front of)	wLesson.asp?ID=132674#.YMtFqr5KiUI
	-Students understand basics of road	-Hula Hoop Car Road Trip
	safety	https://www.pecentral.org/lessonideas/Vie
		wLesson.asp?ID=9471#.YMtOlr5KiUk
Sub Unit 2-Locomotor skills		

Objectives	Goals	Suggested Activities/ Resources
I can practice	-Students are able to perform basic	-Frog and Fish
locomotor skills.	locomotor skills	https://www.youtube.com/watch?v=DaPUC
	-Re-enforce movement terms and	eld1qY
	road safety	Locomotion Color
		https://www.youtube.com/watch?v=Z1ECPS
		<u>U17vA</u>
		-Treasure Hunt
		https://www.youtube.com/watch?v=Pc7JtvT
		<u>K_mw</u>
	Sub Unit 3- Chasing, dodging,	and fleeing
Objective	Goals	Suggested resources/ activities
I can chase, flee, and	-Students understand what chasing,	-CATCH See Me Flee (Moving and Traveling
dodge.	fleeing, and dodging is	#323)
	-Students are able to practice chasing,	-CATCH TAG-YOUR IT #93-108
	fleeing, and dodging in a game setting	-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: 1 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

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

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

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 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 will know the benefits of participating in physical activity and factors that negatively affect performance.

Essential Questions	Vocabulary
 Can you identify large and small body parts? 	• head
 Do you understand how exercises affect the heart 	• neck
and breathing?	• back
 Can you locate your lungs and explain their 	• chest
purpose?	• waist
 Can you state that rest and sleep are important 	• hips
for the body?	• arms
	• elbows

	 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	-introduction
-Online Resources	-daily exercises
-Youtube	-demonstrate where the parts of the body are located
- <u>Catch.org Lesson</u> - Unit 3 Physical Health and Hygiene	-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
Differe	ntiation
Use of self section, modified exercises and activities, and teacher accom	modation

English Language Learners (ELL) SpEd/504/ Struggling,		/Rtl Tier 2&3	GT/Advanced	
-Non verbal communication -Peer tutoring from ac		dvanced	-Opportunity to peer tutor	
-Use of Total Physical Res	e of Total Physical Response students			struggling students
(coordination of speech	and action)	-Modified exercises ar	nd activities	-Opportunity for self-selection
-Predictable routines and	d signals	-Opportunity for self-s	selection	
- Visual Aids/ Demonstra	tions			
Strategies for Instruction/Teacher Supports			orts	
	Sub Unit 1:	Health related fitness		
	С	omponents		
Objective	Goals		Sugge	sted Resources/ Activities
I can participate in	-The student will the		-Go over daily	exercises or warm up and which
exercises for strength,	health-related fitness		exercises are strength, endurance, and flexibility	
endurance, and	components		-CATCH Tunnel Train (Mighty Muscles-Strength	
flexibility	-The student participates in		Activities #133)	
I can identify physical	strength, endurance, and		-CATCH Mighty	y Muscles Strength Stations
activities that are	flexibility exercises		(Mighty Muscl	es #135)
challenging and fun.	-The student can name physical		-CATCH Limber Limbs Stretching Stations	
	activity that they find challenging		(Limber Limbs	-Stretching Activities#172)
and fun				
	Sub Unit 2	2: Cardiovascular and		
	muscu	loskeletal system		
Objective		Goals	Sugge	sted Resources/ Activities
	-The studen	t understands how	-Go over the fi	unction of the blood
I can understand that	physical acid	dity affects overall	https://www.y	voutube.com/watch?v=f9ONXda
blood carries oxygen	health		<u>nM</u>	

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

(2)Unit 4: Dance	Designated Grading Period/# Days: 1 9 weeks: Week 7 - 9 / 13 days
Big Idea: I can perform rhythmic sequences.	Misconceptions
	Dancing is only for girls
Prerequisites (TEKS and Specificity)	Dancing is not considered a physical fitness activity
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	
TEKS	Process Standards/ Essential Skills
Movement	Routines, rules, and procedures for the gym
2.1 K (walk in time to a 4/4 underlying beat)	
J (demonstrate the ability to mirror a partner)	Daily Exercises
L (perform rhythmical sequences such as simple folk,	
creative, and ribbon routines)	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

- 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
- 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

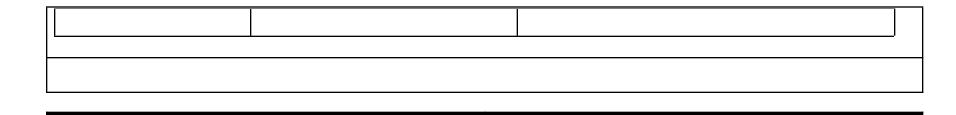
- 2.6 (The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.)
- 2.7 A (display good sportsmanship) , B (treat others with respect during play)

Mastery-Level, PRIORITY Standards:

- The student demonstrated competency in fundamental movement patterns by 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 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 can perform rhythmic sequences.

Essential Questions	Vocabulary
Can you perform rhythmic sequences?	 rhythm tinikling folk dance square dance
Adopted Resources	General Student Activities (Rtl Tier 1)
-CATCH activity box	-Introduction
-Online Resources	-Warm up/ exercises
-Youtube	-Review rhythm
-QuaverEd P.E. Lesson	-Teach dance steps

· · ·		ractice dance steps losure/ check in/ Self Assessment		
		Differenti		
Jse of self section, modified exe	rcises and activ	ities, and teacher accommod	dation	
English Language Learners (ELL) SpEd/504/ Struggling/		g/RtI Tier 2&3	GT/Advanced	
Non verbal communication	on	-Peer tutoring from a	dvanced	-Opportunity to peer tutor
Use of Total Physical Resp	oonse	students		struggling students
coordination of speech a	nd action)	-Modified exercises a	nd activities	-Opportunity for self-selection
Predictable routines and	signals	-Opportunity for self-	selection	
Visual Aids/ Demonstrat	ions			
	Sti	rategies for Instruction	n/Teacher Suppo	orts
	Sub L	Jnit 1: Folk Dance		
Objective	Goals		Sugge	ested Resources/ Activities
-I can learn the basics	-The student will be able to use		-Create-A-Rhy	<u>rthm Lesson</u>
of folk dance	rhythm to participate in folk		- <u>Lummi Stick</u>	Macarena Lesson
-I can learn the basics	dance		-Folk Dances	
of rhythm			https://www.	pecentral.org/lessonideas/ViewLe
			sson.asp?ID=	981#.YObspphKiUk
	Sub Ur	nit 2: Square Dance		
Objective		Goals	Suggested Resources/ Activities	
-I can learn the basics	-The stude	nt will be able to use	Scattered Squ	<u>lare Dance Lesson</u>
of square dance	rhythm to	participate in square	-QuaverEd P.E	E. Lesson
	dance		- <u>Catch PE K - 1</u>	2 Activity Cards



(2)Unit 5: Throwing and Catching

Designated Grading Period/# Days: 2rd 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

1.1 A, H

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

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

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 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 can demonstrate proper form when throwing and catching.

Essential Questions	Vocabulary
Can I properly underhand throw?	• throw
Can I properly overhand throw?	• catch
Can I catch various items properly?	underhand
	overhand
	• toss
Adopted Resources	General Student Activities (Rtl Tier 1)

-CATCH activity box		-INtroduction		
-Online Resources		-Warm up/ exerci	ses	
-Youtube		-Review proper ui	nderhand throwing for	
-QuaverEd P.E. Lesson		-Review proper ov	verhand throwing form	
-Catch PE K - 2 Activity Cards		-Review proper fo	rm for catching	
		-Closure/ check-ir	-Closure/ check-in/ self-assessment	
Differen		ntiation		
Use of self section, modified exercises and activ	ities, and teacher accom	modation		
			1-4-	
English Language Learners (ELL)	SpEd/504/ Strugg	ling/Rtl Tier 2&3	GT/Advanced	
-Non-verbal communication	-Peer tutoring fror	n advanced	-Opportunity to peer tutor	
-Use of Total Physical Response	students		struggling students	
(coordination of speech and action)	-Modified exercise	es and activities	-Opportunity for self-selection	
(coordination of speech and action) -Predictable routines and signals	-Modified exercise -Opportunity for s		-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	-The student can properly	-Teach proper form for overhand,	
form	underhand throw	underhand, and catching	
	-The student can properly overhand	-Parter practice and assessment	
	throw	-Play reinforcing games	
	-The student can catch with proper	-Tossing and Catching Drills	
	form	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	
		<u>=drHI_b16fLk</u>	
		-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	-The student can throw and catch	-Review proper forms
catching games with various items	various objects	-CATCH Throwing and Catching
	-The student can throw and catch in	#363-390
	various games	-QuaverEd P.E. Lesson
		-Catch PE K - 2 Activity Cards
	•	

(2)Unit 6: Striking and Volleying	Designated Grading Period/# Days: 2 nd 9 weeks: Weeks 4 - 5 / 10 days
Big Idea: I can learn to strike various objects and	Misconceptions
participate in fundamental striking activities.	- Swinging hard is the only way to make the ball go
	far.
Prerequisites (TEKS and Specificity)	
Movement	
1.1 A	
1.2 B	
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 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

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 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 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 mangrent 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			
Can I properly strike various objects?Can I properly volley various objects?		Strikevolley			
 Can I recognize important skills involved in volleyball? 		volleyballbump			
volleyball?		• set			
		• spike			
Adopted Resources		General Student A	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)	SpEd/504/ Strugg	ling/RtI Tier 2&3	GT/Advanced		
-Non-verbal communication	-Peer tutoring from advanced		-Opportunity to peer tutor		
-Use of Total Physical Response	students		struggling students		
(coordination of speech and action)	-Modified exercise	es and activities	-Opportunity for self-selection		
-Predictable routines and signals - Visual Aids/ Demonstrations	-Opportunity for s	elf-selection			

Strategies for Instruction/Teacher Supports					
Sub Unit 1: Striking Skills					
Objective	Goals	Suggested Resources/ Activities			
-I can demonstrate proper striking	-The student can demonstrate	-Review proper striking form			
skills.	striking with various objects using	-Practice with foam balls, beach			
	my hands and arms.	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	-The student can demonstrate	-Review proper volleying form			
skills.	volleying skills with various objects	-Practice with foam balls, beach			
	using my hands and arms.				
		-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	-The student can practice bumping,	-Introduce volleyball skills such as			
volleyball.	setting, and spiking	bumping, setting, serving, and			
-The student gets exposure to		spiking			
	volleyball				

-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)
- <u>Volleying and Striking Activities</u>
-QuaverEd P.E. Lesson
- <u>Catch PE K - 2 Activity Cards</u>

(2)Unit 7: Bouncing and Catching	Designated Grading Period/# Days: 2 [™] 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

Prerequisites (TEKS and Specificity)

Bounce and Catch

Movement

1.1 A

1.2 B

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 variety of skills such as straddle position, ready position, and bending knees to absorb force)

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

2.3 B (participate in moderate to vigorous physical activities on a daily basis that cause increased heart

ELPS

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

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 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 can demonstrate key elements of hand dribbling.

The student can demonstrate key elements of hand dribbling.			
Essential Questions		Vocabulary	
 Can I bounce and catch while stationary and moving Can I perform the key elements of hand dribbling? 		 stationary dribble hand-eye coordination 	
Adopted Resources		General Student A	Activities (RtI Tier 1
-CATCH activity box		-Introduction	
-Online Resources		-Warm-up/ exercis	ses
-Youtube		-Review proper be	ouncing and catching form
-QuaverEd P.E. Lesson		-Teach hand dribb	ling
-Catch PE K - 2 Activity Cards		- Play reinforcing games	
		-Closure/ Check-in/ Self-Assessment	
Differer		ntiation	
Use of self section, modified exercises and activities, and teacher accomm		modation	
English Language Learners (ELL) SpEd/504/ Strugg		ling/RtI Tier 2&3	GT/Advanced
-Non-verbal communication	Ion-verbal communication -Peer tutoring fror		-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action) -Modified exercise		es and activities	-Opportunity for self-selection

-Predictable routines and signals - Visual Aids/ Demonstrations - Opportunity for self-selection				
Strategies for Instruction/Teacher Supports				
	Sub Ur	nit 1: Bouncing/ Catching SKills		
Objective		Goals	Suggested Resources/ Activities	
I can bounce and catch	- The st	udent can bounce and catch	CATCH Ball handling s	skills (Dribbling and
while stationary and	while st	ationary	Passing # 222)	
moving.	-The stu	udent can bounce and catch		
	while m	noving	CATCH Pass It On (Dri	ibbling and Passing
	-The stu	udent can maintain proper form	#223)	
	and bal	ance while bouncing and		
	catchin	g	CATCH Jackhammers	(Dribbling and
			Passing #225)	
	<u> </u>			
Sub Unit 2: Bouncing/ Catching				
	1	Activities		
Objective		Goals	Suggested Resou	_
I can bounce and catch in	-The stu	udent can bounce and catch	Popcorn Roll And Bou	
various games.		noving in games.	nttps://www.youtube	e.com/watch?v=EKI
		udent can bounce and catch in	<u>ccY4K0lc</u>	
	games	with proper form and balance		
			Poison ball	
			<u>nttps://www.youtube</u>	
			1QCputwc8&index=9	<u> &list=PL2SgL8sFni</u>

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

(2)Unit 8:Low Organized Games	Designated Grading Period/# Days: 2 nd 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	

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 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)

Social Development

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)

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

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 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 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	
Can I participate in low-organiz	ed games?	cooperation	1
 Can I follow the rules of low-or 	ganized games?	 organized g 	ame
 Can I work cooperatively during 	g low-organized	• rules	
games?			
Adopted Resources		General Student A	Activities (Rtl Tier 1)
-CATCH activity box		-Introduction	
-Online Resources		-Warm-up/ exercise	
-Youtube		-explanation of or	ganized game s
-Catch PE K - 2 Activity Cards		-gameplay	
		-closure/ check-in,	/ self-assessment
Differen		ntiation	
Use of self section, modified exercises and activities, and teacher accom-		modation	
English Language Learners (ELL)	SpEd/504/ Struggling/RtI Tier 2&3		GT/Advanced
-Non-verbal communication	-Peer tutoring from advanced		-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercises and activities		-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for s	elf-selection	
- Visual Aids/ Demonstrations			

Strategies for Instruction/Teacher Supports			
Sub Unit 1: Cooperative Games			
Objective	Goals	Suggested Resources/ Activities	
I can participate in games	The student can develop sportsmanship	<u>5 Cooperative Games</u>	
while working with	skills.		
teammates.	The student can develop cooperation	6 cooperative games	
	skills		
	The student can participate in games		
	with rules		
Sub Unit 2: Holiday Games			
Objective	Goals	Suggested Resources/ Activities	
I can participate in games	The student can develop sportsmanship	<u>Snowman Blitz</u>	
while working with	skills.		
teammates.	The student can develop cooperation	Elf Express	
	skills		
	The student can follow simple rules in	Elves on the Run	
	games		
		-Catch PE K - 2 Activity Cards	

(2)Unit 9: Orientation

Designated Grading Period/# Days: 3rd 9 weeks: Weeks 1 / 4 days **Big Idea:** I can learn classroom safety, rules, and routines. I can understand why good sportsmanship is important.

Prerequisites (TEKS and Specificity)

The student should remember some safety, rules, and routines from last year.

Physical Activity/ Health

1.5 A, E,

Social Development

1.6 A, B

1.7 A, B,C

Misconceptions

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

TEKS

Physical Activity/ Health

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.)

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

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

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

ELPS

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

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 students know and applies safety practices associated with physical activity and the student is expected to
 - o use equipment properly

- o select proper clothing to promotes safe play
- o 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 socials kills and is expected to
 - O display good sportsmanship
 - o treat others with respect

Essential Questions	Vocabulary
What are the rules in PE?	• Rules
What are the consequences and rewards for the	Procedures
rules?	 Sportsmanship
Why is it important to follow the rules in PE?	Safety
What are the procedures in PE?	Equipment
How do we play safe in PE?	Cooperation
What is good sportsmanship?	·
Why is good sportsmanship important in PE?	
Adopted Resources	General Student Activities (Rtl Tier 1)
-CATCH activity box	-Introduction
-Online Resources	-Daily Exercises
-Youtube	-Review rules and procedures
-QuaverEd P.E. Lesson	-Play reinforcement games for procedures and rules
- <u>Catch PE K - 2 Activity Cards</u>	-Review safety for campus and classroom/gym

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

	Strategies for Instruction/Teacher Support	orts	
Sub Unit 1-Rules and Procedures			
Objectives	Goals	Suggested Activities/ Resources	
I can learn classroom rules,	-Students understand classroom	-https://www.youtube.com/watch?	
procedures. and safety.	producers such as start and stop	v=xW6hOVlv9T0&t=484s	
	signals and daily exercises routine	-https://www.youtube.com/watch?	
	-Students understand classroom	v=h_Q6RS660LM	
	rules and consequences/ rewards	-Review safety protocol for your	
	-Students understand classroom	campus as well as classroom safety	
	safety such as proper clothing/	-Teach/review daily exercises	
	shoes and appropriate responses in	-CATCH Mirror Mirror (Moving and	
	emergencies	Traveling #329)	
		-CATCH Kids in Space (Moving and	
		Traveling #218)	
		-QuaverEd P.E. Lesson	
		-Catch PE K - 2 Activity Cards	
		- <u>Catch.org Lesson</u> - 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.

Misconceptions

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

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

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 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 mangrent 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
Can I demonstrate smooth transitions during	balance
simple gymnastics stunts such as a roll?	coordination
Can I demonstrate body control during simple	• stunt
gymnastics stunts such as a balance beam walk?	gymnastics
 Can I demonstrate proper weight transitions 	• roll
during a simple gymnastics stunt?	balance beam
 Can I demonstrate balance during a simple 	hula hoop
gymnastics stunt?	scooter board
Can I demonstrate balance while using a scooter	
board?	

