

Physical Education					
Kindergarten through Second Grade					
Content & Substance What Students will know and be able to do					
Essential Questions	Content	Skills	Organization of Knowledge  Recommended Lessons with Supporting Resources	Sunshine State Standards Addressed & Mastery Level Indicator  Introduce - I Reinforce – R Master – M  Essential Benchmarks tested on the FCAT are italicized	Clear & Compelling Standards  Assessment
Yearly Curriculum Content: Movement and Manipulative Proficiencies					
<p>What are the different patterns/forms of movement? <b>PE.A.1.1.7</b></p> <p>Why is it important to be a functional, proficient mover? <b>PE.A.1.1.1</b></p>	<p>Locomotor skills (Hop,walk,jump, skip,leap,run, gallop, slide)</p> <p>Combining rhythms, force, levels, directions and pathways with the movement skills.</p>	<p>Be able to perform locomotor skills in general space.</p> <p>Develop an understanding of the connection between balance and movement.</p>	<p><u>Large group activities designed with/without music using signals to have students change movement patterns</u></p> <p><u>Activities with emphasis on dynamic balance where students have to move at different levels, pathways, and</u></p>	<p>K – Introduce</p> <p>1<sup>st</sup> - Reinforce</p> <p>2<sup>nd</sup> - Master</p>	<p><u>Recommended:</u></p> <p>Teacher observation looking for specific movement to be continued for a set distance or time</p> <p>Written test: give students a description of skill and choices of which skill it is. Students then have to write the first letter of the skill on paper. (ex. Step hop, step- hop – S for skipping)</p>

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What role does balance have in movement activities? <b>PE.A.1.1.6</b> <b>PE.A.1.1.3</b>	Static balance Dynamic balance	Students will understand the skeletal and muscular systems work together to give shape and balance to the body.	<u>directions while avoiding others.</u> <u>(ex. Large group, obstacle courses, problem-solving challenge (group or individual))</u>  <u>Pose challenges to have students see the relationship between body positioning and ease of balance attainable with the corresponding effort from the muscles to maintain the balance position.</u>	K - Master  1 <sup>st</sup> – Master  2 <sup>nd</sup> – Master	Static balance: K - Balance on dominate foot for ten seconds 1 <sup>st</sup> – Balance on each foot for ten seconds 2 <sup>nd</sup> – V-sit on the floor for five seconds  Dynamic Balance: Balance beam walk (4 in. beam) Forward, sideways, backward

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<p>What is eye-hand and eye-foot coordination? <b>PE.A.1.2.1</b> <b>PE.A.1.1.9</b></p> <p>What is the relationship between ball handling skills, balance, eye-hand and eye-foot coordination? <b>PE.A.1.1.5</b> <b>PE.A.1.1.2</b></p>	<p>Neural and muscular system communication.</p> <p>Weight transfer when throwing</p>	<p>Throw a ball using opposition with accuracy for a set distance</p> <p>Pivoting and stepping with opposite foot when throwing.</p>	<p><u>Discussion of senses and muscle relationship (biofeedback) when performing a manipulative skill.</u></p> <p><u>Practice throwing at stationary and moving targets.</u></p> <p><u>Practice throwing a ball when moving to pick it up and throwing at a target.</u></p>	<p>K – Introduce</p> <p>1<sup>st</sup> – Reinforce</p> <p>2<sup>nd</sup> – Mastery</p>	<p>K- Forward 1<sup>st</sup> – Forward , sideways 2<sup>nd</sup> – Forward, sideways, Backwards</p> <p>Teacher observes students throwing a ball overhand a set distance while looking for proper form with respect to a mature throwing pattern.</p> <p>K – 15 feet 1<sup>st</sup> – 20 feet 2<sup>nd</sup> – 25 feet K and 1<sup>st</sup> are expected to have some inconsistencies demonstrating opposition. 2<sup>nd</sup> graders must be showing consistent opposition to show</p>

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<p>How do you protect the ball from others batting it away while dribbling? <b>PE.A.1.1.3</b></p> <p>Are there techniques to master for throwing, dribbling, and kicking that will make a participant more effective? <b>PE.A.1.1.8</b> <b>PE.A.1.1.9</b></p>	<p>Work on developing correct dribble techniques.</p> <p>Working to dribble a ball correctly while protecting it from being taken by another player as would be attempted in a game situation.</p>	<p>Dribble a ball in a stationary position using a push with the fingers and palm</p> <p>Dribble a ball while changing directions.</p> <p>Learn to dribble with dominate and non-dominate hand while protecting</p>	<p><u>Large group, station, relay, problem-solving and game activities practicing dribbling different types and sizes of balls with an emphasis on pushing not slapping the ball.</u></p> <p><u>Variations:</u> <u>A. How many fingers is the teacher showing? Try to keep head up as you dribble so you can see how many fingers the teacher is showing.</u> <u>B. Stop ball on signal!</u> <u>C. Change directions</u></p>	<p>K- Mastery/Introduce</p> <p>1<sup>st</sup> – Mastery/Introduce</p> <p>2<sup>nd</sup> – Mastery</p>	<p>mastery of concept.</p> <p>Either an 8 1/2 “ playground ball or women’s size basketball may be used for testing</p> <p>K – Mastery Dribble ball 10 consecutive times while stationary with dominate hand</p> <p>1<sup>st</sup> – Mastery Dribble ball 10 consecutive times while stationary with each hand</p>

