

**PHYSICAL EDUCATION  
CURRICULUM  
PreK-12**

**Diocese of Tucson  
Department of Catholic Schools**

**Amended and Reaffirmed  
May 2006**

## Introduction

The Physical Education Curriculum contains a scope and sequence for Grades K through 8. Particular skills are presented in one grade level and developed in the next grade level. Some skills are again presented at higher grade levels due to variations in children's developmental skills.

For each grade level there is a basic format consisting of topic, content matter, vocabulary, and a focus on student expectations and assessments.

The Curriculum Committee suggests that the physical education instructor develop a portfolio for each student including the various checklists of skills that have been provided in the Appendix.

Before performing any activities, be sure to consider the safety of the student, equipment available and its condition, and the environment in which the activities will be performed.

The high school (grades 9-12) portion of the curriculum is borrowed, in part, from the Diocese of Phoenix. We thank them for their generous sharing.

## **Physical Education Curriculum Committee**

Special thanks to the following members who helped to review the existing curriculum, amend to current standard, and reaffirm the work of our teachers of physical education of the Diocese of Tucson:

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**Physical Education Curriculum Guide**  
**August 2001**  
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## **Vision Statement**

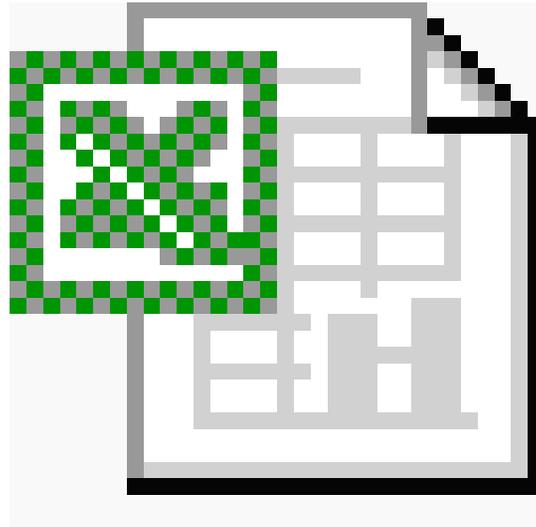
The Diocese of Tucson believes that its schools are distinctively Catholic because they educate mind, body and soul. We believe that every child is a sacred vessel through which God's work is done. The school nourishes each child's academic, spiritual and physical journey to God. Its ultimate goal is the enjoyment and participation in wholesome physical recreation and wellness throughout life.

Physical education provides an opportunity to demonstrate self-discipline, self-motivation, good sportsmanship, and an opportunity to contribute to the development of social skills. It strives to promote a positive correlation between learning and physical well-being. The Physical Education Curriculum includes domains of cognitive, affective, and psychomotor development.

Consequently, if Physical Education is an integral part of our culture and well-being, and if Physical Education enhances the academic learning process, then it must be an inseparable part of the Catholic educational philosophy – to educate the whole child.

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# PE Scope and Sequence 2007

**GRADE LEVEL:** Kindergarten

**TOPIC:** Motor Skills

**CONTENT MATTER:** Locomotor

**LOCOMOTOR SKILLS:** Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

**VOCABULARY:**

jump	gallop	walk	leap
hop	skip	stop	slide
jog	soft landing	general space	
personal space			

**OBJECTIVES:**

A-1 Walk with proper arm/leg opposition, and correct foot alignment

A-2 Jump in place

A-3 Jump forward, backward and to either side

A-4 Demonstrate soft landing when jumping

A-5 Hop in place (right or left foot)

A-6 Hop forward, backward and to either side

A-7 Hop over and around objects

A-11 Demonstrate a slide by stepping to the side with one foot and closing with the other (right and left)

A-13 Stop on command

A-15 Demonstrate a gallop by stepping with the same foot each time and closing with the other foot

A-18 Skip from one designated position to another

A-19 Skip changing direction and speed

A-20 Differentiate the following movements: running, jogging, jumping, hopping, leaping, sliding, skipping, and galloping