Can I demonstrate coordination	n while using a		
hula hoop?			
Adopted Resources		General Student Activities (Rtl Tier 1	
-CATCH activity box		-Introduction	
-Online Resources		-Warm u/ exercise	es
-Youtube		-teach rolling	
-QuaverEd P.E. Lesson		-teach balance/ balance beam	
-Catch PE K - 2 Activity Cards		-reinform with practice and games	
		-closure/ check-in/ self-assessment	
Differe		ntiation	
Use of self section, modified exercises and activ	ities, and teacher accomi	modation	
English Language Learners (ELL)	guage Learners (ELL) SpEd/504/ Struggl		GT/Advanced
-Non-verbal communication	-Peer tutoring fror	n advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercise	s and activities	-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for s	elf-selection	
- Visual Aids/ Demonstrations			

	Strategies for Instruction/Teacher Supports		
Sub Unit 1: Gymnastics:			
	Rolling/ Balance Beam		
Objective	Goals	Suggested Resources/ Activities	
I can practice balance	The student can practice	Balance Stations	
and coordination.	balance skills.	http://www.pecentral.org/lessonideas/ViewLesson.asp?l	
I can roll sideways.	The student can learn to	<u>D=6350#.WThZKevysdU</u>	
I can walk on a balance	roll sideways		
beam.	The student can learn to	Gymnastics for beginners	
	balance on a beam.	https://www.gophersport.com/blog/gymnastics-activities	
		-for-beginners/	
		Obstacle Course using balance beam	
Sub Unit 2: Scooter			
	Boards/ Hula Hoops		
Objective	Goals	Suggested Resources/ Activities	
I can use a scooter	The student can properly	How to teach kids how to hula hoop	
board while	use a scooter board	https://www.youtube.com/watch?v=q_Vho3xbYdw	
demonstrating balance	The student can properly		
and coordination.	use a hula hoop	CATCH Hoop Stations (Hoop Activities #251)	
I can use a hula hoop	The student can		
while demonstrating	demonstrate balance	https://www.gophersport.com/blog/6-scooter-games-pe	
balance and	and coordination while	L	
coordination.	using equipment		

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

(2)Unit 11: Jump Rope

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

Designated Grading Period/# Days: 3⁻⁴ 9 weeks: Weeks 4 - 6 / <u>14 days</u>

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

TEKS

Movement

- 2.1 M (jump a self-turned rope repeatedly)
- 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

2.4 C (Identify foods that enhance heart health)

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

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 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 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 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
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Can I turn a jump rope?		• short jump	rone	
 Can I practice jumping a long rope? 			·	
 Can I practice jumping a short rope? 		 long jump rope single jump 		
	-	• single jump		
Do I understand how nutrition is	• •	double jump	0	
Do I understand how to keep m	y heart healthy?	_	rhythm	
		• heart		
		cardiovascu	lar	
		nutrition		
Adopted Resources		General Student A	Activities (RtI Tier 1	
-CATCH activity box		-Introduction		
-Online Resources		-Warm u/ exercises		
-Youtube		-teach jump rope skills		
-QuaverEd P.E. Lesson		-teach health topics		
-Catch PE K - 2 Activity Cards		-reinform with practice and games		
-		-closure/ check-in/ self-assessment		
Differe		ntiation		
Use of self section, modified exercises and activ	ities, and teacher accomi	modation		
English Language Learners (ELL)	SpEd/EOA/ Strugg	ling/DH Tion 202	CT/Advanced	
English Language Learners (ELL)	SpEd/504/ Strugg		GT/Advanced	
-Non-verbal communication	-Peer tutoring fror	n advanced	-Opportunity to peer tutor	
-Use of Total Physical Response	students		struggling students	
(coordination of speech and action)	-Modified exercise	s and activities	-Opportunity for self-selection	
-Predictable routines and signals	-Opportunity for se	elf-selection		
- Visual Aids/ Demonstrations				

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	CATCH Jump Rope Task Cards #281 – 286
	Prepare them for jump rope	Teaching kids to jump
	activities involved in jump rope for heart or other games	https://www.youtube.com/watch?v=n7u1gvoXdG0
		First Attempt at jumping rope
		http://www.pecentral.org/lessonideas/ViewLesson.a
		sp?ID=368#.WTllVevysdU
		Teaching Young Children To Jump Rope
		https://www.youtube.com/watch?v=mWoouAOelE8
Sub Unit 2: Jump Rope		
	Activities and Health (Jump	
	Rope for Heart)	
Objective	Goals	Suggested Resources/ Activities
I can participate in	The students participate in	Snake In The Grass
jump rope activities.	jump rope for heart or other	https://www.youtube.com/watch?v=4sa2Sywh-To&li
I can learn about	jump rope activities	st=PL2SgL8sFniOwkDq10UK1uolYnyNaj1c3c
heart health and		
nutrition.		48+ Ideas and jump rope activities for kids

The students learn about heart	https://www.youtube.com/watch?v=4sa2Sywh-To&li
health and nutrition through	st=PL2SgL8sFniOwkDq10UK1uolYnyNaj1c3c
AHA or other resources	
	AHA/ Health Resources
	https://www.youtube.com/watch?v=zW0Z_ttC0c4&li
	st=PLrDeLRAEJG0byG3k6PajFE5aBRUexl-Xx
	https://www.jumprope.org.au/
	<pre>https://www.youtube.com/watch?v=2PFWpd_pxm8 &t=6s</pre>
	https://www.youtube.com/watch?v=-J1hmmy1OB4
	-QuaverEd P.E. Lesson
	-Catch PE K - 2 Activity Cards
1	

(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.	MisconceptionsParachute activities do not develop upper body strength.
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	
TEKS Movement	Process Standards/ Essential Skills Poutings rules, and procedures for the gum
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	Routines, rules, and procedures for the gym Daily Exercises Teamwork/ Cooperation
provide opportunities for enjoyment and challenge) ELPS -Share information in cooperative learning interactions	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

Physical Activity and Health

Last Update: June 2024 by Donald Redmon and James Rodriguez

-Use accessible language

-Use prior knowledge and experience

-Non – verbal cues 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 acidity, exercises for flexibility, and activities to develop musical 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.
- The student develops upper body strength through participating in parachute activities and can state that physical activity can be enjoyable.

physical activity can be enjoyable.			
Essential Questions		Vocabulary	
 Can I identify that physical acidity 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? 		Upper bodyparachuteteamworkphysical act	•
Adopted Resources		General Student A	Activities (RtI Tier 1)
-CATCH activity box		-Introduction	
-Online Resources		-Warm-up/ exercises	
-Youtube		-Teach parachute skill	
-QuaverEd P.E. Lesson		-play reinforcing games	
-Catch PE K - 2 Activity Cards		-discuss upper body strength and how physical aciti can	
		be fun	
		-closure/ check-in,	/ self-assessment
Differentiation Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL)	SpEd/504/ Strugg	ling/RtI Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring fron	n advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	-Modified exercise	es and activities	-Opportunity for self-selection

-Predictable routines and signals	-Opportunity for self-selection	
Visual Aids/ Demonstrations		
Strategies for Instruction/Teacher S		Supports
	Sub Unit 1: Parachute Skills	
Objective	Goals	Suggested Resources/ Activities
I can learn basic parachute	The student learns the basics of	The Basics
skills	parachute skills such as how to hold	https://www.youtube.com/watch?v=9IS
I can develop upper body	the parachute and perform simple	<u>iZ9HeGVQ</u>
strength.	tasks like "making waves".	
	The student develops strength by	CATCH Parachute #300-313
	participating in parachute skill	
	practice.	
	Sub Unit 2: Parachute Games	
Objective	Goals	Suggested Resources/ Activities
I can participate in parachute	The student participates in fun	Tornado
games while cooperating with	parachute games in a group while	https://www.youtube.com/watch?v=9IS
Barries write cooperating with	1.	ittps.//www.youtube.com/watch: v=313
a group.	working on upper body strength	iZ9HeGVQ
, ,	1.	
a group.	working on upper body strength	iZ9HeGVQ Nascar
a group. I can identify that parachute	working on upper body strength and teamwork.	<u>iZ9HeGVQ</u>
a group. I can identify that parachute games develop the upper body strength I can understand that physical	working on upper body strength and teamwork. The student can identify what muscles are working during game play	iZ9HeGVQ Nascar
a group. I can identify that parachute games develop the upper body strength	working on upper body strength and teamwork. The student can identify what muscles are working during game	iZ9HeGVQ Nascar https://www.youtube.com/watch?v=9IS
a group. I can identify that parachute games develop the upper body strength I can understand that physical	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	iZ9HeGVQ Nascar https://www.youtube.com/watch?v=9IS iZ9HeGVQ One Object Launch
a group. I can identify that parachute games develop the upper body strength I can understand that physical	working on upper body strength and teamwork. The student can identify what muscles are working during game play The student learns that physical	iZ9HeGVQ Nascar https://www.youtube.com/watch?v=9IS iZ9HeGVQ One Object Launch https://www.youtube.com/watch?v=9IS
a group. I can identify that parachute games develop the upper body strength I can understand that physical	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	iZ9HeGVQ Nascar https://www.youtube.com/watch?v=9IS iZ9HeGVQ One Object Launch
a group. I can identify that parachute games develop the upper body strength I can understand that physical	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	iZ9HeGVQ Nascar https://www.youtube.com/watch?v=9IS iZ9HeGVQ One Object Launch https://www.youtube.com/watch?v=9IS iZ9HeGVQ
a group. I can identify that parachute games develop the upper body strength I can understand that physical	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	iZ9HeGVQ Nascar https://www.youtube.com/watch?v=9IS iZ9HeGVQ One Object Launch https://www.youtube.com/watch?v=9IS iZ9HeGVQ Multiple object launch
a group. I can identify that parachute games develop the upper body strength I can understand that physical	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	iZ9HeGVQ Nascar https://www.youtube.com/watch?v=9IS iZ9HeGVQ One Object Launch https://www.youtube.com/watch?v=9IS iZ9HeGVQ

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

Designated Grading Period/# Days:

(2) Unit 13: Aerobic Games 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 1.1 A Physical Activity and Lifestyle 1,3 A, B, C,D 1.4 A 1.5 A, B, D

TEKS	Process Standards/ Essential Skills
Physical Activity and Health	Routines, rules, and procedures for the gym
2.3 A (describe and select physical activities that	
provide opportunities for enjoyment and challenge)	Daily Exercises

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Social Development

1.6 A, B 1.7 A, B, C

- 2.4 A (identify how regular physical activity strengthens the heart, lungs, and muscular system)
- 2.5 D (list water safety rules and describe their importance)

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 including, but not limited to, games, sports, dance, and gymnastics.)
- 2.7 A (display good sportsmanship), B (treat others with respect during play)

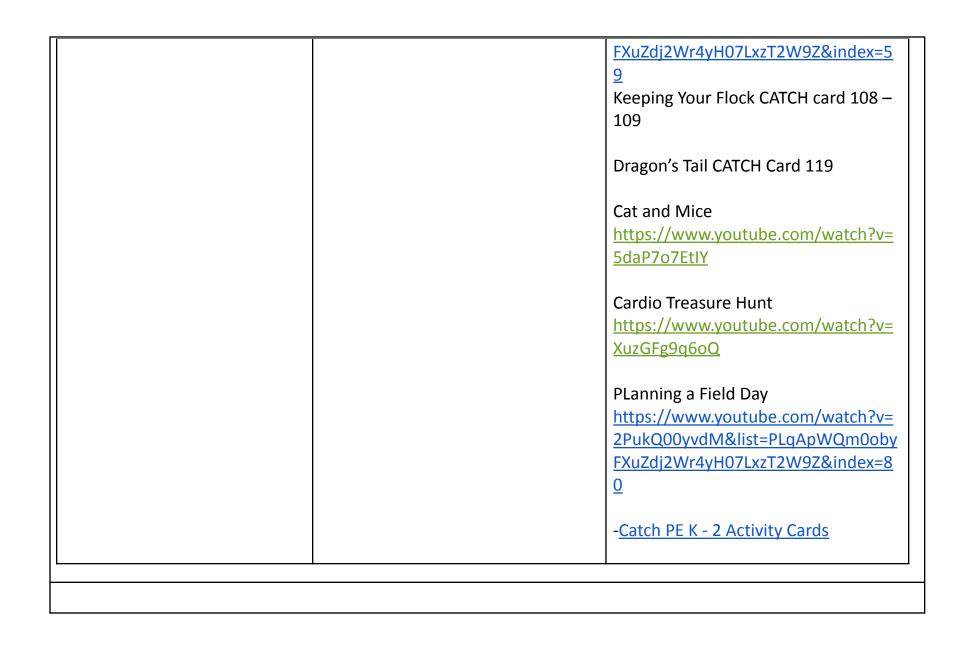
Mastery-Level, PRIORITY Standards:

- 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 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 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
 Can I participate in aerobic games? Can I identify aerobic activities that I enjoy? Can I understand basic pool and water safety? 	 Aerobic Pool Safety Swimming Lifeguard
Adopted Resources	General Student Activities (Rtl Tier 1)
-CATCH activity box	-Introduction
-Online Resources	-Warm-up/ exercises
-Youtube	-Teach aerobic/ pool safety
-Catch PE K - 2 Activity Cards	-Play reinforcing game
	-Closure/ Check-in/ Self-Assessment

Differentiation Use of self section, modified exercises and activities, and teacher accommodation					
English Language Learners (ELL) SpEd/504/ Struggling/Rtl Tier 2&3 GT/Advanced					
-Non verbal communication	-Peer tutoring from advanced	-Opportunity to peer tutor			
-Use of Total Physical Response	students	struggling students			
(coordination of speech and actior) -Modified exercises and activities	-Opportunity for self-selection			
-Predictable routines and signals	-Opportunity for self-selection				
- Visual Aids/ Demonstrations					
	Strategies for Instruction/Teacher Su	pports			
	Sub Unit 1: Tag Games				
Objective	Goals	Suggested Resources/ Activities			
I can participate in aerobic	The student learns what aerobic	CATCH Tag Your It #107-120			
games such as tag games.	activity is.				
	The student participates in fun tag	Couch Potato Tag pecentral.com			
games for aerobic activity.		https://www.pecentral.org/lessonide			
	The student understands that	as/ViewLesson.asp?ID=6116#.YNSBC9			
	aerobic activity can be fun.				
Sub Unit 2: Recreational Games/					
	Pool Safety				
Objective	Goals	Suggested Resources/ Activities			
I can participate in aerobic	The student understands what	Pool Safety			
games such as recitation	aerobic games are	https://www.youtube.com/watch?v=			
games.		<u>0071KmM2Mmc</u>			
I can learn pool safety.	The student identifies aerobic games				
	that they enjoy	Shark Attack			
	The student learns basic pool safety.	https://www.youtube.com/watch?v=			
		hhsNr489FbM&list=PLqApWQm0oby			



(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	Misconceptions
techniques	-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	Process Standards/ Essential Skills
Movement	Routines, rules, and procedures for the gym
2.1 N (demonstrate on cue key elements of hand	
dribble, foot dribble, kick and strike such as striking	Daily Exercises
balloon or ball with hand.)	
2.2 A (recognize that attention to the feeling of	Teamwork/ Cooperation
movement is important in motor skill development) ,B	Ongoing Essential Skills/Repeated Standards
(identify similar movement concepts and terms in a	Movement

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

- 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 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 can develop basic dribbling and kicking skills, and identify a soccer game.

Essential Questions	Vocabulary				
Can I dribble a ball using the inside of my foot?	• dribble				
Can I pass the ball?	• kick				
Can I shoot a ball?	• pass				
Can I identify a basic soccer game?	• shoot				
	• soccer				
Adopted Resources	General Student Activities (Rtl Tier 1)				
-CATCH activity box	-Introduction				
-Online Resources	-Teach dribbling, passing, shooting				
-Youtube	-Intro basic soccer				
-QuaverEd P.E. Lesson	-play reinforcement games				
-Catch PE K - 2 Activity Cards	-closure/ check in/ self-assessment				
Differentiation					

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

English Language Learners (E	111	SpEd/E04/ Struggling /Ptl Tio	<u> </u>	GT/Advanced		
English Language Learners (ELL)		SpEd/504/ Struggling/RtI Tier 2&3		•		
-Non-verbal communication		-Peer tutoring from advanced		-Opportunity to peer tutor		
-Use of Total Physical Response		students		struggling students		
(coordination of speech and action)		-Modified exercises and activities		-Opportunity for self-selection		
-Predictable routines and signals		-Opportunity for self-selection				
- Visual Aids/ Demonstrations						
Strategies for Instruction/Teacher Supports						
Sub Unit 1: Kicking/ Dribbling Skills						
Objective		Goals		Suggested Resources/ Activities		
I can learn to dribble and	The stu	The student learns the basics of		Dribble/Trap Poly Spots		
kick a soccer ball	dribbli	ng with the inside of the foot ht		https://www.youtube.com/watch?v=Q6f8S		
	Thestu	ident learns the basics of		p6aP6g&list=PL2SgL8sFniOyZbu6125aGzBh		
	passing	g	<u>Dj2DJvkEd&index=3</u>			
	The stu	udent learns the basics of				
	shooti	ng	CATCH	Dribbling and Kicking #199-215		
Sub Unit 2: Kicking/ Dribbling						
Games						
Objective		Goals	S	uggested Resources/ Activities		
The student can dribble	The stu	udent practices dribbling in a Pir		Pin Kickball		
while changing directions	game s	setting	https://www.youtube.com/watch?v=RlaXT			
and kick in a game setting.	The stu	udent practices dribbling	MJ1oN8&list=PL2SgL8sFniOyZbu6125aGzB			
	while o	changing direction	hDj2DJ	vkEd&index=1		
	The stu	udent practices kicking in a				
	game s	setting	САТСН	Dribbling and Kicking #199-215		
Sub Unit 3: Intro To Soccer						

Objective	Goals	Suggested Resources/ Activities
I can learn the basics of	Introduce soccer to the students so	Soccer Tag
soccer and begin to identify	that they recognize it when they see	https://www.youtube.com/watch?v=I8BaX
a soccer game.	it being played	<u>ix6F0w&index=2&list=PL2SgL8sFniOyZbu6</u>
		125aGzBhDj2DJvkEd
		Youth Soccer Resources
		https://www.youtube.com/channel/UCNn
		kXuf9GmUKB1bo8BpPcCQ
		https://www.usyouthsoccer.org/
		Gulf Coast Youth Soccer
		http://www.gcysc.com/
		-QuaverEd P.E. Lesson
		-Catch PE K - 2 Activity Cards

(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.

Misconceptions

-There are no safety concerns involving the sun.

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

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

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

2.3 B (participate in moderate to vigorous physical

Social Development

precautions and dialing 911)

- 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 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.
- The student learns basic sun safety.

Essential Questions	Vocabulary
What is a relay game?	• relay
Can I identify sun safety practices?	• sun
	sunscreen
	• SPF
	 track and field
Adopted Resources	General Student Activities (Rtl Tier 1)
-CATCH activity box	-Introduction
-Online Resources	-Warm Up/ Exercises
-Youtube	-Teach relay
-QuaverEd P.E. Lesson	-Teach sun safety
- <u>Catch PE K - 2 Activity Cards</u>	-Play reinforcing games
	-Closure/ Check in/ Self Assessment

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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: Relay Games	
Objective	Goals	Suggested Resources/ Activities
I can participate in relay	Introduce the student to	Relay Rules
games	relay games	https://www.youtube.com/watch?v=kYQ0AD5dUFg
		Scooter Board Relays https://www.youtube.com/watch?v=HHsPS3mFqYl
		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	Goals	Suggested Resources/ Activities
I can identify track and	Introduce the students to	Sun Safety
field events	track and field	https://www.youtube.com/watch?v=vxAsoBXmCJk
I can identify good sun	Teach the students sun	
safety practices	safety	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

Social Development

precautions and dialing 911)

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.)

appropriate reactions to emergency situations common

to physical activity settings such as universal safety

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 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.
- I can learn the basics of Wiffle ball and how to strike with a manipulative.

The second secon		
Essential Questions	Vocabulary	
what is wiffle ball	• strike	
 can I strike using a manipulative 	• bat	
	• paddle	
	• racquet	
	 manipulative 	
	wiffle ball	
	• base	
Adopted Resources	General Student Activities (Rtl Tier 1)	
-CATCH activity box	-introduction	
-Online Resources	-warm up/ exercises	
-Youtube	-teach striking	
-QuaverEd P.E. Lesson	-teach wiffle ball	
- <u>Catch PE K - 2 Activity Cards</u>	-play reinforcing games	

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

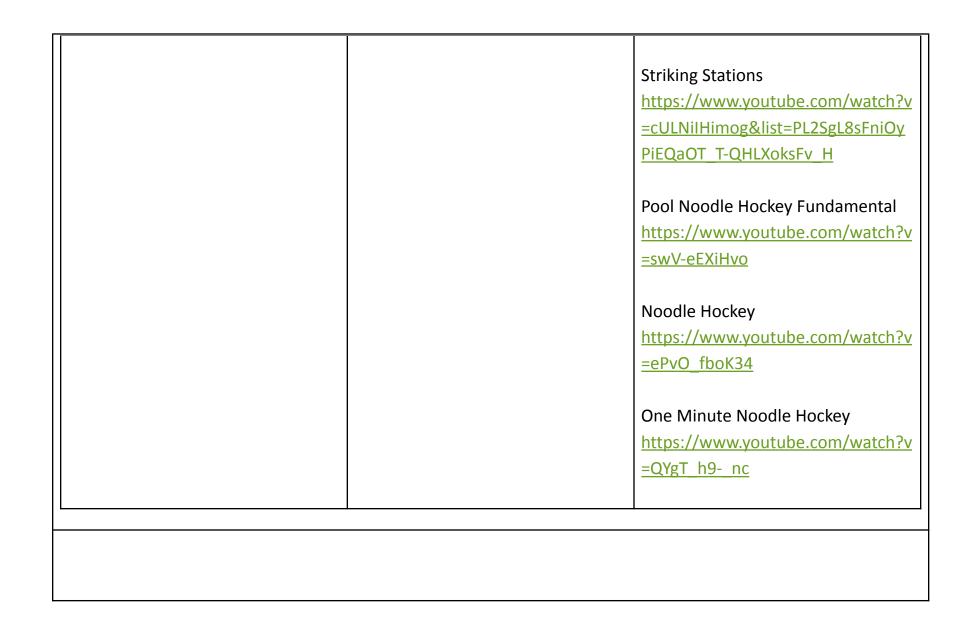
Strategies for Instruction/Teacher Supports

Strategies for instruction, reacher supports				
Sub Unit 1: Striking Skills				
Objective	Goals	Suggested Resources/ Activities		
I can learn the fundamental skills of	Students will learn how to strike	Batter up		
striking using a manipulative	various objects with various	https://www.youtube.com/watch?v		
	manipulatives	<u>=cULNilHimog</u>		
		Striking Stations		
		https://www.youtube.com/watch?v		
		=cULNilHimog&list=PL2SgL8sFniOy		
		PiEQaOT_T-QHLXoksFv_H		
		Pool Noodle Hockey Fundamental		
		https://www.youtube.com/watch?v		
		=swV-eEXiHvo		
		Noodle Hockey		

Last Update: June 2024 by Donald Redmon and James Rodriguez

- Visual Aids/ Demonstrations

		https://www.youtube.com/watch?v =ePvO_fboK34 One Minute Noodle Hockey https://www.youtube.com/watch?v =QYgT_h9nc
	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/lessonid eas/ViewLesson.asp?ID=15#.WUKR- OvysdU
	Sub Unit 1: Striking Skills	
Objective	Goals	Suggested Resources/ Activities
I can learn the fundamental skills of	Students will learn how to strike	Batter up
striking using a manipulative	various objects with various	https://www.youtube.com/watch?v
	manipulatives	-QuaverEd P.E. Lesson -Catch PE K - 2 Activity Cards



3rd Grade Unit Plan

(3)Unit 1: Orientation	Designated Grading Period/# Days: 1 9 weeks: Week 1 / 5 days
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. Prerequisites (TEKS and Specificity) Students should have a basic knowledge of rules, procedures, and sportsmanship from previous years. Physical Activity and Health 2.5A, B, F Social Development 2.7A, B	 Misconceptions Inappropriate activities and techniques for warm-ups. Physical Education is recess time.
TEKS Physical Activity and Health 3.5A, B, Social Development 3.6B 3.7A,B, C	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
ELPS	Ongoing Essential Skills/Repeated Standards

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

- 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
 - o use equipment safety and properly
 - o explain how proper shoes and clothing promotes safe play
- The student understands basic components such as strategies and rules of structured physical activities including

- o identify components of games that can be modified to make the games and participants more successful
- The students develops positive self-management and socials kills and is expected to
 - o follow rules, procedures, and etiquette
 - o accept and respect differences and similarities in physical abilities of self and others

Essen	tial Questions	Vocabulary
0	What are some of the classroom rules established today? What is the difference between personal and general	Expectations
	space?	O Rules
0	How do you know when movements during PE should	Routine
	start or stop?	 Fairness
0	What are our classroom questions discussed during class?	 Communication
0	Do good sports cheat?	 Respect
0	What are some examples of good and bad	 Team player
	sportsmanship?	 Encourage
0	What does it mean to be a good sport?	
Adop	ted Resources	General Student Activities (Rtl Tier 1)
•	Catch Activity Box	
•	You Tube	
•	<u>Open Physed</u>	
•	Physed Games	
•	<u>Fitnessgram</u>	
•	PE Central	
•	QuaverEd P.E. Lessons	

- CATCH PE 3 5 Activity Cards
- <u>CATCH.org Lessons</u> 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/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

	Sub Unit 1-Rules and Procedures						
Objectives Goals Suggested Activities/Resources							
I can learn classroom rules and	-Students understand classroom	Daily Exercise					
procedures.	producers such as start and stop	Classroom Expectations/Safety					
	signals and daily exercises routine	Start and Stop/ Verbal and Non					
	-Students understand classroom	Verbal cues					
	rules and consequences/ rewards	Spatial Awareness:					
		Personal and General Space					
Sub Unit 2-Sportsmanship							
Objectives Goals		Suggested Activities/Resources					
I can learn classroom safety and the	-Students understand classroom						
importance of sportsmanship.	safety such as proper clothing/	<u>Sportsmanship</u>					
	shoes and appropriate responses in						
	emergencies	Open Phys ED-Sportsmanship					
	-Students understand what good						
	sportsmanship is and why it's	QuaverEd P.E. Lessons					
	important	CATCH PE 3 - 5 Activity Cards					
		CATCH.org Lessons - Unit 6 Staying					
	1	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.

situations

- 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
- 3.1C- Demonstrate mature form in jogging, running, and leaping
- 3.1D- Demonstrate moving in and out of a balanced position with control
- 3.2B- Know that practice, attention, and effort are required to improve skills.