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	Understanding the importance of using the lower body (legs) as well as the upper body (arms) when shooting a basketball.	ball from defenders.	<p><u>on signal.</u> <u>D. Change hands on signals.</u></p> <p><u>Important to note:</u> <u>Activities will lend themselves to all students participating at their own level of success and challenging themselves to improve their skills.</u></p> <p><u>Large group, station,</u></p>		<p>2<sup>nd</sup> – Mastery Dribble in a ball in a controlled manner for 20 feet with the dominant hand.</p> <p>K-2 Introduce and reinforce dribbling with each hand, dribbling stationary and dynamically, and changing directions while using proper body position to protect the ball from defenders.</p> <p>K-2 – Use a written test to evaluate the students’ understanding of the skill.</p>

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What role do the kicking knee, balance and point of contact have in determining whether a ball will be kicked low, high, straight, right or left? <b>PE.A.1.1.2</b>	Understand that the placement of the non-kicking foot and kicking knee in relation to the ball to be struck will impact where the ball will be contacted and its resulting flight.  Understanding that movement of the body and manipulative skills are tied	Kick a stationary ball from a stationary position using proper form toward an intended target.  Kick a rolling ball from a stationary position toward an intended target.  Walking or jogging to a moving ball and	<u>relay, partner and game activities practicing kicking different types and sizes of balls with an emphasis on contacting the ball with the shoe laces.</u>  <u>Pose challenges and let students problem solve ways to kick the ball high and low.</u>  <u>Kicking games with modified rules to encourage proper base running for kickball, softball, and baseball.</u>	From a stationary position kicking a stationary ball  K – Mastery  1 <sup>st</sup> – Mastery  From a stationary position kicking a rolling ball  K-Introduce Reinforce  1 <sup>st</sup> - Mastery	Using a 7” or 8 1/2” sponge or playground ball  K- Using opposition, kick a ball 20 feet between a 20’ wide goal  1 <sup>st</sup> - Using opposition, kick a ball 30 feet between a 20’ wide goal  Using a 7” or 8 1/2” sponge or playground ball  1 <sup>st</sup> - Using opposition, kick a ball 20 feet between a 20’ wide goal

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What are the components to being a good catcher? <b>PE.A.1.1.9</b>	<p>closely to mathematical concepts and scientific laws. (ex. angles, symmetry, pull of gravity ...)</p> <p>A good catcher tracks the ball, has good balance, gets in front of the ball if possible, has proper hand placement for location of thrown ball.</p>	<p>kicking it at a target or in a game situation.</p> <p>Students will work to develop a mature catching pattern so as to be able to catch a tossed ball from a set distance.</p> <p>Students will</p>	<p><u>Use partners and stations to practice punting a ball.</u></p> <p><u>Large group, station, problem-solving and game activities to practice catching using different types and sizes of balls with an emphasis on the correct form/pattern.</u></p>	<p>From a walking or jogging start, kick a rolling ball</p> <p>K – Introduce 1<sup>st</sup> – Reinforce 2<sup>nd</sup> - Mastery</p> <p>3<sup>rd</sup> – Introduce Reinforce 4<sup>th</sup> - 5<sup>th</sup> grade Reinforce Mastery</p>	<p>Using a 7” or 8 1/2” sponge or playground ball</p> <p>2<sup>nd</sup>- Using opposition, kick a ball 30 feet between a 20’ wide goal</p> <p>Skill tests using a rubric system to evaluate students as they catch balls tossed at different levels and directions while they are moving.</p> <p>3<sup>rd</sup> – 5 -10 feet side to side 4<sup>th</sup> – 5 – 10 feet side to side 5<sup>th</sup> – 10-15 feet side to side</p> <p>Written tests to evaluate</p>

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<p>What kinds of things does one think about when they design a game? <b>PE.A.1.2.4</b></p>	<p>To understand that games consist of people, rules, purpose, boundaries and equipment to ensure fairness and safety for all participants.</p>	<p>develop the ability to catch a ball while on the move.</p> <p>To cooperate with others while participating in a variety of large and small group games.</p> <p>To create/design a simple game given a set of guidelines to follow.</p>	<p><u>Design and play large group, small group, and station games where students must follow rules and cooperate with teammates.</u></p> <p><u>Give students pieces of equipment and guidelines to design a game with their group.</u></p>	<p>K – Introduce Reinforce</p> <p>1<sup>st</sup> – Reinforce</p> <p>2<sup>nd</sup> – Reinforce first have of year</p> <p>2<sup>nd</sup> – Mastery by end of school year</p>	<p>students’ understanding of concepts.</p> <p>2<sup>nd</sup> – Create a simple game in a small group (4 students) following the guidelines. Demonstrate the game for the class providing the rules of play.</p>