A-22 Move in space without collisions

**ASSESSMENT:**

Teacher observation with checklist

Drawing of different pathways – straight, curved,  
Zigzag

**GRADE LEVEL:** Kindergarten

**TOPIC:** Motor Skills

**CONTENT MATTER:** Non-locomotor

**NON-LOCOMOTOR SKILLS:** Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, etc.

**VOCABULARY:** balance                      sway                      rock  
   swing                      twist                      curl  
   imitative movement

**OBJECTIVES:**

A-23 Use movement to express feelings

A-24 Use movement imitatively: animals, personalities, machines and shapes

A-27 Maintain balance in a variety of positions

A-30 Bend, stretch, swing, sway, twist, rock, turn and curl total body and individual body parts in place with ease

A-32 Demonstrate pushing and pulling

**ASSESSMENT:** Teacher observation with checklists

**GRADE LEVEL:**

Kindergarten

**TOPIC:**

Motor Skills

**CONTENT MATTER:**

Manipulative skills

**MANIPULATIVE  
Skills:**

Are the skills used when a child handles an object.

The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

**VOCABULARY:**

single jump

**OBJECTIVES:**

A-35 Balance objects such as bean bags, koosh balls, etc.,  
utilizing body parts

A-36 Perform various locomotor and non-locomotor  
skills using a variety of manipulatives (e.g., jump ropes, balls, rings, bean bags, etc.)

A-45 Demonstrate the single jump technique while turning an individual rope

**ASSESSMENT:**

Teacher observation with jump rope checklists

**GRADE LEVEL:** Kindergarten

**TOPIC:** Motor Skills

**CONTENT MATTER:** Sending skills

**SENDING SKILLS:** Skills such as tossing, throwing, batting, or kicking

**VOCABULARY:** stationary target

**OBJECTIVES:**

A-49 Keep a balloon in the air using different body parts

A-55 Roll a ball toward a target

A-50 Toss an object straight up so that it lands within personal space

A-57 Toss a small object with one hand and catch with the other

A-52 Show a one-hand roll using a large ball

A-60 Kick a ball rolled by a partner

A-53 Roll balls of various sizes and weights

A-61 Kick a stationary ball with right and left foot

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:**

Kindergarten

**TOPIC:**

Motor Skills

**CONTENT MATTER:**

Receiving Skills

**RECEIVING SKILLS:**

The skill of catching

**VOCABULARY:**

None

**OBJECTIVES:**

A-78

Demonstrate catching a large rolling ball with two hands

A-79

Drop and catch a large ball with two hands

**ASSESSMENT:**

Teacher observation with checklist

**GRADE LEVEL:** Kindergarten

**TOPIC:** Body Awareness

**CONTENT MATTER:** Body Awareness

**BODY AWARENESS:** Will include a basic knowledge of general and personal space including directional movements and identification of body parts.

**VOCABULARY:** directional movements force

**OBJECTIVES:**

B-1 Demonstrate the ability to lead a group or follow a leader

B-2 Perform directional movements on verbal commands (forward, backward, up down, and sideways – left/right)

B-3 Identify right side and left side

B-4 Demonstrate understanding of directions such as: backward/forward/sideways, high/low, in front/in back, into/out of, on/off, on top/underneath, top/bottom, over/under, up/down, upper/lower, around/through/across, right/left, upside down/right side up

B-5 Demonstrate understanding of directions such as: above/below/along, toward, away, beside, to the side of, sideways, inside/outside, between, behind/ ahead, before/after

B-6 Demonstrate understanding of relationships between self and others: face to face, back to back, side by side, close together, far apart, separate, together

B-7 Demonstrate contrasting movements such as: round/straight/square, short/long/tall, smooth/rough/jerky, sudden/sustained, swift/slow, tight/loose, tiny/big/ large, wide/narrow/thin, zig zag/straight, curved/ flat/straight, graceful/awkward, light/heavy, near/ far

B-9 Recognize, name, and demonstrate body parts and large muscle groups; i.e. forearm, thigh, calf, trunk, instep