Physical Activity and Health

- 3.3A- Describe and select physical activities that provide for enjoyment and challenge
- 3.3C- Participate in appropriate exercises for developing flexibility
- 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

Social Development

3.6A,B

3.7A,B,C

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

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
 - o 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
 - o 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
 - o self-monitor the heart rate during exercise
- The students understands and applies safety practices associated with physical activities
 - use equipment safety and properly
 - o 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

- o explain the concept and importance of teamwork
- The students develops positive self-management and socials kills and is expected to
 - o 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
 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? 	 Agility Chasing Dodging Fleeing Ducking Running Walking Jumping Skipping Galloping Sliding Hopping
Adopted Resources	General Student Activities (Rtl Tier 1)

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)

- -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-Locomotor Skills				
Objectives	Goals	Suggested Activities/Resources		
Developing mature locomotor skills	-Students understand how to			
and combination patterns requires	properly perform various locomotor	CATCH card-28		
attention to proper form, smooth	skills	Elbow Tag		
transitions in repeatable sequences,		Fitness Pursuit http://www.pe.central.org/		
and practice in dynamic situations.		Space Tag		
		Batman & Robin		
	Sub Unit 2-Locomotor Skills			
Objectives	Objectives Goals			
Developing mature locomotor skills	-Students understand how to			
and combination patterns require	properly perform various locomotor	CATCH card-28		
attention to proper form, smooth	skills	Elbow Tag		
transitions in repeatable sequences,		Fitness Pursuit http://www.pe.central.org/		
and practice in dynamic situations.		Space Tag		
		Batman & Robin		
	Sub Unit 3-Dodging/Fleeing			
Objectives	Goals	Suggested Activities/Resources		
To move within a playing area while	To be able to evade other students	_		
attempting to reach others and/or	To use strategy while participating	CATCH card-28		
avoid being reached themselves.	in various activities	Elbow Tag		
Tactical problems include evading	To being able to tag/catch other	Flag Tag		
opponents, reaching opponents,	students			

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

(3)Unit 3: Fitness/Health	Designated Grading Period/# Days: 1* 9 weeks: Weeks 4 - 6 / 13.5 days
BIG IDEA: I can Learn the benefits of aerobics and the	Misconceptions: The difference between aerobic and
difference between aerobic and anaerobic conditioning.	anaerobic exercise.
Prerequisites (TEKS and Specificity)	
Students should have a basic knowledge of the	
importance of an active and healthy lifestyle.	
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
- 3.1B- Demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running into jump safely in dynamic situations
- 3.1C- Demonstrate mature form in jogging, running, and leaping
- 3.1E- Demonstrate proper body alignment in lifting, carrying, pushing, and pulling

Physical Activity and Health

- 3.3C- Participate in appropriate exercises for developing flexibility
- 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

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

- 3.4A- Describe the long term effects of physical activity on the heart
- 3.4B- 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.
- 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
- 3.5D- Identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities

Social Development

- 3.6A- Identify components of games that can be modified to make the games and participants more successful
- 3.7A, B,C

- 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

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 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 will know the benefits of participating in physical activity and factors that negatively affect performance.

Essential Questions	Vocabulary
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 What are the benefits of aerobics? What is the difference between Anaerobic and aerobic exercise? What is aerobic conditioning? 		O Aerobic con O Anaerobic c	9
Adopted Resources		General Student A	Activities (RtI Tier 1)
Catch Activity Box		Aerobic Condition	ing
You Tube		Differing between	aerobic and Anaerobic
Open Physed		Benefits of aerobi	cs
 Physed Games 		Proper Nutrition	
• <u>Fitnessgram</u>		Whoa, Slo, Go Foods (CATCH)	
PE Central		Developing a healthy	
 QuaverEd P.E. Lessons 		Lifestyle	
 <u>CATCH PE 3 - 5 Activity Cards</u> 		Nutrition	
 <u>CATCH.org Lesson</u> - Unit 2 Nutrition and Physical 		Rest	
Activity		Exercise	
		Chemical Depende	ency
Differentiation			
Use of self section, modified exercises and activities, and teacher accommodation			
English Language Learners (ELL)	SpEd/504/ Strugg	ling/RtI Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring fror	n advanced	-Opportunity to peer tutor
students			struggling students

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

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I can understand that blood carries oxygen and nutrients to the body.

I can understand that physical activity strengthens the whole body.

Goals

- -The student understands how physical acidity affects overall health
- -The student understands what a physically active life is vs an inactive life.
- -The students can locate the heart in the body and state its function.

Suggested Activities/Resources

-Go over the function of the blood https://www.youtube.com/watch?v
=f90NXd -anM

-go over how physical activityaffects overall health-go how smoking, lack of sleep, adpoor nutrition negatively affect thebody

QuaverEd P.E. Lessons

CATCH PE 3 - 5 Activity Cards

<u>CATCH.org Lesson</u> - Unit 2 Nutrition and Physical Activity

(3)Unit 4: Dance

Designated Grading Period/# Days: 1s 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.

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

TEKS

Movement

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

Misconceptions

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

Process Standards

Learn the proper way to enter the gym.

Practice daily warm up and exercise routine.

Follow Rules and Procedures

- 3.1H- Clap echoes in a variety of one measure rhythmical patterns
- 3.1I- Demonstrate various step patterns and combinations of movement in repeatable sequences Physical Activity and Health
- 3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation
- 3.4B- Distinguish between aerobic and anaerobic activities
- 3.4D- Identify principles of good posture and its impact on physical activity

Social Development

3.7A,B,C

ELPS

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

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 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 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 can perform rhythmic sequences.

Esser	ntial Questions	Vocal	oulary
0	1. What safety rules should be followed while	0	Square Dance
	participating in the dance unit?	0	Scatter Square Dance
0	2. What is the history of dance?	0	Tinikling
0	3. What have you learned while participating	0	Philippines
	in the folk dance, ballroom dancing, and/or	0	Folk
	popular dance unit?	0	Beater
0	4. What can you learn about other cultures by		
	learning a dance?		
0	5. What is rhythm?		
0	6. Why do we study the dance of other		

	cultures?		
0	7. Where in our environment do we find		
	examples of rhythm?		
0	8. How do different cultures across the world		
	use dance?		
0	9. What connections can be made between		
	dance and healthful living?		
0			
Adop	ted Resources	General Student Activities (Rtl Tier 1)	
•	Catch Activity Box	-Introduction	
•	YouTube	-Warm-up/ exercises	
•	Open Physed	-Review rhythm	
•	Physed Games	-Teach dance steps	
•	<u>Fitnessgram</u>	-practice dance steps	
•	PE Central	-Closure/ check-in/ Self Assessment	
•	QuaverEd P.E. Lessons		
•	CATCH PE 3 - 5 Activity Cards		
	Differentiation		
Use of	self section, modified exercises and activities, and teacher according	nmodation	

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

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/lessonid-eas/ViewLesson.asp?ID=9713#.WTl-y4usrKUk	
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	Steps to dance	
	Recognize, recall, and perform steps and dances with minimum assistance from the instructor.	Dances Scatter Square Dance	
		http://www.sparkpe.org/wp-conte nt/uploads/CTAHPERD.pdf	

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

(3) Unit 5: Football 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 Prerequisites (TEKS and Specificity) Students should have a basic knowledge of the proper way to throw and catch 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

TEKS

Movement

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

3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation

Social Development

3.6A, B

3.7A, B, C

ELPS

- 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

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 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 can demonstrate proper form when throwing and catching.

Essential Questions	Vocabulary
1. How do throwing and	o football
catching carry over into other games and activities?	o touchdown
o 2. Why is eye-hand	quarterback
coordination and balance in everyday life?	o receiver
3. Which foot do we step with	o sideline

when we are at throw an object of the second	t? the proper n throwing. arts involved in all? ne key	 catch throw handoff punt kickoff
Adopted Resources		General Student Activities (Rtl Tier 1)
Catch Activity B	ОХ	-Introduction
You Tube		-Warm up/ exercises
 Open Physed 		-Review proper overhand throwing form
 Physed Games 		-Review proper form for catching
• <u>Fitnessgram</u>		-Closure/ check-in/ self-assessment
• <u>PE Central</u>		
 QuaverEd P.E. L 	<u>essons</u>	
• <u>CATCH PE 3 - 5</u>	Activity Cards	
		fferentiation
	d evercises and activities, and teacher a	ccommodation
Use of self section, modified	d exercises and activities, and teacher a	accommodution

English Language Learners (ELL)	SpEd/504/ Struggling/Rtl Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring from advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students	struggling students
(coordination of speech and action)	-Modified exercises and activities	-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for self-selection	
- Visual Aids/ Demonstrations		
Strategies for Instruction/Teacher Supports		
Sub Unit 1-Football Skills		

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

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

(3)Unit 6: Volleyball	Designated Grading Period/# Days: 2 nd 9 weeks: Weeks 4 - 5 / 10 days
BIG IDEA: I can demonstrate proper volleyball	Misconceptions
techniques when striking, volleying, throwing, and	- Improper volleyball techniques, when striking
catching.	and volleying.
Learn the game of volleyball.	

You have to always hit the volleyball hard **Prerequisites** (TEKS and Specificity) Students should have a basic knowledge of how to perform the skills needed for volleyball 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 **TEKS Process Standards** Learn the proper way to enter the gym. Movement

- 3.1A- Travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations
- 3.2A- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force

Physical Activity and Health

3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks

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

and recreation Social Development 3.6A,B 3.7A,B,C

ELPS

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

- 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 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 can demonstrate key elements of volleying and striking.

Essential Questions	Vocabulary
1. Describe how your hands	O Volleying
and arms should look when bumping volleyball.	O Striking
2. How would you teach	O Throwing
someone to serve volleyball?3. What is the ready position?	○ Catching
	O Bump
	○ Serve
Adopted Resources	General Student Activities (RtI Tier 1)
Catch Activity Box	Volleyball 4-square
You Tube	Overhead Pass jingle
 Open Physed 	Giant Volleyball
 Physed Games 	Keep it up
• <u>Fitnessgram</u>	
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/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	To be able to perform the skills	Volleyball 4-square
net.	needed in volleyball.	
2. volley a ball using finger pads		Overhead Pass jingle
3. forearm pass a ball		
4. set a ball to partner		Giant Volleyball
		http://www.pecentral.org/lessonid
		eas/VIEWLESSON.asp?ID=808#.WT
		<u>hE5usrIdU</u>
		Keep it up
		http://www.pecentral.org/lessonid
		eas/ViewLesson.asp?ID=1057#.WTh
		GH-srldU
	Sub Unit 2 Vallouball Activities	
	Sub Unit 2-Volleyball Activities	
	_	
Objectives	Goals	Suggested Activities/Resources
1. serve a ball underhand over the	To be able to perform the skills	
net.	needed in volleyball.	Volleyball 4-square
2. volley a ball using finger pads		
3. forearm pass a ball		Overhead Pass jingle

4. set a ball to partner		Giant Volleyball http://www.pecentral.org/lessonid eas/VIEWLESSON.asp?ID=808#.WT hE5usrIdU
		Keep it up http://www.pecentral.org/lessonid
		eas/ViewLesson.asp?ID=1057#.WTh
	Sub Unit 3-Volleyball Preparation	
Objectives	Goals	Suggested Activities/Resources
1. Understand intermediate concepts of volleyball, i.e., "magic	To understand the rules of volleyball and apply them while	Intro to volleyball
window," offense and defense, etc. 2. Understand intermediate	playing in a game.	QuaverEd P.E. Lessons
concepts of volleyball, i.e., "magic		CATCH PE 3 - 5 Activity Cards

(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.

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

Misconceptions

- Dribbling a basketball with two hands

	T
2.6	
2.7 A, B	
TEKS	Process Standards
Movement	Learn the proper way to enter the gym .
3.1A- Travel in forward, sideways, and backwards and	Practice daily warm up and exercise routine.
change direction quickly and safely in dynamic	
situations	Follow Rules and Procedures
3.2A- Identify similar positions in a variety of	Ongoing Essential Skills/Repeated Standards
movements such as straddle positions, ready position,	3.2B- Know that practice, attention, and effort are
and bending knees to absorb force	required to improve skills
Physical Activity and Health	
3.3E- Identify opportunities for participation in physical	3.3A- Describe and select physical activities that provide for enjoyment and challenge
activity in the community such as little league and parks	provide for enjoyment and challenge
and recreation	3.3B- Participate in moderate to vigorous physical
3.4D- Identify principles of good posture and its impact	activities on a daily basis that cause increased heart
on physical activity	rate, breathing rate, and perspiration
<u>Social Development</u>	3.5A- Use Equipment safely and properly
3.6A,B	3.5B- Select and use proper attire that promotes
3.7A,B,C	participation and prevent injury
	3.6B- Explain the importance of basic rules in games and activities
	and activities
ELPS	3.7A- Follow rules, procedures, and etiquette
Share information incorporate	3.7B- Persevere when not successful on the first try in
Use accessible language	learning movement skills

Use prior knowledge and experience	3.7C- Accept and respect differences and similarities in
Non-verbal cues	physical abilities of self and others

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 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 can demonstrate key elements of hand dribbling.

Essential Questions	Vocabulary
Where should your hands be on the basketball	Double Dribble
when you are shooting?	 Traveling
 Give three tips for dribbling a basketball 	 Lob Pass
correctly.	 Bounce Pass
 What are the three important parts of passing 	 Chest Pass
a basketball?	 Defense
	 Offense

lopted Resources	General Student Activities (Rtl Tier 1)
Catch Activity Box	-Introduction
You Tube	-Warm-up/ exercises
Open Physed	-Teach proper bouncing, shooting, and passing form
Physed Games	- Play reinforcing games
• <u>Fitnessgram</u>	-Closure/ Check-in/ Self-Assessment
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)	SpEd/504/	GT/Advanced
-Non-verbal communication	Struggling/Rtl Tier	-Opportunity to peer tutor
-Use of Total Physical Response (coordination of	2&3	struggling students
speech and action)	-Peer tutoring from	-Opportunity for self-selection
-Predictable routines and signals	advanced students	
- Visual Aids/ Demonstrations	-Modified exercises	
	and activities	
	-Opportunity for	
	self-selection	

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

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

(3)Unit 8: Low Organized Games

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

Misconceptions Running 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

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

TEKS

Movement

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

3.2A- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force

Physical Activity and Health

3.4B- Distinguish between aerobic and anaerobic activities

Social Development

- 3.6A- identify components of games that can be modified to make the games and participants more successful
- 3.7A,B,C

ELPS

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

- 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 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	
0	Can I participate in	cooperation	
	low-organized games?	 organized game 	
0	Can I follow the rules of	o rules	
	low-organized games?		
0	Can I work cooperatively		
	during low-organized games?		
Adop	ted Resources	General Student Activities (RtI Tier 1)	
•	Catch Activity Box	-Introduction	
•	You Tube	-Warm-up/ exercise	
•	Open Physed	-explanation of organized games	
•	Physed Games	-gameplay	
•	<u>Fitnessgram</u>	-closure/ check-in/ self-assessment	
•	PE Central		
•	CATCH PE 3 - 5 Activity Cards		

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

	Sub Unit 1-Cooperative Games	
Objectives	Goals	Suggested Activities/Resources
I can participate in games while	The student can develop	5 Cooperative Games
working with teammates.	sportsmanship skills.	
	The student can develop	6 cooperative games
	cooperation skills	
	The student can participate in	
	games with rules	
	Sub Unit 2- Holiday Games	
Objectives	Goals	Suggested Activities/Resources
I can participate in games while	The student can develop	Suggested Activities/Resources Snowman Blitz
•	The student can develop sportsmanship skills.	Snowman Blitz
I can participate in games while	The student can develop sportsmanship skills. The student can develop	
I can participate in games while	The student can develop sportsmanship skills. The student can develop cooperation skills	Snowman Blitz Elf Express
I can participate in games while	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules	Snowman Blitz
I can participate in games while	The student can develop sportsmanship skills. The student can develop cooperation skills	Snowman Blitz Elf Express Elves on the Run
I can participate in games while	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules	Snowman Blitz Elf Express
I can participate in games while	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules	Snowman Blitz Elf Express Elves on the Run
I can participate in games while	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules	Snowman Blitz Elf Express Elves on the Run

(3)Unit 9: Orientation

Designated Grading Period/# Days: 3⁻⁻ 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.

Misconceptions

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

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

TEKS

Process Standards

Physical Activity and Health

3.5A,B,

Social Development

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
 - o use equipment safety and properly
 - know and apply sate practices
 - o explain how proper shoes and clothing promotes safe play
 - o explain appropriate reactions to emergencies in physical activities
- The student understands basic components such as strategies and rules of structured physical activities including
 - o explain the concept and importance of teamwork
- The students develops positive self-management and socials kills and is expected to
 - o 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	
What are some of the classroom rules	 Expectations 	
established today?	o Rules	
 What is the difference between personal and 	 Routine 	
general space?	 Fairness 	
How do you know when movements during PE	 Communication 	
should start or stop?	 Respect 	
What are our classroom questions discussed	 Team player 	
during class?	 Encourage 	
Do good sports cheat?		

 What are some examples of good and bad sportsmanship? What does it mean to be a good sport? 		
Adopted Resources	General Student A	Activities (RtI Tier 1)
Catch Activity Box	-Introduction	
You Tube	-Daily Exercises	
Open Physed	-Review rules and	procedures
 Physed Games 	-Play reinforceme	nt games for procedures and rules
• <u>Fitnessgram</u>	-Review safety for	campus and classroom/gym
PE Central	-Review sportsma	nship
 QuaverEd P.E. Lessons 	-Play team buildin	g/ sportsmanship games
 CATCH PE 3 - 5 Activity Cards 	-Closure/ Check-in	/ Self Assessment
 <u>CATCH.org Lessons</u> - Unit 6 Staying Safe 		
	rentiation	
Use of self section, modified exercises and activities, and teacher according to the self section.	ommodation	
English Language Learners (ELL)	SpEd/504/	GT/Advanced
-Non-verbal communication	Struggling/Rtl Tier	-Opportunity to peer tutor
-Use of Total Physical Response (coordination of	2&3	struggling students
speech and action)	-Peer tutoring from	-Opportunity for self-selection
-Predictable routines and signals	advanced students	
- Visual Aids/ Demonstrations		

	-Modified exercises	
	and activities	
	-Opportunity for	
	self-selection	
	Strategies for Instruction/Teacher Supp	orts
	Sub Unit 1-Rules, Procedures	
	and Safety Review	
Objectives	Goals	Suggested Activities/Resources
I can learn classroom rules and	-Students understand classroom	https://www.youtube.com/watch?v
procedures.	producers such as start and stop	<u>=xW6h0Vlv9T0&t=484s</u>
	signals and daily exercises routine	-https://www.youtube.com/watch?
	-Students understand classroom	v=h Q6RS660LM
	rules and consequences/ rewards	-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
		<u>CATCH.org Lessons</u> - 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.