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Yearly Plans: Application of concepts and principles of human movement					
How do you prepare your body to receive the force of a ball or object coming at you? <b>PE.A.2.1.1</b>	To understand the importance of bases of support, balance, and proper technique as they apply to receiving force. Ex.(catching a ball in baseball or trapping a ball in soccer)	To be able to demonstrate the proper techniques for catching a ball while playing catch.  To be able to demonstrate how to receive (trap) a soccer ball.	<u>Demonstrate proper way of absorbing the force of an approaching ball and role play showing results using correct and incorrect techniques.</u>  <u>Have students play catch with a wall, partners catch and kick to each other, practice catching a ball and receiving a kicked ball from the teacher.</u>	K – Introduce Reinforce  1 <sup>st</sup> – Reinforce  2ns – Mastery	<u>Recommended:</u>  K – 2 <sup>nd</sup> Observe and evaluate as students play catch against a wall, play catch with partners and play catch with the teacher.  Use a paper test to evaluate students’ level of understanding.
How do you prepare your body to land safely and absorb the force of coming back in	<u>To understand concepts such as cushioning the fall when</u>	To be able to safely fall from a standing position onto a mat,	<u>Have students kneel and also stand on mats.</u>	K – Introduce Reinforce	1. Evaluate students as they are observed

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contact with the ground with the hands or feet after falling or moving in the air? <b>PE.A.2.1.3</b>	<u>landing, base of support, and center of gravity when trying to land safely while moving in the air or falling.</u>	absorbing the force by bending the elbows as the hands contact the ground.  To be able to jump from varying heights and/or dismount from a horizontal bar or monkey bars absorbing the force by bending the knees as the feet contact the ground.	<u>On the signal, students fall forward on the mats, catching themselves with their hands while bending their arms to absorb the force.</u>	1 <sup>st</sup> – Reinforce Mastery  2 <sup>nd</sup> – Mastery	falling to a mat from a standing position. 2. Evaluate students as they hang from a horizontal bar and drop to the ground with directions to land only on their feet.  Paper test to evaluate knowledge of peripheral vision and balance principles
What are bases of support, center of	To develop an understanding of		<u>Discussion of principles of balance.</u>		

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gravity, and transfer of weight? How do they affect are movement?  What part does peripheral vision play in being able to move in a group setting without bumping others?	the relationship between our bases of support and center of gravity and how it will determine our balance proficiency.  To understand balanced movement requires keeping one's weight over the center of the bases of support during movement.  To understand using peripheral	To be able to describe balance principles and demonstrate them through the use of various body parts when answering balance challenges.  To design a sequence of movement that show different pathways and locomotor skills.	<u>role playing, and peripheral vision activities.</u>  <u>Use large group activities, partner activities, and problem solving challenges to practice balancing on different body parts.</u>  <u>Large group movement games to enhance peripheral vision and moving in a group without bumping or falling as they practice locomotor skills.</u>	<b>Knowledge of Balance principles</b>  K – Introduce Reinforce 1 <sup>st</sup> – Reinforce 2 <sup>nd</sup> – Mastery  <b>Movement in general space</b>  K- 2 Introduce Reinforce Mastery	Observation and evaluation as students move in organized movement activity in general space to specific directions.  Observation and evaluation as small groups work to answer balance challenges

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What are the characteristics of a mature throw, catch, dribble and kick? <b>PE.A.2.1.6</b>	vision is critical to moving in general space without bumping others.  To understand the importance of using all of the elements of the different skills so as to gain maximum personal improvement	To demonstrate the ability to move in a large group in general space using a variety of movement patterns without bumping others or falling.  To be able to describe as well as demonstrate mature characteristics of a throw, catch, dribble and kick.	<u>Group activities designing balance sequences to a set of guidelines.</u>  <u>Discussion, hand outs, demonstrations, role play and practice through use of large group, stations, partner activities and problem-solving challenges.</u>	K- Introduce Reinforce  1 <sup>st</sup> - Reinforce  2 <sup>nd</sup> – Reinforce	Observation and evaluation as students practice throwing during activities and games.  Paper test to evaluate students' knowledge of the

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	and have greater success in game situations.			Mastery (Be able to demonstrate 60% of the rubric for the skills)	rubric for the skills.  2 <sup>nd</sup> – Students demonstrate/describe to the teacher individually or in groups the different elements of the skill

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