B-10 Differentiate between one's own personal space and that of another

**ASSESSMENT:**

Teacher observation with checklists

**GRADE LEVEL:** Kindergarten

**TOPIC:** Rhythmic Movement

**CONTENT MATTER:** Rhythmic Movement

**RHYTHMIC MOVEMENT:** Means engaging in various movements through space to music or rhythmic sounds

**VOCABULARY:**  
traditional dance  
ethnic dance  
cultural dance  
recreational dances  
imagery  
tempo

**OBJECTIVES:**

C-1 Perform traditional dance steps in various ethnic, cultural, and recreational dances

C-2 Use self-expressive movements in response to rhythmical accompaniments, imagery and stories

C-3 Perform locomotor and non-locomotor skills in singing games

C-4 Perform basic locomotor movements in response to different time and tempo of music

C-5 Demonstrate light and heavy movements

C-6 Demonstrate stiff and smooth movements

C-7 Move to music in basic formations: partners, scattered, line, circle, etc.

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** Kindergarten **TOPIC:** Health and Skill Related Fitness

**CONTENT MATTER:** Health and Skill Related Fitness

**HEALTH AND SKILL RELATED FITNESS:** Important components of health related fitness include aerobic endurance, muscle strength, and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.

**VOCABULARY:**

physical fitness test	coordination
strength	cardiovascular efficiency
power	warm ups
flexibility	strategy
agility	implement
benefits	breathing rate (before, after)
nutrition	basic first aid

**OBJECTIVES:**

- |     |   |     |  |
|-----|---|-----|--|
| D-1 | Participate in at least one physical fitness test item  | D-7 | Perform tests that will increase cardiovascular efficiency   |
| D-2 | Associate results of fitness testing to personal health status and ability to perform various activities. | D-8 | Identify at least one activity associated with each component of health-related physical activity and one from a skill related physical activity |
| D-4 | Perform exercises that will increase strength and Power   | D-9 | Develop and implement a strategy for personal fitness components and for goals   |
| D-5 | Perform exercises that will increase flexibility  |     |  |
| D-6 | Perform exercises that will increase speed, agility, and coordination                                     |     |  |

D-10 Recognize the necessity of warm ups of body muscles before strenuous exercise

D-12 Understand that breathing rate varies before and after exercise

D-19 Know importance and benefits derived from regular physical activities

D-20 Relate good nutrition and sleep habits to physical fitness

D-21 Know the importance of basic first aid

D-28 Understand how to balance food intake with physical activity

**ASSESSMENT:**

Physical fitness tests

**GRADE LEVEL:** Kindergarten

**TOPIC:** Attitudinal Growth

**CONTENT MATTER:** Attitudinal Growth

**ATTITUDINAL GROWTH:** In physical education, attitudes may be expressed in interests, appreciations, and values developed in/or toward physical education. Evaluation of attitudes should measure such areas as cooperation, sportsmanship, emotional control, respect for others and respect of the rules of the class and equipment.

**VOCABULARY:**  
proper clothes and shoes (attire)  
sportsmanship  
cooperation skills  
emotional control  
physical exertion

**OBJECTIVES:**

E-1 Know and observe safety rules related to class

E-2 Wear proper clothes and shoes for physical activities

E-3 Demonstrate cooperation skills necessary for successful participation

E-4 Demonstrate sportsmanship and emotional control

E-5 Show respect for and appreciation for individual differences

E-6 Learn proper usage of equipment

E-7 Demonstrate proper respect and responsible (such as taking turns) social behavior

E-8 Demonstrate simple problem solving skills (decide whose turn it is)

- E-9 Participate in activities that require physical exertion daily outside of PE class
- E-10 Identify personal interests in regards to one's exercise capabilities

- E-14 Participate in physical activity opportunities in the community (cancer walks, marathons).
- E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

**ASSESSMENT:**

Teacher observation with social behavior checklist

Student self-evaluation

**GRADE LEVEL:** Kindergarten **TOPIC:** Games/Sports (General)

**CONTENT MATTER:** Games/Sports (General)

**GAMES:** Are activities that include low organization and are non-competitive

**SPORTS:** Are a more organized and competitive in nature

**VOCABULARY:** low organizational games  
lead-up  
modified  
non-competitive

**STUDENTS WILL:**

F-1 Participate in low organizational games (including those from other countries)