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

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.

Process Standards

Learn the proper way to enter the gym.

Practice daily warm-up and exercise routine.

activities such as forward roll, shoulder roll, and safety rolls

- 3.1G- Transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam
- 3.2A- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force

Physical Activity and Health

- 3.3C- Participate in appropriate exercises for developing flexibility
- 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
- 3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation
- 3.4D- Identify principles of good posture and its impact on physical activity

Social Development

- 3.6A,B
- 3.7A,B,C,D

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

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 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.

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Essential Questions	Vocabulary	

 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? 	BalanceTransferring weightAgilityRollingSwinging				
Adopted Resources	General Student Activities (Rtl Tier 1)				
 Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central QuaverEd P.E. Lessons CATCH PE 3 - 5 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)	SpEd/504/	GT/Advanced
-Non-verbal communication	Struggling/RtI Tier	-Opportunity to peer tutor
-Use of Total Physical Response (coordination of	2&3	struggling students
speech and action)	-Peer tutoring from	-Opportunity for self-selection
-Predictable routines and signals	advanced students	
- Visual Aids/ Demonstrations	-Modified exercises	
	and activities	
	-Opportunity for	
	self-selection	

Strategies for Instruction/Teacher Supports					
Sub Unit 1-Gymnastics					
Objectives	Goals	Suggested Activities/Resources			
	The student can practice balance	CATCH cards			
I can practice balance and	skills.	464-472			
coordination.	The student can learn to roll	Noodles Can't Balance Educational			
I can roll sideways.	sideways	Gymnastics			
I can walk on a balance beam.	The student can learn to balance on	http://www.pecentral.org/lessonid			
	a beam.	eas/ViewLesson.asp?ID=9945#.WU			
		<u>FJfOvysdU</u>			
		Round off@			
		http://www.wikihow.com/Do-a-rou			
		nd-off-in-gymnastics			
Objectives	Goals	Suggested Activities/Resources			
I can use a scooter board while	The student can properly use a				
demonstrating balance and	scooter board	https://www.gophersport.com/blog			
coordination.	The student can properly use a hula	<u>/6-scooter-games-pe/</u>			
	hoop				
	The student can demonstrate	Scooter Pinball			
	balance and coordination while	http://www.peuniverse.com/videos			
	using equipment	/?tag_id=1379			

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

(3)Unit 11: Jump Rope

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.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to perform various jump roping skills from previous years.

Movement

2.1 A

Designated Grading Period/# Days: 3⁻⁴ 9 weeks: Weeks 4 - 6 / 14 days

Misconceptions

- Everyone can use the same size jump rope

Physical Activity and Health

2.3 B, C, D

2.5 A, B, F

Social Development

2.7 A, B

TEKS

Movement

- 3.1I- Demonstrate various step patterns and combinations of movement in repeatable sequences3.2A- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force
- **Physical Activity and Health**
- 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

Social Development

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

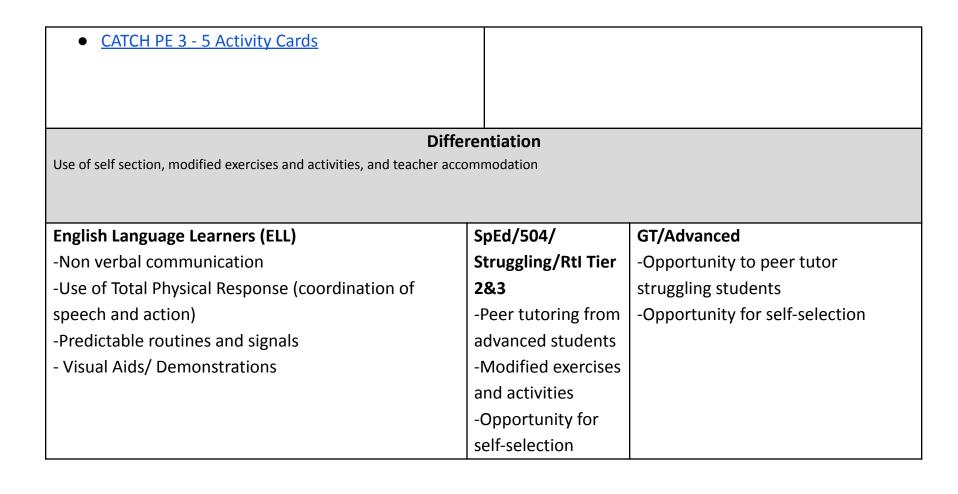
- 3.2B- Know that practice, attention, and effort are required to improve skills
- 3.3A- Describe and select physical activities that provide for enjoyment and challenge
- 3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and 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

3.6B	3.7A- Follow rules, procedures, and etiquette
 3.7A,B,C ELPS Share informations incorporate Use accessible language Use prior knowledge and experience Non-verbal cues 	3.7B- Persevere when not successful on the first try in learning movement skills3.7C- Accept and respect differences and similarities in physical abilities of self and others

- 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 can perform jump rope skills and properly turn a long jump rope.
- The student can learn about the cardiovascular system and nutrition.

|--|

 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? 	 ○ 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 (Rtl Tier 1)	
Catch Activity Box	-Introduction	
You Tube	-Warm u/ exercises	
Open Physed	-teach jump rope skills	
Physed Games	-teach health topics	
• <u>Fitnessgram</u>	-reinform with practice and games	
PE Central	-closure/ check-in/ self-assessment	
 QuaverEd P.E. Lessons 		



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Sub Unit 2- Jum	p Rope Skills
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Objectives	Goals	Suggested Activities/Resources
l can participate in jump rope	The students participate in Kid	CATCH Box Cards
activities.	Heart Challenge or other jump rope	175-227
I can learn about heart health and	activities	
nutrition.		Kids Heart Challenge Charts and
cardiovascular-respiratory	The students learn about heart	Video
fitness	health and nutrition through AHA	
rhythm	or other resources	Single Jump Ropes@
 creativity in working out 		http://portfolios.valdosta.edu/smcl
original steps and		ark/artifact_21.htm
combinations		
agility and coordination		AHA/ Health Resources
		https://www.youtube.com/watch?v
		=zW0Z_ttC0c4&list=PLrDeLRAEJG0
		byG3k6PajFE5aBRUexl-Xx
		https://www.jumprope.org.au/
		https://www.youtube.com/watch?v
		=2PFWpd_pxm8&t=6s

		1-11
		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	
Objectives	Goals	Suggested Activities/Resources
I can participate in jump rope	The students participate in Kid	CATCH Box Cards
activities .	Heart Challenge or other jump rope	175-227
I can learn about heart health and	activities	
nutrition.		Kids Heart Challenge Charts and
 cardiovascular-respiratory 	The students learn about heart	Video
fitness	health and nutrition through AHA	
• rhythm	or other resources	Single Jump Ropes@
 creativity in working out 		http://portfolios.valdosta.edu/smcl
original steps and		ark/artifact 21.htm
combinations		I

	https://www.youtube.com/watch?v
	=zW0Z_ttC0c4&list=PLrDeLRAEJG0
	<u>byG3k6PajFE5aBRUexl-Xx</u>
	https://www.jumprope.org.au/
	https://www.youtube.com/watch?v
	=2PFWpd_pxm8&t=6s
	https://www.youtube.com/watch?v
	=-J1hmmy1OB4
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(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

Social Development

3.6A,B

3.7A,B,C

ELPS

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

- 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 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

- 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.

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Essential Questions	Vocabulary
 1. How does the parachute activity cooperation and teamwork? 	relate to O Air/ Air Currents O Aerobic Exercises
 2. How can the principles learned related and applied to other aspec student's life? 	
 3. How can the parachute be used activities to help enhance student cooperation? 	
Adopted Resources	General Student Activities (Rtl Tier 1)
Catch Activity Box	-Warm-up/ exercises
You Tube	-Teach parachute skill
 Open Physed 	-play reinforcing games
 Physed Games 	-discuss upper body strength and how physical activity
• <u>Fitnessgram</u>	can be fun
PE Central	-closure/ check-in/ self-assessment
 QuaverEd P.E. Lessons 	
CATCH PE 3 - 5 Activity Cards	

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

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

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

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

3.5 A,B Social Development	3.2B- Know that practice, attention and effort are required to improve skills
3.6 A,B 3.7 A,B,C	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
ELPSShare informations incorporate	3.6B- Explain the importance of basic rules in games and activities
Use accessible languageUse prior knowledge and experience	3.7A- Follow rules, procedures, and etiquette
Non-verbal cues	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

- 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.

Essential Questions		Vocabulary	
0 0	 Why is it important to kick the ball with your toes? Where should you stand when trying to kick a stationary ball? When dribbling what happens when you kick the ball really hard? When kicking or shooting, why is it important to stand at a 45-degree angle? 	 Kickball Beanbag Toss 4-Square Capture the Flag 	
Adop	Adopted Resources General Student Activities (Rtl Tier 1)		Activities (Rtl Tier 1)
•	Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central CATCH PE 3 - 5 Activity Cards	-Introduction -Warm-up/ exercises -Play reinforcing game -Closure/ Check-in/ Self-Assessment	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation			
_	h Language Learners (ELL)	SpEd/504/	GT/Advanced
-Non-	verbal communication	Struggling/Rtl Tier 2&3	-Opportunity to peer tutor struggling students

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

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

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.

Prerequisites (TEKS and Specificity)

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

Movement

2.1 A

Physical Activity and Health

2.3 B, C, D

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

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

2.5 A, B, F	
Social Development	
2.7 A,B	
TEKS	Process Standards
Movement	Learn the proper way to enter the gym.
3.1A- Travel in forward, sideways, and backwards and	Practice daily warm-up and exercise routine.
change direction quickly and safely in dynamic situations	Follow Rules and Procedures
3.1J- Demonstrate key elements in manipulative skills	Ongoing Essential Skills/Repeated Standards
such as underhand throw, overhand throw, catch and kick such as position your side to the target	3.2B- Know that practice, attention, and effort are required to improve skills
Physical Activity and Health 3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks	3.3A- Describe and select physical activities that provide for enjoyment and challenge
and recreation Social Development 3.6A, B	3.3B- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration
3.7A, B, C	3.5A- Use Equipment safely and properly
	3.5B- Select and use proper attire that promotes participation and prevent injury
ELPSShare information incorporate	3.6B- Explain the importance of basic rules in games and activities
 Use accessible language 	3.7A- Follow rules, procedures, and etiquette
 Use prior knowledge and experience 	

Non-verbal cues	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

- 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 can develop basic dribbling and kicking skills, and identify a soccer game.

Essential Questions	Vocabulary
 1. What is the proper way of dribbling a soccer ball? 	O Passing
 2. What part of the foot should you use to kick a ball correctly? 	○ Kicking
3. Who can use their hands in a soccer game?	O Dribbling
 4. When do you use a throw-in during a soccer 	○ Shooting
game? O 5. What things constitute a good pass?	○ Trapping

Adopted Resources	General Student Activities (Rtl Tier 1)
Catch Activity Box	-Introduction
You Tube	-Teach dribbling, passing, shooting
Open Physed	-Intro to soccer
Physed Games	-play reinforcement games
• <u>Fitnessgram</u>	-closure/ check-in/ self-assessment
PE Central	
 QuaverEd P.E. Lessons 	
 <u>CATCH PE 3 - 5 Activity Cards</u> 	

Differentiation

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

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

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

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

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

Objectives	Goals	Suggested Activities/Resources
		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"

(3)Unit 15: Track and Field

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

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.

Prerequisites (TEKS and Specificity)

Students should have a basic knowledge of how to perform the various skills involved in track from previous years.

Movement

2.1 A

Physical Activity and Health

2.3 B, C, D

Misconceptions

- All races are run the same way.

Designated Grading Period/# Days:

Improper running and throwing techniques for events.

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

3.7A,B,C	3.7B- Persevere when not successful on the first try in learning movement skills
 Share informations incorporate Use accessible language Use prior knowledge and experience Non-verbal cues 	3.7C- Accept and respect differences and similarities in physical abilities of self and others

- 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

0	1. Describe the components of a relay.		 20-yard dash 		
0	2. What is a "scratch" in the long jump?		 40-yard dash 		
0	3. What is an important strategy in running a		 Hurdles 		
	distance race?		Shot put		
0	4. What is the difference between field events		 Discus (Flying Discs) 		
	and track events?		 Relays 		
0	5. What are the lifelong health benefits that				
	can be attained by participating in track and				
	field?				
Adop	ted Resources		General Student Activities (Rtl Tier 1)		
•	Catch Activity Box		-Introduction		
•	You Tube		-Warm Up/ Exercises		
•	Open Physed		-Teach various running events		
•	Physed Games		Teach field events		
•	<u>Fitnessgram</u>		-Teach sun safety		
•	PE Central		-Play reinforcing games		
•	QuaverEd P.E. Lessons		-Closure/ Check in/ Self Assessment		
•	CATCH PE 3 - 5 Activity Cards				
			ntiation		
Use of	self section, modified exercises and activities, and teacher acco	mm	nodation		

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

St	rategies for Instruction/Teacher Suppo	orts
	Sub Unit 1-Running Events	
Objectives	Goals	Suggested Activities/Resources
Understand the rules, procedures,	Successfully demonstrate track and	Famous Faces Field Day
and strategies of track & field	field skills including throwing and	http://www.pecentral.org/lessonid
events such as javelin, discus, and	running.	eas/ViewLesson.asp?ID=8486#.WU
running events	Develop knowledge concerning	<u>KglusrldU</u>
	fitness components included in	
	track and field.	Go for the Gold
		http://www.pecentral.org/lessonid
		eas/ViewLesson.asp?ID=8710#.WU
		<u>KhGusrldU</u>
	Sub Unit 2-Field Events	
Objectives	Goals	Suggested Activities/Resources
Understand the rules, procedures,	Successfully demonstrate track and	Suggested Activities/ Nesources
and strategies of track & field	field skills including throwing and	Famous Faces Field Day
events such as javelin, discus, and	running.	http://www.pecentral.org/lessonid
running events	Develop knowledge concerning	eas/ViewLesson.asp?ID=8486#.WU
	fitness components included in	<u>KglusrIdU</u>
	track and field.	
		Go for the Gold
		http://www.pecentral.org/lessonid

	eas/ViewLesson.asp?ID=8710#.WU
	<u>KhGusrldU</u>
	QuaverEd P.E. Lessons
	CATCH DE 2 E Activity Cards
	CATCH PE 3 - 5 Activity Cards

(3)Unit 16: Wiffle Ball	Designated Grading Period/# Days: 4 th 9 weeks: Weeks 10 - 11 / 8.5 days
BIG IDEA: I can Learn the proper techniques to striking	Misconceptions
a ball while using striking objects.	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.	
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

3.1J- 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

3.3E- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation

Social Development

3.6A, B

3.7A, B, C

ELPS

- 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

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

- 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 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 students apply all skills learned to strike a ball with and without a manipulative.

Essential Questions	Vocabulary
----------------------------	------------

 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? 	SoftballBaseballWiffle BallBases
 5. What are the proper steps for throwing a ball? 	StrikeBallFoul
	OutGroundballPopfly
Adopted Resources	General Student Activities (Rtl Tier 1)
Catch Activity Box	-Introduction
You Tube	-Warm-Up/ Exercises
Open Physed	-Teach proper throwing/pitching skills
Physed Games	-Teach proper batting/striking skills
• <u>Fitnessgram</u>	-Teach sun safety
PE Central	-Play reinforcing games
 QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards 	-Closure/ Check in/ Self Assessment

-	cc					
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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	Goals	Suggested Activities/Resources
1. hit a ball off a tee using proper	To be able to hit a ball off a	Cone Baseball
technique	cone/tee and progress to hitting	http://www.pecentral.org/lessonideas/ViewL esson.asp?ID=15#.WUKR-OvysdU
	ball pitched to them	CSSOTI.dSp:1D=15#.VVOKIT OVYSGO
		Wiffle Ball Lesson Plan
		Rules of Wiffle Ball
	Sub Unit 2- STAAR Test	
Objectives	Goals	Suggested Activities/Resources
	300.0	QuaverEd P.E. Lessons
		CATCH PE 3 - 5 Activity Cards
	Sub Unit 3-Wiffle Ball Skills	
Objectives	Goals	Suggested Activities/Resources
1. throw a ball overhand using	To be able to perform the skills	Cone Baseball
proper technique.	required in Wiffle ball	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU
2. hit a ball off a tee using proper		25552551 25 27.7540
technique		

3. run bases in the correct order.		Wiffle Ball Lesson Plan
4. field a ball rolled on the ground.		
5. field a batted ball.		Rules of Wiffle 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.		
	Sub Unit 4-Wiffle Ball Game	
	Preparation	
Objectives	Goals	Suggested Activities/Resources
1. throw a ball overhand using	To understand the rules of Wiffle	Cone Baseball
proper technique.	ball and apply them while playing in	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU
2. hit a ball off a tee using proper	a game.	<u>esson.asp:nb=13#.vvokn=0vysdo</u>
technique		Wiffle Ball Lesson Plan
3. run bases in the correct order.		wille buil bessell han
4. field a ball rolled on the ground.		Rules of Wiffle Ball
- 6 1 1 1 1 1		Nates of Willie Ball
5. field a batted ball.		
5. field a batted ball.6. understand basic concepts of		
6. understand basic concepts of		

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

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

TEKS

Physical Activity and Health

4.4B

4.5A,B,

Social Development

4.6A,B

4.7A,B,C,D

Designated Grading Period/# Days:

1st 9 weeks: Week 1 / 5 days

Misconceptions

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

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.

ELPS

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

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;
- 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:

- The students understands and applies safety practices associated with physical activities
 - o use equipment safety and properly
 - o explain how proper shoes and clothing promotes safe play
- The student understands basic components such as strategies and rules of structured physical activities including
 - o distinguish between compliance and noncompliance with rules and regulations
 - o analyze potential risks associated with unsafe movement and improper use of equipment
- The students develops positive self-management and socials kills and is expected to
 - o follow rules, procedures, and etiquette
 - o respond to winning and losing with dignity and understanding
 - work independently and stay on task
 - o 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
 What are some of the classroom rules established today? What is the difference between personal and general space? 	 Expectations Rules Routine
 How do you know when movements during PE should start or stop? What are our classroom questions discussed during class? 	FairnessCommunicationRespect

 Do good sports cheat? What are some examples of good and bad sportsmanship? What does it mean to be a good sport? Adopted Resources	 Team player Encourage General Student Activities (RtI Tier 1)
Catch Activity Box	Daily Exercise
You Tube	Classroom Expectations/Safety
Open Physed	Start and Stop/ Verbal and Non Verbal cues
Physed Games	Spatial Awareness:
• <u>Fitnessgram</u>	Personal and General Space
PE Central	
 QuaverEd P.E. Lessons 	
 CATCH PE 3 - 5 Activity Cards 	
 <u>CATCH.org Lessons</u> - Unit 6 Staying Safe 	

Differentiation

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

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

Strategies for Instruction/Teacher Supports		
Sub Unit 1-Rules and Procedures		
Objectives	Goals	Suggested Activities/Resources
I can learn classroom rules and	-Students understand classroom	Introduction/Daily announcements
procedures.	producers such as start and stop	Warm-ups
	signals and daily exercises routine	People Finder II
	-Students understand classroom	
	rules and consequences/ rewards	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	Goals	Suggested Activities/Resources
I can learn classroom safety and the	-Students understand classroom	
importance of sportsmanship.	safety such as proper clothing/	<u>Sportsmanship</u>
	shoes and appropriate responses in	
	emergencies	Open Phys ED-Sportsmanship
	-Students understand what good	
	sportsmanship is and why it's	
	important	
	Sub Unit 3	
Objectives	Goals	Suggested Activities/Resources
	Sub Unit 4	,
Objectives	Sub Unit 4 Goals	Suggested Activities/Resources
Objectives		Suggested Activities/Resources QuaverEd P.E. Lessons
Objectives		
Objectives		QuaverEd P.E. Lessons

(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

TEKS

3.7A,B,C

Misconceptions

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

Process Standards

Movement

Learn the proper way to enter the gym.

Practice daily warm-up and exercise routine.

- 4.1A- Demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations 4.1C- Combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences
- 4.1E- Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts
- 4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force

Physical Activity and Health

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

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;
- 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:

- The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms
 - o 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
 - o 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
 - o 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 kills and is expected to
 - o 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
 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? 	 Agility Chasing Dodging Fleeing Ducking
Adopted Resources	General Student Activities (Rtl Tier 1)
 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

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

Strategies for Instruction/Teacher Supports Sub Unit 1-Locomotor Skills		
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		

Objectives 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.	Goals To be able to evade other students To use strategy while participating in various activities To be able to tag/catch other students	Suggested Activities/Resources CATCH card-28 Elbow Tag Flag Tag Space Tag Batman & Robin QuaverEd P.E. Lessons CATCH PE 3 - 5 Activity Cards
Objectives	Sub Unit 4 Goals	Suggested Activities/Resources

(4) Unit 3: Fitness/Health BIG IDEA: Learn the benefits of aerobics and the difference between aerobic and anaerobic conditioning. Prerequisites (TEKS and Specificity) Students should have a basic knowledge of the importance of an active and healthy lifestyle. Movement 3.1A, B, C, E, 3.2A, B

Physical Activity and Health

3.3A, B, C, D,

3.4A, B, C, D

3.5A, B, D

Social Development

3.6A, B

3.7A, B, C

TEKS

Movement

4.2C

Physical Activity and Health

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

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

- 4.4C- Identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility
- **4.4D- Identify major muscle groups and the movements they cause**
- 4.4E- Describe the relationship between food intake and physical activity such as calories consumed and calories expended
- 4.4F- Explain the link between physical activity/inactivity and health such as reduce stress and burn calories
- 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
- 4.4H- Describe the need for rest and sleep in recovering from exercise
- 4.4I- Identify sources of information on skill improvement, fitness, and health such as books and technology
- 4.5D- Identify potential risks associated with physical activities.

Social Development

4.6A, B

4.7A, B, C, D

- 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

ELPS

- Share information 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 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 will know the benefits of participating in physical activity and factors that negatively affect performance.

Essential Questions	Vocabulary
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 What are the benefits of aerobics? What is the difference between Anaerobic and aerobic exercise? What is aerobic conditioning? 		Aerobic conditioning Anaerobic conditioning
Adopted Resources		General Student Activities (Rtl Tier 1)
 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 Nutring Activity 	tion and Physical	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
Use of self section, modified exercises and activi		ntiation modation

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

Objectives	Goals	Suggested Activities/Resources
I can understand that blood carries	-The student understands how	-Go over the function of the blood
oxygen and nutrients to the body.	physical acidity affects overall	https://www.youtube.com/watch?v
I can understand that physical	health	<u>=f9ONXdanM</u>
activity strengthens the whole	-The student understands what a	
body.	physically active life is vs an inactive	-go over how physical activity
	life.	affects overall health
	-The students can locate the heart	-go how smoking, lack of sleep, ad
	in the body and state its function.	poor nutrition negatively affects the
		body
	Sub Unit 3	
Objectives	Goals	Suggested Activities/Resources
		QuaverEd P.E. Lessons
		CATCH PE 3 - 5 Activity Cards
		<u>CATCH.org Lesson</u> - Unit 2 Nutrition
		and Physical Activity
	Sub Unit 4	
Objectives	Goals	Suggested Activities/Resources

(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.

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

Misconceptions

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

Process Standards

Learn the proper way to enter the gym.

TEKS

Movement

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

4.11- 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
participate

Mastery-Level, PRIORITY Standards:

- 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 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 can perform rhythmic sequences.

Essential Questions	Vocabulary
1. What safety rules should be	O Square Dance
followed while participating in	O Scatter Square Dance
the dance unit?	Tinikling
2. What is the history of	Philippines
dance?	• •
 3. What have you learned 	O Folk
while participating in the folk	○ Beater
dance, ballroom dancing	

	and/or popular dance unit?	
0	4. What can you learn about	
	other cultures by learning a	
	dance?	
0	5. What is rhythm?	
0	6. Why do we study the dance	
	of other cultures?	
0	7. Where in our environment	
	do we find examples of	
	rhythm?	
0	8. How do different cultures	
	across the world use dance?	
0	9. What connections can be	
	made between dance and	
	healthful living?	
Adop	ted Resources	General Student Activities (Rtl Tier 1)
•	Catch Activity Box	-Introduction
•	You Tube	-Warm-up/ exercises
•	Open Physed	-Review rhythm
•	Physed Games	-Teach dance steps
•	<u>Fitnessgram</u>	-practice dance steps
•	PE Central	-Closure/ check-in/ Self Assessment
•	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)** SpEd/504/ Struggling/Rtl Tier 2&3 **GT/Advanced** -Non-verbal communication -Peer tutoring from advanced -Opportunity to peer tutor students struggling students -Use of Total Physical Response -Modified exercises and activities -Opportunity for self-selection (coordination of speech and action) -Predictable routines and signals -Opportunity for self-selection - Visual Aids/ Demonstrations

Str	ategies for Instruction/Teacher Suppo	orts
	Sub Unit 1-Tinikling	
Objectives	Goals	Suggested Activities/Resources
Learn the history of Tinikling, a	To be able to perform the skills	
Filipino Folk Dance.	necessary for tinikling.	Dance Steps
Learn and demonstrate the		http://www.giancruz.com/portfolio
techniques of the dance and how it	Recognize, recall, and perform steps	/imd110/city/history.html
benefits the cardiovascular system	and dances with minimum	
	assistance from the instructor.	Tinikling - Philippine Bamboo
	Be aware of characteristic steps	Dance
	and patterns within dances of	http://www.pecentral.com/lessonid
	certain countries and the	eas/ViewLesson.asp?ID=9713#.WTI
		<u>y4usrKUk</u>
	Sub Unit 2- Square Dance	
Objectives	Goals	Suggested Activities/Resources
To learn the steps and rhythm	To be able to perform the skill	Steps to dance
needed for various square dances.	needed to square dance	
_	·	Dances
	Recognize, recall, and perform steps	
	and dances with minimum	Scatter Square Dance
	assistance from the instructor.	http://www.sparkpe.org/wp-conte
		nt/uploads/CTAHPERD.pdf
		QuaverEd P.E. Lessons

		CATCH PE 3 - 5 Activity Cards
L	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

TEKS

Movement

- 4.1A- Demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations 4.1B- Catch an object while traveling such as catch a football pass on the run
- 4.1K- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.
- 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

- 4.3F- 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

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
- 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

 4.7A, B, C, D ELPS Share information incorporate Use accessible language Use prior knowledge and experience Non-verbal cues 	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:

- 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 can demonstrate proper form when throwing and catching

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• CATCH PE 3 - 5 Activity Cards

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

Strategies for Instruction/Teacher Supports Sub Unit 1- Football Skills			
1. Key elements of performing	To be able to perform the skills	Catch Box	
manipulative	needed in football.		
skills such as throw and catch		Football Activities	
include			
attention to form, power, accuracy,		QuaverEd P.E. Lessons	
and			
follow-through.		CATCH PE 3 - 5 Activity Cards	
2. Key elements of mature			
movement			
patterns of throw for distance and			
speed			
include catch and jump.			
	Sub Unit 2- Football Activities		
Objectives	Goals	Suggested Activities/Resources	
1. Key elements of performing	To be able to perform the skills		
manipulative	needed in football.	Catch Box	
skills such as throw and catch			
include		Football Activities	
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.		
	Sub Unit 3	
Objectives	Goals	Suggested Activities/Resources
	Sub Unit 4	
Objectives	Goals	Suggested Activities/Resources

(4)Unit 6: Volleyball	Designated Grading Period/# Days: 2 [™] 9 weeks: Weeks 4-5 / 10 days
BIG IDEA: Demonstrate proper volleyball techniques when striking, volleying, throwing and catching. Learn the game of volleyball.	- Improper volleyball techniques, when striking and volleying You have to always hit the volleyball hard

Prerequisites (TEKS and Specificity)

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

Movement

3.1A, B, D, J

3.2A, B

Physical Activity and Health

3.3A, B, C

3.4

3.5A, B, D

Social Development

3.6A, B

3.7A, B, C

TEKS

Movement

- 4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force
- 4.1K- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat
- 4.2A- Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving

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

- 4.2B- 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:

- 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 can demonstrate key elements of volleying and striking.

Essential Questions	Vocabulary
1. Describe how your hands	O Volleying
and arms should look when bumping volleyball.	○ Striking
2. How would you teach	O Throwing
someone to serve volleyball?3. What is the ready position?	○ Catching
	O Bump
	○ Serve
Adopted Resources	General Student Activities (Rtl Tier 1)
Catch Activity Box	Volleyball 4-square
You Tube	Overhead Pass jingle
Open Physed	Giant Volleyball
Physed Games	Keep it up

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

St	rategies for Instruction/Teacher Sup	ports
	Sub Unit 1-Volleyball Skills	
Objectives	Goals	Suggested Activities/Resources
1. serve a ball underhand over the	To be able to perform the skills	Volleyball 4-square
net. 2. volley a ball using finger pads	needed in volleyball.	Overhead Pass jingle
3. forearm pass a ball		
4. set a ball to partner		Giant Volleyball
4. Set a ball to partile!		http://www.pecentral.org/lessonideas/VI
		EWLESSON.asp?ID=808#.WThE5usrIdU
		Keep it up
		http://www.pecentral.org/lessonideas/Vi
		ewLesson.asp?ID=1057#.WThGH-srIdU
	Sub Unit 2-Volleyball Activities	<u> </u>
Objectives	Goals	Suggested Activities/Resources
1. serve a ball underhand over the	To be able to perform the skills	Volleyball 4-square
net.	needed in volleyball.	
2. volley a ball using finger pads	,	Overhead Pass jingle
3. forearm pass a ball		
4. set a ball to partner		Giant Volleyball
Set a ball to partile!		http://www.pecentral.org/lessonideas/VI
		EWLESSON.asp?ID=808#.WThE5usrIdU
		Keep it up

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

`1(4)Unit 7: Basketball	Designated Grading Period/# Days: 2™ 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

3.1A, B, C, D, J

3.2A, B

Physical Activity and Health

3.3A, B, E

3.4D

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

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

- 4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force
- 4.1K- demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat

Physical Activity and Health

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,B,C,D

ELPS

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

- 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;
- 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:

- 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 can demonstrate key elements of hand dribbling.

Essential Questions	Vocabulary
 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? 	 Double Dribble Traveling Lob Pass Bounce Pass Chest Pass Defense Offense
Adopted Resources	General Student Activities (RtI Tier 1)

- Catch Activity Box
- You Tube
- Open Physed
- Physed Games
- <u>Fitnessgram</u>
- PE Central
- QuaverEd P.E. Lessons
- CATCH PE 3 5 Activity Cards

- -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
1. learn simple lead-up games.	To be able to perform the skills	CATCH Cards
2. pass a ball using chest, bounce,	needed in basketball.	Basketball-368,373,377,388
and two-hand overhead pass.		Teaching Basketball
3. shoot a ball using a chest shot.		5 Basketball Games That Teach
4. understand basic basketball		<u>Skills</u>
concepts, i.e., double dribble,		
traveling, foul, etc.		QuaverEd P.E. Lessons
5. shoot a one-hand set shot.		
6. dribble for speed and accuracy.		CATCH PE 3 - 5 Activity Cards
7. learn complex lead-up games.		
8. understand intermediate		
basketball concepts, i.e., offensive		
and defensive formations, and		
strategy for team play.		
	Sub Unit 2-Basketball Activitie	s

Objectives	Goals	Suggested Activities/Resources
1. learn simple lead-up games.	To be able to perform the skills	CATCH Cards
2. pass a ball using chest, bounce,	needed in basketball.	Basketball-368,373,377,388
and two-hand overhead pass.		
3. shoot a ball using a chest shot.		Teaching Basketball
4. understand basic basketball		5 Basketball Games That Teach
concepts, i.e., double dribble,		Skills
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.		
	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

Carries	
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	Process Standards
Movement 4.1A- Demonstrate changes in speed during straight,	Learn the proper way to enter the gym. Practice daily warm-up and exercise routine.
curved, and zig-zag pathways in dynamic situations	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:

- 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
Essential Questions	Vocabalaly
Can I participate in	 cooperation
low-organized games?	o organized game
 Can I follow the rules of 	o rules
low-organized games?	
Can I work cooperatively	
during low-organized games?	
Adopted Resources	General Student Activities (Rtl Tier 1)
Catch Activity Box	-Introduction
You Tube	-Warm-up/ exercise
Open Physed	-explanation of organized games
Physed Games	-gameplay
• <u>Fitnessgram</u>	-closure/ check-in/ self-assessment
PE Central	
 CATCH PE 3 - 5 Activity Cards 	

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

	Strategies for Instruction/Teacher Supp			
Sub Unit 1-Cooperative Games				
Objectives	Goals	Suggested Activities/Resources		
I can participate in games while	The student can develop	5 Cooperative Games		
working with teammates.	sportsmanship skills.			
	The student can develop	6 cooperative games		
	cooperation skills			
	The student can participate in			
	games with rules			
	Sub Unit 2- Holiday Games			
		T		
Objectives	Goals	Suggested Activities/Resources		
-	Goals The student can develop	Suggested Activities/Resources Snowman Blitz		
I can participate in games while				
I can participate in games while	The student can develop			
Objectives I can participate in games while working with teammates.	The student can develop sportsmanship skills.	Snowman Blitz		
I can participate in games while	The student can develop sportsmanship skills. The student can develop	Snowman Blitz		
I can participate in games while	The student can develop sportsmanship skills. The student can develop cooperation skills	Snowman Blitz Elf Express		
I can participate in games while	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules	Snowman Blitz Elf Express		
I can participate in games while	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules	Snowman Blitz Elf Express Elves on the Run		
I can participate in games while	The student can develop sportsmanship skills. The student can develop cooperation skills The student can follow simple rules	Snowman Blitz Elf Express Elves on the Run		

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

(4)Unit 9: Orientation

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.

Designated Grading Period/# Days: 3rd 9 weeks: Weeks 1 / 4 days

Misconceptions

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

Prerequisites (TEKS and Specificity)

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

TEKS

Physical Activity and Health

3.5A, B,

Social Development

3.6A

3.7A, C

TEKS

Movement

4.2C

Physical Activity and Health

4.3A

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.

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

ELPS

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

- 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:

• The students understands and applies safety practices associated with physical activities

- o use equipment safety and properly
- o know and apply sate practices
- o explain how proper shoes and clothing promotes safe play
- o explain appropriate reactions to emergencies in physical activities
- The student understands basic components such as strategies and rules of structured physical activities including
 - o explain the concept and importance of teamwork
- The students develops positive self-management and socials kills and is expected to
 - o 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

Essen	tial Questions	Vocabulary
0	What are some of the	 Expectations
	classroom rules established	o Rules
	today?	o Routine
0	What is the difference	o Fairness
	between personal and general	 Communication
	space?	 Respect
0	How do you know when	Team player
	movements during PE should	 Encourage
	start or stop?	
0	What are our classroom cues	
	discussed during class?	
0	Do good sports cheat?	

 What are some examples of 			
good and bad sportsmanship?			
 What does it mean to be a 			
good sport?			
Adopted Resources		General Student A	Activities (RtI Tier 1)
Catch Activity Box		-Introduction	
You Tube		-Daily Exercises	
Open Physed		-Review rules and	procedures
Physed Games		-Play reinforceme	nt games for procedures and rules
• <u>Fitnessgram</u>		-Review safety for	campus and classroom/gym
• PE Central		-Review sportsma	nship
 QuaverEd P.E. Lessons 		-Play team buildin	g/ sportsmanship games
• CATCH PE 3 - 5 Activity Cards		-Closure/ Check-in	/ Self Assessment
CATCH.org Lessons - Unit 6 Staying Safe			
	Differe	ntiation	
Use of self section, modified exercises and activ	vities, and teacher accom	modation	
English Language Learners (ELL)	SpEd/504/ Strugg		GT/Advanced
-Non-verbal communication -Peer tutoring fron		n advanced	-Opportunity to peer tutor
ן -וזטוו-עפוטמו נטווווזעווונמנוטוו	Teer tatoring nor	ii auvanceu	opportunity to peer tutor

-Modified exercises and activities

-Opportunity for self-selection

-Opportunity for self-selection

(coordination of speech and action)

-Predictable routines and signals

- Visual Aids/ Demonstrations					
Strategies for Instruction/Teacher Supports					
	Sub Unit 1-Rules, Procedures				
	and Safety Review				
Objectives	Suggested Activities/Resources				
I can learn classroom rules and	-Students understand classroom	https://www.youtube.com/watch?v			
procedures.	producers such as start and stop	=xW6hOVlv9T0&t=484s			
	signals and daily exercises routine	-https://www.youtube.com/watch?			
	-Students understand classroom	v=h Q6RS660LM			
	rules and consequences/ rewards	-Review safety protocol for your			
		campus as well as classroom safety			
		-Teach/review daily exercises			
Sub Unit 2-					
Objectives	Goals	Suggested Activities/Resources			
		Outputed DE Lossons			
		QuaverEd P.E. Lessons			
		CATCH org Lossons Unit 6 Staying			
		CATCH.org Lessons - Unit 6 Staying Safe			
		Jaie			
	Sub Unit 3				

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

(4)Unit 10: Balance/Coordination

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.

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

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

Prerequisites (TEKS and Specificity)

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

TEKS

Movement

3.1A, B, C, D, E, F, G

3.2A, B

Physical Activity and Health

3.4D

3.5A, B, D

3.2A, B

3.3A, B, C, D

Social Development

3.6A, B

3.7A, B, C, D

TEKS

Movement

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 4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force

lifelong habits.

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

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

4.1G- Transfer weight along and over equipment with good body control

Physical Activity and Health

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

4.4B

4.5A, B,

Social Development

4.6A, B

4.7A, B, C, D

ELPS

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

- 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:

• 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.

Esser	ntial Questions	Vocabulary
0	1. What are the events for	O Balance
	gymnastics?	
0	2. What does it mean to	Transferring weight
	"spot" someone?	O Agility
0	3. When does the sport of	- / 6
	gymnastics become	O Rolling
	dangerous for the	○ Swinging
	participants?	Swinging
0	4. Can I demonstrate balance	
	on a balance beam?	
0	5. Can I demonstrate balance	
	and coordination while	
	performing a gymnastics roll?	

o 6. Can I demonstrate balance			
while using a scooter board?			
o 7. Can I demonstrate			
coordination while using a			
hula hoop?			
Adopted Resources		General Student	Activities (RtI Tier 1)
Catch Activity Box		-Introduction	
You Tube		-Warm up/ exercis	ses
Open Physed		-teach rolling	
 Physed Games 		-teach balance/ ba	alance beam
• <u>Fitnessgram</u>		-reinform with pra	actice and games
• <u>PE Central</u>		-closure/ check-in	/ self-assessment
 QuaverEd P.E. Lessons 			
• CATCH PE 3 - 5 Activity Cards			
		ntiation	
Use of self section, modified exercises and activ	ities, and teacher accomi	modation	
English Language Learners (ELL)	SpEd/504/ Strugg	ling/Rtl Tier 2&3	GT/Advanced
-Non-verbal communication	-Peer tutoring from	<u> </u>	-Opportunity to peer tutor
-Use of Total Physical Response	students		struggling students
(coordination of speech and action)	 -Modified exercise	es and activities	-Opportunity for self-selection

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

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

(4)Unit 11: Jump Rope	Designated Grading Period/# Days: 3 ^d 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 - 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.

Movement

3.1A, B, D, I

3.2A, B

Physical Activity and Health

3.3B, C, D

3.4A, B, C

3.5A, B

Social Development

3.6B

3.7A, B, C

TEKS

Movement

- 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 4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force
- 4.1G- Transfer weight along and over equipment with good body control
- 4.1H- Create a movement sequence with a beginning, middle, and end

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

- **4.1***J* 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 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 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
o 1. How do you hold the rope?		O Jump Rope
 2. How do you position yourself in relation to the other rope holder? 		○ Individual Jump ○ Long Jump Rope
3. How can I be safe when jumping rope?4. What benefits result from		○ Kids Heart Challenge ○ Energy
jumping rope? 5. How and why is my heart an important muscle for		O Proper Nutrition
jumping rope?		O Double side swing O And jump
		○ Skier/bell ○ Criss/cross
		O tripod
Adopted Resources		General Student Activities (Rtl Tier 1)

- Catch Activity Box
- You Tube
- Open Physed
- Physed Games
- <u>Fitnessgram</u>
- PE Central
- QuaverEd P.E. Lessons
- CATCH PE 3 5 Activity Cards

- -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	
I can participate in jump rope	The students participate in Kid	CATCH Box Cards	
activities.	Heart Challenge or other jump rope	175-227	
I can learn about heart health and	activities		
nutrition.		Kids Heart Challenge Charts and	
 cardiovascular-respiratory 	The students learn about heart	Video	
fitness	health and nutrition through AHA		
• rhythm	or other resources	Single Jump Ropes@	
 creativity in working out 		http://portfolios.valdosta.edu/smcl	
original steps and		ark/artifact_21.htm	
combinations			
 agility and coordination 		AHA/ Health Resources	
		https://www.youtube.com/watch?v	
		=zW0Z_ttC0c4&list=PLrDeLRAEJG0	
		byG3k6PajFE5aBRUexl-Xx	
		https://www.jumprope.org.au/	
		https://www.youtube.com/watch?v	
		=2PFWpd_pxm8&t=6s	
		https://www.youtube.com/watch?v	
		=-J1hmmy1OB4	

Sub l	Jnit 2-	Jump Ro	ope Skills
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Objectives	Goals	Suggested Activities/Resources	
l can participate in jump rope	The students participate in Kid	CATCH Box Cards	
activities.	Heart Challenge or other jump rope	175-227	
I can learn about heart health and	activities		
nutrition.		Kids Heart Challenge Charts and	
cardiovascular-respiratory	The students learn about heart	Video	
fitness	health and nutrition through AHA		
rhythm	or other resources	Single Jump Ropes@	
creativity in working out		http://portfolios.valdosta.edu/smcl	
original steps and		ark/artifact_21.htm	
combinations			
 agility and coordination 		AHA/ Health Resources	
		https://www.youtube.com/watch?\	
		=zW0Z_ttC0c4&list=PLrDeLRAEJG0	
		byG3k6PajFE5aBRUexl-Xx	
		https://www.jumprope.org.au/	
		https://www.youtube.com/watch?v	
		=2PFWpd_pxm8&t=6s	
		https://www.youtube.com/watch?	
		=-J1hmmy1OB4	

	Sub Unit 3-Jump Rope, Nutrition and Aerobics	
Objectives	Goals	Suggested Activities/Resources
I can participate in jump rope	The students participate in Kid	CATCH Box Cards
activities.	Heart Challenge or other jump rope	175-227
I can learn about heart health and	activities	
nutrition.		Kids Heart Challenge Charts and
 cardiovascular-respiratory 	The students learn about heart	Video
fitness	health and nutrition through AHA	
• rhythm	or other resources	Single Jump Ropes@
creativity in working out		http://portfolios.valdosta.edu/smcl
original steps and		ark/artifact 21.htm
combinations		_
agility and coordination		AHA/ Health Resources
		https://www.youtube.com/watch?v
		=zW0Z_ttC0c4&list=PLrDeLRAEJG0
		byG3k6PajFE5aBRUexl-Xx
		https://www.jumprope.org.au/
		https://www.youtube.com/watch?v =2PFWpd_pxm8&t=6s

		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 - 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 Movement	
3.1A, E, I	

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

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

- 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:

- 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
- 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
1. How does the parachute activity		O Air/ Air Currents
relate to cooperation and		
teamwork?		Aerobic Exercises
2. How can the principles learned		
here be related and applied to other		
aspects of the student's life?		
aspects of the student's me.		
3. How can the parachute be used in		
different activities to help enhance		
student listening and cooperation?		
4. to develop listening skills		
5. to improve eye-hand coordination		
6. to facilitate rhythmic activities		
Adopted Resources		General Student Activities (Rtl Tier 1)
Catch Activity Box		-Introduction
You Tube		-Warm up/ exercises
 Open Physed 		-Teach parachute skill
 <u>Physed Games</u> 		-play reinforcing games
• <u>Fitnessgram</u>		-discuss upper body strength and how physical activity
PE Central		can be fun
 <u>CATCH PE 3 - 5 Activity Cards</u> 		-closure/ check-in/ self-assessment
	Differe	ntiation
Use of self section, modified exercises and activities, and teacher accommodation		

English Language Learners (ELL) SpEd/504/ Struggling/Rtl Tier 2&3 **GT/Advanced** -Non-verbal communication -Peer tutoring from advanced -Opportunity to peer tutor -Use of Total Physical Response students struggling students (coordination of speech and action) -Modified exercises and activities -Opportunity for self-selection -Predictable routines and signals -Opportunity for self-selection - Visual Aids/ Demonstrations **Strategies for Instruction/Teacher Supports Sub Unit 1-Parachute Skills Objectives** Goals **Suggested Activities/Resources** 1. to promote cooperation between To work as a team to perform **CATCH Box** members of a group various skills while using the 2. to increase back and abdominal **God Bless the USA Parachute** parachute. strength Routine@ 3. to provide vigorous exercise http://www.pecentral.org/LessonI 4. to develop listening skills deas/ViewLesson 5. to improve eye-hand coordination 6. to facilitate rhythmic activities **Sub Unit 2- Parachute Games Objectives** Goals **Suggested Activities/Resources** 1. to promote cooperation between The student participates in fun **CATCH Box** members of a group parachute games in a group while 2. to increase back and abdominal working on upper body strength **God Bless the USA Parachute** and teamwork. Routine@ strength 3. to provide vigorous exercise The student can identify what http://www.pecentral.org/LessonI 4. to develop listening skills muscles are working during deas/ViewLesson gameplay

5. to improve eye-hand	The student learns that physical	CATCH PE 3 - 5 Activity Cards
coordination	activity can be fun and more than	
6. to facilitate rhythmic activities	just exercise like push-ups.	
	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 **Physical Activity and Health** 3.3 A, B 3.4 D 3.5 A, B **Social Development** 3.6 A, B 3.7 A, B, C **TEKS Process Standards** Learn the proper way to enter the gym. Movement 4.1A- Demonstrate changes in speed during straight, Practice daily warm-up and exercise routine. curved, and zig-zag pathways in dynamic situations 4.1K- Demonstrate key elements in manipulative skills Follow Rules and Procedures such as volleying, hand dribble, foot dribble, punt, **Ongoing Essential Skills/Repeated Standards** striking with body part, racquet, or bat. **Physical Activity and Health** 4.2C- Make appropriate changes based on feedback 4.3A 4.3A- Describe and select physical activities that 4.4B provide for enjoyment and challenge 4.5A, B **Social Development** 4.4B- Participate in moderate to vigorous physical 4.6A, B activities on a daily basis 4.7A, B, C, D 4.5A- Use equipment safely and properly 4.5B-Select and use proper attire that promotes

participation and prevent injury

ELPS

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

- 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:

- 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.

Essential Questions Vocabulary	Essential Questions
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	 Why is it important to kick the ball with your toes? Where should you stand when trying to kick a stationary ball? When dribbling what happens when you kick the ball really hard? When kicking or shooting, why is it important to stand at a 45-degree angle? 		O Kickball O Beanbag To O 4-Square O Capture the	
Adop	ted Resources		General Student	Activities (Rtl Tier 1)
•	Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central CATCH PE 3 - 5 Activity Cards		-Introduction -Warm-up/ exerci -Play reinforcing g -Closure/ Check-ir	
Differentiation Use of self section, modified exercises and activities, and teacher accommodation				
-Non-	sh Language Learners (ELL) verbal communication of Total Physical Response dination of speech and action)	SpEd/504/ Struggle-Peer tutoring from students -Modified exercise	n advanced	GT/Advanced -Opportunity to peer tutor struggling students -Opportunity for self-selection

-Predictable routines and signals	-Opportunity for self-selection			
- Visual Aids/ Demonstrations				
Strategies for Instruction/Teacher Supports				
	Sub Unit 1-Yard Games			
Objectives	Goals	Suggested Activities/Resources		
Experience lifetime recreational	1. Following game rules	Outdoor Yard Games Ideas		
games that can be played in small	2. Taking turns			
groups with a variety of age groups	3. Cooperation with players	How to teach 4-Square		
and skill level abilities.	4. Play for pure enjoyment			
	5. Fine motor skills			
	Sub Unit 2- Kick Ball/Mat Ball			
Objectives	Goals	Suggested Activities/Resources		
The student can dribble while	The student practices dribbling in	All-Ball Kickball		
changing directions and kick in a	game setting			
game setting.	The student practices dribbling	Variety of Kicking Games		
	while changing direction			
	The student practices kicking in a	<u>Matball</u>		
	game setting			
	Sub Unit 3-Capture the Flag/Pin Ball			
Objectives	Goals	Suggested Activities/Resources		
Exhibits responsible, personal, and	Be using dodging and fleeing skills	Capture the Flag		
social behavior that respects self	while playing capture the flag.			
and others. Standard		CATCH PE 3 - 5 Activity Cards		
Recognizes the value of physical				
activity for health, enjoyment,				
challenge, self-expression, and/or				
social interaction.				

Sub Unit 4		
Objectives	Goals	Suggested Activities/Resources

(4)Unit 14: Soccer	Designated Grading Period/# Days: 4 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

Prerequisites (TEKS and Specificity)

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

TEKS

Movement

3.1A, B, C, D, J

3.2A, B

Physical Activity and Health

3.3A, B, C, E

3.4A, B

3.5A, B, D

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 4.1K- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat 4.2D- Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump

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 the enjoyment and challenge

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 information 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 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:

• 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
1. What is the proper way of dribbling a soccer ball?	O Passing
2. What part of the foot	O Kicking
should you use to kick a ball correctly?	O Dribbling
o 3. Who can use their hands in	○ Shooting
a soccer game?	O Trapping
4. When do you use a	- Happing
throw-in during a soccer	
game?	
 5. What things constitute a 	
good pass?	
Adopted Resources	General Student Activities (Rtl Tier 1)
 Catch Activity Box 	Catch Box 500-531
You Tube	-Introduction
 Open Physed 	-Teach dribbling, passing, shooting
 Physed Games 	-Intro to soccer

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

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

Objectives	Goals	Suggested Activities/Resources
1. Use either foot to pass, trap, or	To be able to pass, dribble, trap and	Catch Box 500-531
dribble the ball	kick the ball.	
2. Dribble the ball with control		Recess Kicking and Dribbling
while running.	Move safely around the designated	http://www.pecentral.org/Lesson/l
3. Stop on command and quickly	area with and without the ball.	deas
change directions.		
4. Pass the ball using a variety of		Socket Ball
passes to a target 20'-30' away.		
5. Trap a bouncing ball.		Dribbling math challenge
		Soccer Pass Croquet
		Dribble Thief
		http://www.peuniverse.com/Discu
		ssions/detail.cfm?post_id=2233
	Sub Unit 3-Soccer Preparation	
Objectives	Goals	Suggested Activities/Resources
Understand advanced soccer	To understand the rules of soccer	
concepts, i.e., shooting, scoring,	and apply them while playing in a	Catch Box 500-531
	game.	

corner kicks, goalkeeping, tackling,		Recess Kicking and Dribbling
positioning, etc.		http://www.pecentral.org/Lesson/I
		deas
		Socket Ball
		Dribbling math challenge
		Soccer Pass Croquet
		Joecci i ass croquet
		Dribble Thief
		http://www.peuniverse.com/Discu
		ssions/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.

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

Misconceptions

- All races are run the same way.
- Improper running and throwing techniques for events.

3.5 A, 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
 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
 4.1F- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force
- 4.1G- Transfer weight along and over equipment with good body control
- 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

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;

4.4I- Identify sources of information on skill improvement, fitness, and health such as books and technology

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

- 4.7B- 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:

- 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.

Essen	ntial Questions	Vocabulary
0	1. Describe the components	o 20-yard dash
	of a relay.	 40-yard dash
0	2. What is a "scratch" in the	 Hurdles
	long jump?	Shot put
0	3. What is an important	 Discus (Flying Discs)
	strategy in running a distance	o Relays
	race?	
0	4. What is the difference	
	between field events and	
	track events?	
0	5. What are the lifelong	
	health benefits that can be	
	attained by participating in	
	track and field?	
Adop	ted Resources	General Student Activities (Rtl Tier 1)
•	Catch Activity Box	-Introduction
•	You Tube	-Warm Up/ Exercises
•	Open Physed	-Teach various running events

- Physed Games
- Fitnessgram
- PE Central
- QuaverEd P.E. Lessons

- Visual Aids/ Demonstrations

• 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 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		
Understand the rules, procedures,	Successfully demonstrate track and	Famous Faces Field Day
and strategies of track & field events	field skills including throwing and	http://www.pecentral.org/lessonic
such as javelin, discus, and running	running.	eas/ViewLesson.asp?ID=8486#.WU
events	Develop knowledge concerning	<u>KglusrldU</u>
	fitness components included in	
	track and field.	Go for the Gold
		http://www.pecentral.org/lessonic
		eas/ViewLesson.asp?ID=8710#.WL
		<u>KhGusrldU</u>
	Sub Unit 2- Field Events	
Objectives	Goals	Suggested Activities/Resources
Understand the rules, procedures,	Successfully demonstrate track and	
and strategies of track & field events	field skills including throwing and	Famous Faces Field Day
such as javelin, discus, and running	running.	http://www.pecentral.org/lessonic
events	Develop knowledge concerning	eas/ViewLesson.asp?ID=8486#.WL
	fitness components included in	<u>KglusrldU</u>
	track and field.	
		Go for the Gold
		http://www.pecentral.org/lessonic

		eas/ViewLesson.asp?ID=8710#.W
		<u>KhGusrldU</u>
	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: 4 th 9 weeks: Weeks 10-11 / 8.5 days
BIG IDEA: Learn the proper techniques to striking a ball while using striking objects.	 Misconceptions 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.

TEKS

Movement

3.1 A, J

3.2 B

Physical Activity and Health

3.3 A, B, E

3.4

3.5 A, B, D

Social Development

3.6A, B

3.7A, B, C

TEKS

Movement

- 4.1K- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat
- 4.2A- Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving
- 4.2D-Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump

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

Physical Activity and Health

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, B, C, D

ELPS

- Share information 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 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:

- 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 students apply all skills learned to strike a ball with and without a manipulative.

Essential Questions	Vocabulary
 1. Are your feet aligned the same when striking an object 	O Softball
within each sport?	O Baseball
2. What is teamwork?	O Wiffle Ball
3. What are the proper steps to striking certain objects?	O Bases
5. What are the proper steps of throwing a ball?	○ Strike
	O Ball
	O Foul
	Out
	O Groundball
	O Popfly
Adopted Resources	General Student Activities (Rtl Tier 1)

- Catch Activity Box
- You Tube
- Open Physed
- Physed Games
- <u>Fitnessgram</u>
- PE Central
- QuaverEd P.E. Lessons
- CATCH PE 3 5 Activity Cards

- -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	Goals	Suggested Activities/Resources	
1. hit a ball off a tee using proper	To be able to hit a ball of a cone/tee	Cone Baseball	
technique	and progress to hitting ball pitched	http://www.pecentral.org/lessonid	
	to them	eas/ViewLesson.asp?ID=15#.WUKR-	
		<u>OvysdU</u>	
		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	Goals	Suggested Activities/Resources	
1. throw a ball overhand using	To be able to perform the skills	Cone Baseball	
proper technique.	required in Wiffle ball	http://www.pecentral.org/lessonid	
2. hit a ball off a tee using proper		eas/ViewLesson.asp?ID=15#.WUKR-	
technique		<u>OvysdU</u>	

3. run bases in the correct order.		
4. field a ball rolled on the ground.	Wiffle Ball Lesson Plan	
5. field a batted ball.		
6. understand basic concepts of	Rules of Wiffle Ball	
softball, i.e., hit and run to the		
base, scoring, etc.	QuaverEd P.E. Lessons	
7. hit a tossed ball.		
8. understand intermediate	CATCH PE 3 - 5 Activity Cards	
concepts of softball, i.e., field		
positioning, batting order, and rules		
for running bases. etc.		
Sub Unit 4-Wiffle Ball Game Preparation		

5th Grade Unit Plan

(5)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

4.4B

4.5A, B

Social Development

4.6A,B

4.7A, B, C, D

Misconceptions

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

TEKS

Movement

5.3A

Physical Activity and Health

Process Standards

Learn the proper way to enter the gym.

Interact with classmates in "get to know" introduction activities.

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:

- The students understands and applies safety practices associated with physical activities
 - o use equipment safety and properly
 - o know and apply sate practices
 - O explain how proper shoes and clothing promotes safe play
 - o explain appropriate reactions to emergencies in physical activities
- The student understands basic components such as strategies and rules of structured physical activities including
 - O explain the concept and importance of teamwork
- The students develops positive self-management and socials kills and is expected to
 - o follow rules, procedures, and etiquette
 - O 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	Essential Questions	Vocabulary
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0	What are some of the classroom rules established today?	Expectations
0	What is the difference between personal and general	○ Rules
	space?	
0	How do you know when movements during PE should	Routine
	start or stop?	Fairness
	What are our classroom questions discussed during class?	 Communication
0	Do good sports cheat?	 Respect
0	What are some examples of good and bad	 Team player
	sportsmanship?	Encourage
0	What does it mean to be a good sport?	
Adop	ted Resources	General Student Activities (Rtl Tier 1)
•	Catch Activity Box	Daily Exercise
•	You Tube	Classroom Expectations/Safety
•	Open Physed	Start and Stop/ Verbal and Non Verbal cues
•	Physed Games	Spatial Awareness:
•	<u>Fitnessgram</u>	Personal and General Space
•	PE Central	
•	QuaverEd P.E. Lessons	
•	CATCH PE 3 - 5 Activity Cards	
	<u>CATCH.org Lessons</u> - Unit 6 Staying Safe	
	CATCH.OIG LC330H3 Office O Staying Saic	
	CATCHLOIG ECSSOTIS OTHER OSTAYING SAIC	
		ntiation

English Language Learners (ELL)	SpEd/504/ Struggling/RtI Tier 2&3	GT/Advanced
-Non verbal communication	-Peer tutoring from advanced	-Opportunity to peer tutor
-Use of Total Physical Response	students	struggling students
(coordination of speech and action)	-Modified exercises and activities	-Opportunity for self-selection
-Predictable routines and signals	-Opportunity for self-selection	- Opportunity to perform skill at a
- Visual Aids/ Demonstrations		higher level
St	rategies for Instruction/Teacher Suppo	orts
	Sub Unit 1-Rules and Procedures	
Objectives	Goals	Suggested Activities/Resources
I can learn classroom rules and	-Students understand classroom	Introduction/Daily announcements
procedures.	producers such as start and stop	Warm-ups
	signals and daily exercises routine	People Finder II
	-Students understand classroom	
	rules and consequences/ rewards	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	Goals	Suggested Activities/Resources
I can learn classroom safety and the	-Students understand classroom	
importance of sportsmanship.	safety such as proper clothing/	<u>Sportsmanship</u>
	shoes and appropriate responses in	
	emergencies	Open Phys ED-Sportsmanship
	-Students understand what good	
	sportsmanship is and why it's	QuaverEd P.E. Lessons
	important	
		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
		,
<u>L</u>	1	

(5)Unit 2: Movement Skills

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

Misconceptions

Designated Grading Period/# 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.

Prerequisites (TEKS and Specificity)

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

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

Movement

4.1A, C, E

4.2C

Physical Activity and Health

4.3A

4.4A, B

4.5A, B, D

Social Development

4.6A, B

4.7A, B, C, D

TEKS

Movement

5.1B- Demonstrate smooth combination of fundamental locomotor skills such as running and dodging and hop-step-jump

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.

Physical Activity and Health

5.3A

5.5A, 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

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

5.5C- describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; and 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; and

5.6B

5.7A,B,

ELPS

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

- 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:

• 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 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
 1. Identify our most commonly used locomotor skills? 	○ Agility
 2. What are the basic movement patterns used to perform a variety of motor skills? 	○ Chasing
3. How do performing loco-motor movements	O Dodging
carry over into other games and activities?	○ Fleeing
 4. Why is the development of motor skills essential? 	O Ducking
 5. How do performing loco-motor movements carry over into other games and activities? 	 Locomotor Skills
Adopted Resources	General Student Activities (Rtl Tier 1)

• Catch Activity Box

• You Tube

Open Physed

Physed Games

• <u>Fitnessgram</u>

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)

- -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-Locomotor Skills			
Objectives	Goals	Suggested Activities/Resources	
Developing mature locomotor skills	-Students understand how to		
and combination patterns requires	properly perform various locomotor	CATCH card-28	
attention to proper form, smooth	skills	Elbow Tag	
transitions in repeatable sequences,		Fitness Pursuit http://www.pe.central.org/	
and practice in dynamic situations.		Space Tag	
		Batman & Robin	
Sub Unit 2-Locomotor Skills			
Objectives	Goals	Suggested Activities/Resources	
Developing mature locomotor skills	-Students understand how to		
and combination patterns require	properly perform various locomotor	CATCH card-28	
attention to proper form, smooth	skills	Elbow Tag	
transitions in repeatable sequences,		Fitness Pursuit http://www.pe.central.org/	
and practice in dynamic situations.		Space Tag	
		Batman & Robin	
	Sub Unit 3- Dodging/Fleeing		
Objectives	Goals	Suggested Activities/Resources	
To move within a playing area while	To be able to evade other students		
attempting to reach others and/or	To use strategy while participating	CATCH card-28	
avoid being reached themselves.	in various activities	Elbow Tag	
Tactical problems include evading	To being able to tag/catch other	Flag Tag	
opponents, reaching opponents,	students		

trapping and sending/reacting to		Space Tag
misleading signals.		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: 1 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. Movement	

4.1A, C, E

4.2C

Physical Activity and Health

4.3A, B, C, D, E

4.4A, B, C, D, F, G, H, I

4.5A, B, D

Social Development

4.6A, B

4.7A, B, C, D

TEKS

Movement

5.1B-demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump

Physical Activity and Health

health-related fitness components;

5.3B- identify appropriate personal fitness goals in each of the components of health-related fitness
5.4A- Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;
5.4B- Self-monitor the heart rate during exercise;
5.4C- Match different types of physical activity with

5.4D- Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;

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

- 5.4E- 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

- 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 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 will know the benefits of participating in physical activity and factors that negatively affect performance.

Essential Questions	Vocabulary
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 What are the benefits of aerobics? What is the difference between Anaerobic and aerobic exercise? What is aerobic conditioning? 		Aerobic conditioning Anaerobic conditioning
Adopted Resources		General Student Activities (Rtl Tier 1)
Catch Activity Box		Aerobic Conditioning
You Tube		Differing between aerobic and Anaerobic
 Open Physed 		Benefits of aerobics
 Physed Games 		Proper Nutrition
• <u>Fitnessgram</u>		Whoa, Slo, Go Foods (CATCH)
• PE Central		Developing a healthy
 QuaverEd P.E. Lessons 		Lifestyle
 <u>CATCH PE 3 - 5 Activity Cards</u> 		Nutrition
 <u>CATCH.org Lesson</u> - Unit 2 Nutrit 	tion and Physical	Rest
Activity		Exercise
		Chemical Dependency
		ntiation
Use of self section, modified exercises and activit	ies, and teacher accom	modation

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

Objectives	Goals	Suggested Activities/Resources			
I can understand that blood carries	-The student understands how	-Go over the function of the blood			
oxygen and nutrients to the body.	physical acidity affects overall	https://www.youtube.com/watch?v			
I can understand that physical	health	<u>=f9ONXdanM</u>			
activity strengthens the whole	-The student understands what a				
body.	physically active life is vs an inactive	-go over how physical activity			
	life.	affects overall health			
	-The students can locate the heart	-go over how smoking, lack of			
	in the body and state its function.	sleep, and poor nutrition			
		negatively affect the body			
Sub Unit 3					
Objectives	Goals	Suggested Activities/Resources			
		QuaverEd P.E. Lessons			
		CATCH PE 3 - 5 Activity Cards			
		<u>CATCH.org Lesson</u> - Unit 2 Nutrition			
		and Physical Activity			
	Sub Unit 4				
Objectives	Goals	Suggested Activities/Resources			

(5)Unit 4: Dance

Designated Grading Period/# Days: 1s 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.

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

Misconceptions

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

TEKS

Movement

Process Standards

Learn the proper way to enter the gym.

5.1H- Demonstrate the ability to contrast a partner's movement

5.11- Perform selected folk dances

5.2C- choose appropriate drills/activities to enhance the learning of a specific skill

Physical Activity and Health

5.3A

5.4B- Self-monitor the heart rate during exercise

5.5A, B

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 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

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 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 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 can perform rhythmic sequences.

Essential Questions		Vocabulary
 1. What safety rules should 	l be	Square Dance
followed while participating	g in	 Scatter Square Dance
the dance unit?		 Tinikling
 2. What is the history of 		 Philippines
dance?		○ Folk
 3. What have you learned 		○ Beater
while participating in the f	olk	
dance, ballroom dancing		
and/or popular dance unit	?	
 4. What can you learn about 	ut	

0 0	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	
0	rhythm? 8. How do different cultures across the world use dance? 9. What connections can be made between dance and healthful living?	
Adop	ted Resources	General Student Activities (Rtl Tier 1)
•	Catch Activity Box	-Introduction
•	You Tube	-Warm-up/ exercises
•	Open Physed	-Review rhythm
•	Physed Games	-Teach dance steps
•	<u>Fitnessgram</u>	-practice dance steps
•	PE Central	-Closure/ check-in/ Self Assessment
•	QuaverEd P.E. Lessons	
•	CATCH PE 3 - 5 Activity Cards	

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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

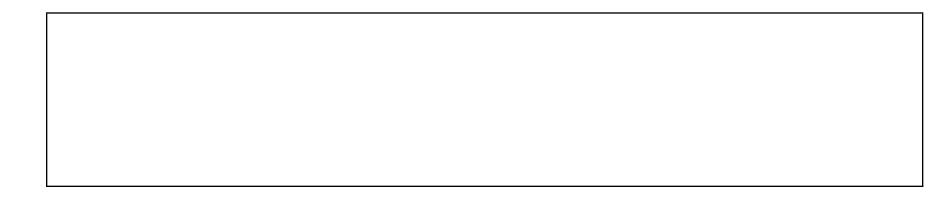
- -Peer tutoring from advanced students
- -Modified exercises and activities
- -Opportunity for self-selection

GT/Advanced

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

Strategies for Instruction/Teacher Supports					
Sub Unit 1-Tinikling					
Objectives	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/lessonid eas/ViewLesson.asp?ID=9713#.WTl y4usrKUk			
Sub Unit 2- Square Dance					
Objectives	Goals	Suggested Activities/Resources			
To learn the steps and rhythm	To be able to perform the skill				
needed for various square dances.	needed to square dance Recognize, recall, and perform steps and dances with minimum	Steps to dance Dances			
	assistance from the instructor.	Scatter Square Dance			
		http://www.sparkpe.org/wp-conte nt/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



(5)Unit 5: Football

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

Prerequisites (TEKS and Specificity)

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

Movement

4.1A, B, K

4.2B, C, D

Physical Activity and Health

4.3A, E, F

4.4B,

4.5A, B, D

Designated Grading Period/# Days: 2nd 9 weeks: Weeks 1 - 3 / 13 days

Misconceptions

- Improper throwing and catching techniques.

Social Development

4.6A, B

4.7A, B, C, D

TEKS

Movement

- 5.1B- Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump
- 5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;
- 5.1H- Demonstrate the ability to contrast a partner's movement
- 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
- 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; and

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

5.2C- Choose appropriate drills/activities to enhance 5.7A- follow rules, procedures, and etiquette the learning of a specific skill 5.7B-use sportsmanship skills for settling disagreements **Physical Activity and Health** in socially acceptable ways such as remaining 5.3C- Explain the value of participation in community calm, identify the problem, listening to others, generating physical activities such as little league and parks and solutions, or choosing a solution that is acceptable to all 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 **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 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 can demonstrate proper form when throwing and catching

Esser	tial Questions	Vocal	oulary
0	1. How do throwing and	0	football
	catching carry over into other	0	touchdown
	games and activities?	0	quarterback
0	2. Why is eye-hand	0	receiver
	coordination and balance in	0	sideline
	everyday life?	0	catch
0	3. Which foot do we step with	0	throw
	when we are attempting to	0	handoff
	throw an object?	0	punt
0	5. Demonstrate the proper	0	kickoff
	technique when throwing.		
0	6. Give three parts involved in		
	punting a football?		
0	7. What are some key		

ingredients in kicking a football?			
Adopted Resources		General Student A	Activities (Rtl Tier 1)
Catch Activity Box		-Introduction	
You Tube		-Warm-up/ exercis	ses
Open Physed		-	erhand throwing form
Physed Games		-Review proper fo	_
• <u>Fitnessgram</u>		-Closure/ check-in	/ self-assessment
• PE Central			
• QuaverEd P.E. Lessons			
• CATCH PE 3 - 5 Activity Cards			
	- 100		
	Differer		
se of self section, modified exercises and activ	rities, and teacher accomr	nodation	
nglish Language Learners (ELL)	SpEd/504/ Struggl	ing/Rtl Tier 2&3	GT/Advanced
Non-verbal communication	-Peer tutoring from advanced		-Opportunity to peer tutor
Jse of Total Physical Response	students		struggling students
coordination of speech and action)	-Modified exercise	s and activities	-Opportunity for self-selection

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

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

Learn the game of volleyball. and volleying. You have to always hit the volleyball hard **Prerequisites** (TEKS and Specificity) Students should have a basic knowledge of how to perform the skills needed for volleyball from previous years. Movement 4.1F, K 4.2A, B, C, D **Physical Activity and Health** 4.3A, B, C, D, E, F 4.4B, C 4.5A, B, D **Social Development** 4.6A, B 4.7A, B, C, D **Process Standards TEKS** Movement Learn the proper way to enter the gym. 5.1C- Demonstrate attention to form, power, accuracy, Practice daily warm-up and exercise routine. and follow-through in performing movement skills; Follow Rules and Procedures 5.1L- Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like

Ongoing Essential Skills/Repeated Standards

Last Update: June 2024 by Donald Redmon and James Rodriguez

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; 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

5.6A- 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

- 5.3A- 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
- 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 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 can demonstrate key elements of volleying and striking.

Essential Questions	Vocabulary
 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? 	 Volleying Striking Throwing Catching Bump Serve
Adopted Resources	General Student Activities (Rtl Tier 1)

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

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				
1. serve a ball underhand over the	To be able to perform the skills	Volleyball 4-square		
net.	needed in volleyball.			
2. volley a ball using finger pads		Overhead Pass jingle		
3. forearm pass a ball				
4. set a ball to partner		Giant Volleyball		
		http://www.pecentral.org/lessonid		
		eas/VIEWLESSON.asp?ID=808#.WT		
		<u>hE5usrldU</u>		
		Keep it up		
		http://www.pecentral.org/lessonid		
		eas/ViewLesson.asp?ID=1057#.WTh		
		GH-srldU		
	Sub Unit 2- Volleyball Activities			
Objectives	Goals	Suggested Activities/Resources		
1. serve a ball underhand over the	To be able to perform the skills	No. 11 a. da a 11 . 4 . a a a		
net.	needed in volleyball.			
2. volley a ball using finger pads				
3. forearm pass a ball		Overhead Pass jingle		

4. set a ball to partner		Giant Volleyball http://www.pecentral.org/lessonid eas/VIEWLESSON.asp?ID=808#.WT hE5usrIdU Keep it up http://www.pecentral.org/lessonid eas/ViewLesson.asp?ID=1057#.WTh GH-srIdU
	Sub Unit 3- Volleyball Preparation	
Objectives	Goals	Suggested Activities/Resources
1. Understand intermediate concepts of volleyball, i.e., "magic	To understand the rules of volleyball and apply them while	Intro to volleyball
window," offense and defense, etc.	playing a game.	QuaverEd P.E. Lessons
2. Understand intermediate concepts of volleyball, i.e., "magic window," offense and defense, etc.		CATCH PE 3 - 5 Activity Cards
	Sub Unit 4	

Objectives	Goals	Suggested Activities/Resources

(5)Unit 7: Basketball	Designated Grading Period/# Days: 2 [™] 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	

4.1A, C, E, F, K

4.2C

Physical Activity and Health

4.3A, E, F

4.4A, B

4.5A, B, D

Social Development

4.6A, B

4.7A, B, C, D

TEKS

Movement

- 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;
- 5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;5.1H- Demonstrate the ability to contrast a partner's movements
- 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

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

- 5.1L- 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

- 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

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 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 can demonstrate key elements of hand dribbling.

Essential Questions	Vocabulary
	•

 Where should your hands be 	o Double Dribble		
on the basketball when you	 Traveling 		
are shooting?	o Lob Pass		
 Give three tips for dribbling a 	 Bounce Pass 		
basketball correctly.	 Chest Pass 		
 What are the three important 	o Defense		
parts of passing a basketball?	 Offense 		
Adopted Resources	General Student Activities (Rtl Tier 1)		
Catch Activity Box	-Introduction		
You Tube	-Warm-up/ exercises		
Open Physed	-Teach proper bouncing, shooting, and passing form		
Physed Games - Play reinforcing games			
• <u>Fitnessgram</u>	-Closure/ Check-in/ Self-Assessment		
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)	SpEd/504/ Struggling/Rtl Tier 2&3	GT/Advanced		
-Non verbal communication	-Peer tutoring from advanced	-Opportunity to peer tutor		
-Use of Total Physical Response	students	struggling students		
(coordination of speech and action)	-Modified exercises and activities	-Opportunity for self-selection		
-Predictable routines and signals	-Opportunity for self-selection			
- Visual Aids/ Demonstrations				
St	rategies for Instruction/Teacher Suppo	orts		
	Sub Unit 1- Basketball Skills			
Objectives	Goals	Suggested Activities/Resources		
1. learn simple lead-up games.	To be able to perform the skills			
2. pass a ball using chest, bounce,	needed in basketball.	CATCH Cards		
and two-hand overhead pass.		Basketball-368,373,377,388		
3. shoot a ball using a chest shot.				
4. understand basic basketball		Teaching Basketball		
concepts, i.e., double dribble,		5 Basketball Games That Teach		
traveling, foul, etc.		Skills		
5. shoot a one-hand set shot.				
6. dribble for speed and accuracy.		QuaverEd P.E. Lessons		
7. learn complex lead-up games.				
8. understand intermediate		CATCH PE 3 - 5 Activity Cards		
basketball concepts, i.e., offensive				
and defensive formations, and				
strategy for team play.				
Sub Unit 2- Basketball Activities				

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

Objectives	Goals	Suggested Activities/Resources

(5) Unit 8: Low Organized Games BIG IDEA: I can Participate in low organized games. Prerequisites (TEKS and Specificity) Build off of the previous years' exposure to low-organized games. Misconceptions Running and exercise is boring Prerequisites (TEKS and Specificity) Build off of the previous years' exposure to low-organized games. Movement 4.1A, E 4.2A, B, C, D 4.3A, E, Physical Activity and Health

4.4A, B, C

4.5A, B

Social Development

4.6A, B

4.7A, B, C, D

TEKS

Movement

- 5.1B- Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;
- 5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;5.1H- Demonstrate the ability to contrast a partner's movement;
- 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
- 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.

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

5.2B- 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

5.3A

5.4B

5.5A,B

Social Development

5.6B

5.7A,B

ELPS

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

- 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:

- 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
0	Can I participate in	 cooperation
	low-organized games?	 organized game
0	Can I follow the rules of	o rules
	low-organized games?	
0	Can I work cooperatively	
	during low-organized games?	
Adopted Resources		General Student Activities (Rtl Tier 1)
•	Catch Activity Box	-Introduction
•	You Tube	-Warm-up/ exercise
•	Open Physed	-explanation of organized games
•	Physed Games	-gameplay
•	<u>Fitnessgram</u>	-closure/ check-in/ self-assessment
•	PE Central	
•	CATCH PE 3 - 5 Activity Cards	

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

Strategies for Instruction/Teacher Supports			
Sub Unit 1- Cooperative Games			
Objectives	Suggested Activities/Resources		
I can participate in games while	The student can develop	5 Cooperative Games	
working with teammates.	sportsmanship skills.		
	The student can develop	6 cooperative games	
	cooperation skills		
	The student can participate in		
	games with rules		
	Sub Unit 2- Holiday Games		
Objectives	Goals	Suggested Activities/Resources	
I can participate in games while	The student can develop	Snowman Blitz	
working with teammates.	sportsmanship skills.		
5	The student can develop	Elf Express	
	cooperation skills		
	The student can follow simple rules	Elves on the Run	
in games			
		CATCH PE 3 - 5 Activity Cards	
	1		

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

(5)Unit 9: Orientation

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.

Designated Grading Period/# Days:

3rd 9 weeks: Weeks 1 / 4 days

Misconceptions

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

Prerequisites (TEKS and Specificity)

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

Movement

4.2C

Physical Activity and Health

4.3A

4.4B

4.5A, B

Social Development

4.6A, B

4.7A, B, C, D

TEKS

Movement

Physical Activity and Health

5.3A

5.5A, B

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

Process Standards

Learn the proper way to enter the gym.

Interact with classmates in "get to know" introduction activities.

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

ELPS

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

- 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:

- The students understands and applies safety practices associated with physical activities
 - use equipment safety and properly
 - know and apply sate practices
 - $\circ\quad$ 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
 - o explain the concept and importance of teamwork

- The students develops positive self-management and socials kills and is expected to
 - o 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

Esser	ntial Questions	Vocab	oulary
0	What are some of the	0	Expectations
	classroom rules established	0	Rules
	today?	0	Routine
0	What is the difference	0	Fairness
	between personal and general	0	Communication
	space?	0	Respect
0	How do you know when	0	Team player
	movements during PE should	0	Encourage
	start or stop?		
0	What are our classroom cues		
	discussed during class?		
0	Do good sports cheat?		
0	What are some examples of		
	good and bad sportsmanship?		
0	What does it mean to be a		
	good sport?		
Adop	ted Resources	Gene	ral Student Activities (Rtl Tier 1)

- Catch Activity Box
- You Tube
- Open Physed
- Physed Games
- Fitnessgram
- PE Central
- QuaverEd P.E. Lessons
- CATCH PE 3 5 Activity Cards
- <u>CATCH.org Lessons</u> 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
- -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 Supp	orts				
	Sub Unit 1- Rules, Procedures					
and Safety Review						
Objectives	Suggested Activities/Resources					
I can learn classroom rules and	https://www.youtube.com/watch?v					
procedures.	procedures such as start and stop	<u>=xW6hOVlv9T0&t=484s</u>				
	signals and daily exercises routine	-https://www.youtube.com/watch?				
	-Students understand classroom	v=h_Q6RS660LM				
	rules and consequences/ rewards	-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				
		<u>CATCH.org Lessons</u> - 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.

4.1A, C, D, F, G

4.2C

Physical Activity and Health

4.3A, C, D, F

4.4B

4.5A, B,

Social Development

4.6A, B

4.7A, B, C, D

TEKS

Movement

- 5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills; 5.1D- Demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;
- 5.1E- Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;5.1F- combine traveling and rolling with smooth transitions
- 5.1G- combine weight transfer and balance on mats and equipment;

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

5.2B- 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

- 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

- 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 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.

Essential Questions	Vocabulary
----------------------------	------------

0	1. What are the events for gymnastics?	O Balance		
	2. What does it mean to	Transferring weight		
	"spot" someone?	- Hansiering Weight		
	3. When does the sport of	O Agility		
	gymnastics become	O Rolling		
	dangerous for the	g		
	participants?	O Swinging		
0	4. Can I demonstrate balance			
	on a balance beam?			
0	5. Can I demonstrate balance			
	and coordination while			
	performing a gymnastics roll?			
0	6. Can I demonstrate balance			
	while using a scooter board?			
0	7. Can I demonstrate			
	coordination while using a			
	hula hoop?			
Adop	ted Resources	General Student Activities (Rtl Tier 1)		
•	Catch Activity Box	-Introduction		
•	You Tube	-Warm u/ exercises		
•	Open Physed	-teach rolling		
•	Physed Games	-teach balance/ balance beam		
•	<u>Fitnessgram</u>	-teach scooter skills		
•	PE Central	-reinform with practice and games		

-closure/ check-in/ self-assessment QuaverEd P.E. Lessons **CATCH PE 3 - 5 Activity Cards** Differentiation Use of self section, modified exercises and activities, and teacher accommodation SpEd/504/ Struggling/Rtl Tier 2&3 **GT/Advanced English Language Learners (ELL)** -Non-verbal communication -Peer tutoring from advanced -Opportunity to peer tutor -Use of Total Physical Response students struggling students -Opportunity for self-selection (coordination of speech and action) -Modified exercises and activities -Predictable routines and signals -Opportunity for self-selection - Visual Aids/ Demonstrations

	Strategies for Instruction/Teacher Suppo	orts
	Sub Unit 1- Gymnastics	
Objectives	Suggested Activities/Resources	
I can practice balance and The student can practice balance		CATCH cards
coordination.	skills.	464-472
I can roll sideways.	The student can learn to roll	Noodles Can't Balance Educational
I can walk on a balance beam.	sideways	Gymnastics
Learning body awareness at an	The student can learn to balance on	http://www.pecentral.org/lessonid
advanced level and skill and	eas/ViewLesson.asp?ID=9945#.WU	
		<u>FJfOvysdU</u>
		Round off@
		http://www.wikihow.com/Do-a-rou
		nd-off-in-gymnastics
	Sub Unit 2- Scooter Boards	
Objectives	Goals	Suggested Activities/Resources
I can use a scooter board while	The student can properly use a	
demonstrating balance and	scooter board	https://www.gophersport.com/blog
coordination.	The student can properly use a hula	/6-scooter-games-pe/
	hoop	
	The student can demonstrate	Scooter Pinball
	balance and coordination while	http://www.peuniverse.com/video
	using equipment	/?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
		1

(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.

Misconceptions

- 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.

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

Process Standards

Learn the proper way to enter the gym.

Practice daily warm-up and exercise routine.

TEKS

Movement

5.1E- Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;

5.1J- Jump a rope using various rhythms and foot patterns repeatedly

5.2C- Choose appropriate drills/activities to enhance the learning of a specific skill.

Physical Activity and Health

5.4A-Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs

5.4D- Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness

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;

Social Development

5.6B

5.7A,B,C

ELPS

- Share informations incorporate
- Use accessible language

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

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 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 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
1. How do you hold the rope?	O Jump Rope
2. How do you position yourself in relation to the	O Individual Jump
other rope holder?	O Long Jump Rope
 3. How can I be safe when 	
jumping rope?	○ Kids Heart Challenge

0	4. What benefits result from jumping rope?		○ Energy		
0	5. How and why is my heart an		O Proper Nutrition		
	important muscle for jumping rope?		O Double side swing		
	rope:		O And jump		
			O Skier/bell		
			O Criss/cross		
			O tripod		
Adop	ted Resources		General Student Activities (Rtl Tier 1)		
Adop	ted Resources Catch Activity Box		General Student Activities (Rtl Tier 1) -Introduction		
Adop					
Ador	Catch Activity Box		-Introduction		
Ador	Catch Activity Box You Tube		-Introduction -Warm u/ exercises		
Adop	Catch Activity Box You Tube Open Physed		-Introduction -Warm u/ exercises -teach jump rope skills		
Adop	Catch Activity Box You Tube Open Physed Physed Games		-Introduction -Warm u/ exercises -teach jump rope skills -teach health topics		
Adop	Catch Activity Box You Tube Open Physed Physed Games Fitnessgram		-Introduction -Warm u/ exercises -teach jump rope skills -teach health topics -reinform with practice and games		
Adop	Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central		-Introduction -Warm u/ exercises -teach jump rope skills -teach health topics -reinform with practice and games		
Ador	Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central QuaverEd P.E. Lessons		-Introduction -Warm u/ exercises -teach jump rope skills -teach health topics -reinform with practice and games		
Ador	Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central QuaverEd P.E. Lessons		-Introduction -Warm u/ exercises -teach jump rope skills -teach health topics -reinform with practice and games		

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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				
I can participate in jump rope	The students participate in Kid	CATCH Box Cards				
activities .	Heart Challenge or other jump	175-227				
I can learn about heart health and	rope activities					
nutrition.		Kids Heart Challenge Charts and				
cardiovascular-respiratory	The students learn about heart	Video				
fitness	health and nutrition through AHA					
• rhythm	or other resources	Single Jump Ropes@				
 creativity in working out 		http://portfolios.valdosta.edu/smcl				
original steps and		ark/artifact_21.htm				
combinations						
 agility and coordination 		AHA/ Health Resources				
		https://www.youtube.com/watch?v				
		=zW0Z_ttC0c4&list=PLrDeLRAEJG0				
		<u>byG3k6PajFE5aBRUexl-Xx</u>				
		https://www.jumprope.org.au/				
		https://www.youtube.com/watch?v				
		=2PFWpd_pxm8&t=6s				
		https://www.youtube.com/watch?v				
		=-J1hmmy1OB4				

Sub Unit 2- Jump Rope Skills

Objectives	Goals	Suggested Activities/Resources
I can participate in jump rope	The students participate in Kid	CATCH Box Cards
activities.	Heart Challenge or other jump rope	175-227
I can learn about heart health and	activities	
nutrition.		Kids Heart Challenge Charts and
 cardiovascular-respiratory 	The students learn about heart	Video
fitness	health and nutrition through AHA	
• rhythm	or other resources	Single Jump Ropes@
 creativity in working out 		http://portfolios.valdosta.edu/smcl
original steps and		ark/artifact_21.htm
combinations		
 agility and coordination 		AHA/ Health Resources
		https://www.youtube.com/watch?v
		=zW0Z_ttC0c4&list=PLrDeLRAEJG0
		byG3k6PajFE5aBRUexl-Xx
		https://www.jumprope.org.au/
		https://www.youtube.com/watch?v
		=2PFWpd_pxm8&t=6s
		https://www.youtube.com/watch?v
		=-J1hmmy1OB4
		QuaverEd P.E. Lessons
Last Update: June 2024 by Donald Redmo	and James Rodriguez	

		CATCH PE 3 - 5 Activity Cards
	Sub Unit 3- Jump Rope, Nutrition	
	and Aerobics	
Objectives	Goals	Suggested Activities/Resources
I can participate in jump rope	The students participate in Kid	CATCH Box Cards
activities.	Heart Challenge or other jump rope	175-227
I can learn about heart health and	activities	
nutrition.		Kids Heart Challenge Charts and
 cardiovascular-respiratory 	The students learn about heart	Video
fitness	health and nutrition through AHA	
• rhythm	or other resources	AHA/ Health Resources
 creativity in working out 		https://www.youtube.com/watch?v
original steps and		<u>=zW0Z_ttC0c4&list=PLrDeLRAEJG0</u>
combinations		byG3k6PajFE5aBRUexl-Xx
agility and coordination		
		https://www.jumprope.org.au/
		https://www.youtube.com/watch?v =2PFWpd_pxm8&t=6s

		https://www.youtube.com/watch?v =-J1hmmy1OB4
Sub Unit 4		
Objectives Goals Suggested Activities/Resour		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 **Social Development** 4.6A, B 4.7A, B, C, D **Process Standards TEKS** Movement Learn the proper way to enter the gym. **5.1B-Demonstrate smooth combinations of** Practice daily warm-up and exercise routine. fundamental locomotor skills such as running and dodging and hop-step-jump Follow Rules and Procedures **Physical Activity and Health Ongoing Essential Skills/Repeated Standards** 5.3A 5.4B 5.3A- Participates in moderate and vigorous physical 5.5A, B, C activities on a daily basis that develop health-related **Social Development** fitness 5.6B 5.4B- Self-monitor the heart rate during exercise 5.7A, B 5.5A- Use equipment safely and properly 5.5B-Select and use proper attire that promotes **ELPS** participation and prevents injuries • Share information incorporate 5.5C-describe the importance of taking personal Use accessible language responsibility for reducing hazards, avoiding accidents, Use prior knowledge and experience and preventing injuries during physical activity Non-verbal cues 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:

- 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
- 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
•	•

 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? 		○ Air/ Air Currents ○ Aerobic Exercises	
Adopted Resources		General Student Activities (Rtl Tier	· 1)
 Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central CATCH PE 3 - 5 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	SpEd/504/ Struggling/RtI Tier 2&3 -Peer tutoring from advanced students -Modified exercises and activities		GT/Advanced

-Use of Total Physical Response	-Opportunity for self-selection -Opportu	
(coordination of speech and action)		peer tutor
-Predictable routines and signals		struggling student
- Visual Aids/ Demonstrations		-Opportunity for
,		self-selection
Str	rategies for Instruction/Teacher Su	pports
	Sub Unit 1- Parachute Skills	
Objectives	Goals	Suggested Activities/Resources
1. to promote cooperation between	To work as a team to perform	CATCH Box
members of a group	various skills while using the	
2. to increase back and abdominal strength	parachute.	Parachute Activity
3. to provide vigorous exercise		God Bless the USA Parachute
4. to develop listening skills		Routine@
5. to improve eye-hand		http://www.pecentral.org/LessonId
coordination		eas/ViewLesson
6. to facilitate rhythmic activities		<u>eds/ </u>
o. to idemedic my chine decivities		Parachute activities@
		http://www.bethel.edu/~shenkel/P
		hysicalActiviities/Games/Chute.doc
		Hysical Activities/ Garries/ Critice. doc
	Sub Unit 2- Parachute Games	5

Objectives	Goals	Suggested Activities/Resources
1. to promote cooperation between members of a group	The student participates in fun parachute games in a group while	CATCH Box
2. to increase back and abdominal strength	working on upper body strength and teamwork.	Parachute Activity
 3. to provide vigorous exercise 4. to develop listening skills 5. to improve eye-hand coordination 6. to facilitate rhythmic activities 	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.	God Bless the USA Parachute Routine@ http://www.pecentral.org/Lessonl eas/ViewLesson Parachute activities@ http://www.bethel.edu/~shenkel/ hysicalActiviities/Games/Chute.do CATCH PE 3 - 5 Activity Cards
	Sub Unit 3	
Objectives	Goals	Suggested Activities/Resources
	Sub Unit 4	· L
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

TEKS

Movement

5.1B- Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;

5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills; 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

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

5.3A

5.4B

5.5A,B,C

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

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

5.7A- follow rules, procedures, and etiquette

5.7B-use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining

 ELPS Share informations incorporate Use accessible language Use prior knowledge and experience Non-verbal cues 	calm,identify the problem,listening to others,generating solutions,or choosing a solution that is acceptable to all
• Non-verbal cues	

Mastery-Level, PRIORITY Standards:

- 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.

Essential Questions	Vocabulary
 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? 	 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 Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central CATCH PE 3 - 5 Activity Cards 		General Student A -Introduction -Warm-up/ exercis -Play reinforcing go -Closure/ Check-in	ame
Use of self section, modified exercises and activ	Differer ities, and teacher accomm		
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/ Struggle -Peer tutoring from students -Modified exercise -Opportunity for se	n advanced s and activities	GT/Advanced -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	1. Following game rules	Outdoor Yard Games Ideas	
games that can be played in small	2. Taking turns		
groups with a variety of age groups	3. Cooperation with players	<u>How to teach 4-Square</u>	
and skill level abilities.	4. Play for pure enjoyment		
	5. Fine motor skills		
	Sub Unit 2- Kick Ball/Mat Ball		
Objectives	Goals	Suggested Activities/Resources	
The student can dribble while	The student practices dribbling in	<u>All-Ball Kickball</u>	
changing directions and kick in a	game setting		
game setting.	The student practices dribbling	Variety of Kicking Games	
	while changing direction		
	The student practices kicking in a	<u>Matball</u>	
	game setting		
	Sub Unit 3- Capture the Flag/Pin Ball		
Objectives	Goals	Suggested Activities/Resources	
Exhibits responsible, personal and	Using dodging and fleeing skills	Capture the Flag	
social behavior that respects self	while playing capture the flag.		
and others. Standard		CATCH PE 3 - 5 Activity Cards	
Recognizes the value of physical			
activity for health, enjoyment,			
challenge, self-expression, and/or			
social interaction.			
Sub Unit 4			

Objectives	Goals	Suggested Activities/Resources

(5)Unit 14: Soccer

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.

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

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

Prerequisites (TEKS and Specificity)

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

Movement

4.1A, K

4.2C, D

Physical Activity, and Health

4.3A, E, F

4.4A, B, C

4.5A, B, D

Social Development

4.6A, B

4.7A, B, C, D

TEKS

Movement

- 5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills5.1H- Demonstrate the ability to contrast a partner's 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.

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

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

- 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 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.

255cmiai Questions		Essential Questions	Vocabulary
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0	1. What is the proper way of dribbling a soccer ball?	O Passing
0	2. What part of the foot	O Kicking
	should you use to kick a ball	O Deibbling
	correctly?	O Dribbling
0	3. Who can use their hands in	○ Shooting
	a soccer game?	○ Trapping
0	4. When do you use a	
	throw-in during a soccer	
	game?	
0	5. What things constitute a	
	good pace)	
	good pass?	
Adop	eted Resources	General Student Activities (Rtl Tier 1)
Adop		General Student Activities (Rtl Tier 1) -Introduction
Adop	eted Resources	
Adop	oted Resources Catch Activity Box	-Introduction
Adop	oted Resources Catch Activity Box You Tube	-Introduction -Teach dribbling, passing, shooting
Adop	Catch Activity Box You Tube Open Physed	-Introduction -Teach dribbling, passing, shooting -Intro to soccer
Adop	Catch Activity Box You Tube Open Physed Physed Games	-Introduction -Teach dribbling, passing, shooting -Intro to soccer -play reinforcement games
Adop	Catch Activity Box You Tube Open Physed Physed Games Fitnessgram	-Introduction -Teach dribbling, passing, shooting -Intro to soccer -play reinforcement games
Adop	Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central	-Introduction -Teach dribbling, passing, shooting -Intro to soccer -play reinforcement games
Adop	Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central QuaverEd P.E. Lessons	-Introduction -Teach dribbling, passing, shooting -Intro to soccer -play reinforcement games
Adop	Catch Activity Box You Tube Open Physed Physed Games Fitnessgram PE Central QuaverEd P.E. Lessons	-Introduction -Teach dribbling, passing, shooting -Intro to soccer -play reinforcement games

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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

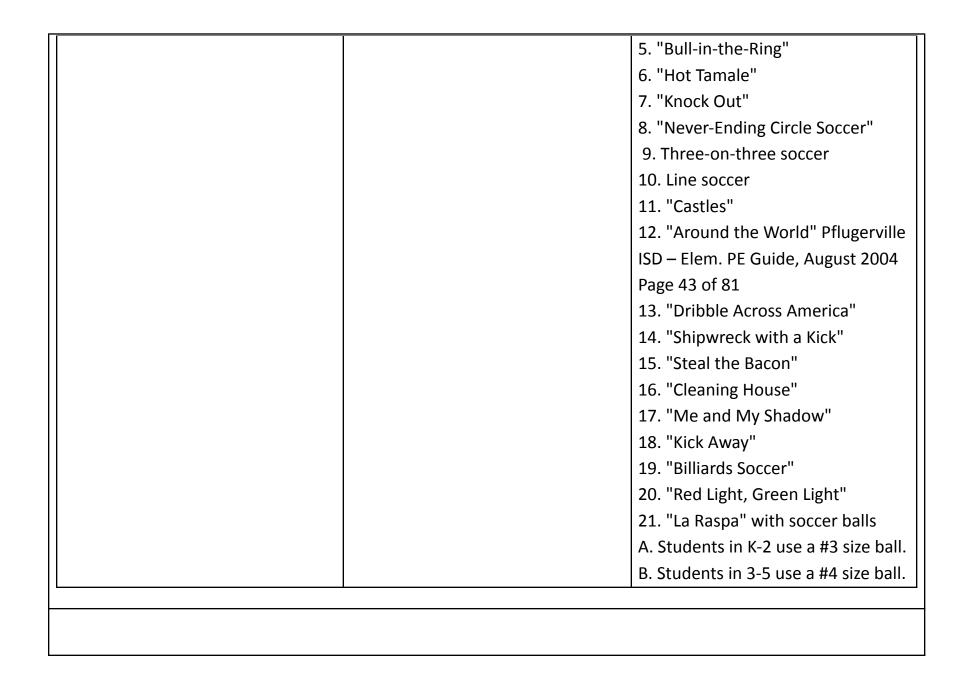
GT/Advanced

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

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

Objectives	Goals	Suggested Activities/Resources
1. Use either foot to pass, trap, or	To be able to pass, dribble, trap and	Catch Box 500-531
dribble the ball	kick the ball.	Gatem Box 300 331
2. Dribble the ball with control	Nick circ bain	Recess Kicking and Dribbling
while running.	Move safely around the designated	http://www.pecentral.org/Lesson/I
3. Stop on command and quickly	area with and without the ball.	deas
change directions.	area with and without the ball.	deas
4. Pass the ball using a variety of		
passes to a target 20'-30' away.		Socket Ball
'		Dribbling math challenge
5. Trap a bouncing ball.		Dribbling math challenge
		Canada Daga Cuanyat
		Soccer Pass Croquet
		D 3111 7111 6
		Dribble Thief
		http://www.peuniverse.com/Discus
		sions/detail.cfm?post_id=2233
		QuaverEd P.E. Lessons
		CATCH PE 3 - 5 Activity Cards
	Sub Unit 3- Soccer Preparation	

Objectives	Goals	Suggested Activities/Resources
Understand advanced soccer	To understand the rules of soccer	
concepts, i.e., shooting, scoring,	and apply them while playing a	Catch Box 500-531
corner kicks, goalkeeping, tackling,	game.	
positioning, etc.		Recess Kicking and Dribbling
		http://www.pecentral.org/Lesson/I
		deas
		Socket Ball
		Dribbling math challenge
		Soccer Pass Croquet
		Dribble Thief
		http://www.peuniverse.com/Discus
		sions/detail.cfm?post_id=2233
	Sub Unit 4-Suggested Activities	
Objectives	Goals	Suggested Activities/Resources
		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)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

TEKS

Movement

- 5.1B-Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump
- 5.1C- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills; 5.1E- Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings; 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

5.6B

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
- 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 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 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.

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0	1. Describe the components	o 20-yard dash
	of a relay.	 40-yard dash
0	2. What is a "scratch" in the	 Hurdles
	long jump?	○ Shot put
0	3. What is an important	 Discus (Flying Discs)
	strategy in running a distance	o Relays
	race?	
0	4. What is the difference	
	between field events and	
	track events?	
0	5. What are the lifelong health	
	benefits that can be attained	
	by participating in track and	
	field?	
Adop	ted Resources	General Student Activities (Rtl Tier 1)
•	Catch Activity Box	-Introduction
•	You Tube	-Warm-Up/ Exercises
•	Open Physed	-Teach various running events
•	Physed Games	Teach field events
•	<u>Fitnessgram</u>	-Teach sun safety
•	PE Central	-Play reinforcing games
•	QuaverEd P.E. Lessons	-Closure/ Check in/ Self Assessment
•	CATCH PE 3 - 5 Activity Cards	

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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

Sub Unit 1-Running Events				
Objectives	Goals	Suggested Activities/Resources		
Understand the rules, procedures,	Successfully demonstrate track and	Famous Faces Field Day		
and strategies of track & field	field skills including throwing and	http://www.pecentral.org/lessonid		
events such as javelin, discus, and	running.	eas/ViewLesson.asp?ID=8486#.WU		
running events	Develop knowledge concerning	<u>KglusrldU</u>		
	fitness components included in			
	track and field.	Go for the Gold		
		http://www.pecentral.org/lessonid		
		eas/ViewLesson.asp?ID=8710#.WU		
		<u>KhGusrldU</u>		
	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/lessonid eas/ViewLesson.asp?ID=8486#.WU KglusrIdU Go for the Gold http://www.pecentral.org/lessonid eas/ViewLesson.asp?ID=8710#.WU KhGusrIdU 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 16: Wiffle Ball	Designated Grading Period/# Days: 4 th 9 weeks: Weeks 10 - 11/ 8.5 days
BIG IDEA: Learn the proper techniques to striking a ball while using striking objects.	 Misconceptions 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>	
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	
TEKS	Process Standards
Movement	Learn the proper way to enter the gym.
5.1K- Demonstrate competence in manipulative skills	Practice daily warm-up and exercise routine.
in dynamic situations such as overhand throw, catch,	The state of the s

shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball

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

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

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
- 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 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 students apply all skills learned to strike a ball with and without a manipulative.

Essential Questions	Vocabulary
 1. Are your feet aligned the 	Softball
same when striking an object	Baseball
within each sport?	Wiffle Ball
2. What is teamwork?	Bases
 3. What are the proper steps 	Strike
to striking certain objects?	Ball
 5. What are the proper steps 	Foul
for throwing a ball?	Out
	Groundball
	Popfly
Adopted Resources	General Student Activities (Rtl Tier 1)

- Catch Activity Box
- You Tube
- Open Physed
- Physed Games
- Fitnessgram
- PE Central
- QuaverEd P.E. Lessons
- CATCH PE 3 5 Activity Cards

- -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
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SpEd/504/ Struggling/Rtl Tier 2&3

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Strategies for Instruction/Teacher Supports			
Sub Unit 1- Striking			
Objectives	Goals	Suggested Activities/Resources	
1. hit a ball off a tee using proper technique	To be able to hit a ball of a cone/tee and progress to hitting ball pitched to them	Cone Baseball http://www.pecentral.org/lessonideas/ViewL esson.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	Goals	Suggested Activities/Resources	
 throw a ball overhand using proper technique. hit a ball off a tee using proper 	To be able to perform the skills required in Wiffle ball	Cone Baseball http://www.pecentral.org/lessonideas/ViewL esson.asp?ID=15#.WUKR-OvysdU	
technique 3. run bases in the correct order.		Wiffle Ball Lesson Plan	
		Rules of Wiffle Ball	

4. field a ball rolled on the ground.			
5. field a batted ball.		QuaverEd P.E. Lessons	
6. understand basic concepts of			
softball, i.e., hit and run to the		CATCH PE 3 - 5 Activity Cards	
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.			
Sub Unit 4-Wiffle Ball Game			
Preparation			
Objectives	Goals	Suggested Activities/Resources	
1. throw a ball overhand using	To understand the rules of Wiffle	Cone Baseball	
1. throw a ball overhand using proper technique.	To understand the rules of Wiffle ball and apply them while playing	http://www.pecentral.org/lessonideas/ViewL	
proper technique.	ball and apply them while playing	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU	
proper technique. 2. hit a ball off a tee using proper	ball and apply them while playing	http://www.pecentral.org/lessonideas/ViewL	
proper technique. 2. hit a ball off a tee using proper technique	ball and apply them while playing	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU Wiffle Ball Lesson Plan	
proper technique. 2. hit a ball off a tee using proper technique 3. run bases in the correct order.	ball and apply them while playing	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU	
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.	ball and apply them while playing	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU Wiffle Ball Lesson Plan	
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.	ball and apply them while playing	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU Wiffle Ball Lesson Plan	
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	ball and apply them while playing	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=15#.WUKR-OvysdU Wiffle Ball Lesson Plan	

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