F-2 Learn activities which will be of value in life-long recreational pursuits

F-3 Participate in lead-up and modified games

**ASSESSMENT:** Teacher observation

**GRADE LEVEL:** Kindergarten **TOPIC:** Gymnastics (stunts, tumbling)

**CONTENT MATTER:**           Gymnastics (stunts, tumbling)

**STUNTS:**                    A performance displaying a person’s skill or dexterity

**TUMBLING:**                The art of performing acrobatic tumbles

**VOCABULARY:**            base of support  
                                  forward rolls  
                                  backward rolls  
                                  individual balances  
                                  partner balances

**STUDENTS WILL:**

- G-1   Perform individual and partner balances
- G-2   Perform individual and partner stunts
- G-4   Control body balance on increasingly smaller base of support
- G-5   Know how to fall safely
- G-6   Demonstrate the effect of vision on balance
- G-7   Perform forward and backward rolls

**ASSESSMENT:**             Teacher observation with checklist

**GRADE LEVEL:** First **TOPIC:** Motor Skills

**CONTENT MATTER:** Locomotor

**LOCOMOTOR SKILLS:** Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

**VOCABULARY:** Leap for distance

**OBJECTIVES:**

A-8 Leap for distance

A-10 Leap over obstacles

A-12 Change direction smoothly while sliding

A-14 Slide with a partner, face to face, while holding hands

A16 Recognize a gallop as a forward slide

A-17 Gallop with a partner

A-21 Run with upright body position using the proper knee and arm bend

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** First

**TOPIC:** Motor Skills

**CONTENT MATTER:** Non-Locomotor

**NON-LOCOMOTOR SKILLS:** Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing and circling, etc.

**VOCABULARY:** pull push  
mirror movement

**OBJECTIVES:**

A-25 Raise and lower body with good balance using both feet

A-26 Raise and lower body with good balance using separate feet (one foot at a time)

A-28 Mirror movement of leader or partner

A-29 Move in direction opposite to leader

A-31 Demonstrate the relationship between bending and straightening to pushing and pulling

A-33 Execute various non-locomotor skills with a Partner

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** First

**TOPIC:** Motor Skills

**CONTENT MATTER:** Manipulative

**MANIPULATIVE SKILLS:** Are the skills used when a child handles an object. The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

**VOCABULARY:** front and back cross  
speed jump  
double jump (bounce)

**OBJECTIVES:**

A-37 Turn rope in cooperation with a partner

A-38 Jump from side to side over a motionless rope held several centimeters from the floor by two people

A-39 Jump over a rope swung back and forth by two people

A-40 Jump a rope turned by two people

A-43 Jump an individual rope using any technique

A-44 Jump an individual rope turned backward

A-46 Demonstrate the double jump technique while turning an individual rope

A-47 Alternate feet while jumping alone

A-48 Demonstrate various forward jump rope skills such as jogging, running, skipping, speed jump, criss-cross

**ASSESSMENT:** Teacher observation with jump rope checklist

**GRADE LEVEL:** First

**TOPIC:** Motor Skills

**CONTENT MATTER:** Sending skills

**SENDING SKILLS:** Skills such as tossing, throwing, batting, or kicking

**VOCABULARY:** one hand roll                      eye-hand coordination  
two hand roll                      strike  
dribble (with hand)

**OBJECTIVES:**

A-54 Roll a ball with different amounts of force to a specific target

A-56 Pass a ball to a partner so the partner can catch it

A-58 Strike an appropriate object with a racket, paddle, bat, etc.

A-64 Kick a ball through a goal or at a target

A-69 Demonstrate eye-hand coordination by accurately catching and throwing an object at varying distance

A-71 Keep light weight objects such as a balloon or beach ball going back and forth over a net

A-73 Dribble in general space controlling the ball with your hand

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** First

**TOPIC:** Motor Skills

**CONTENT MATTER:** Receiving Skills

**RECEIVING SKILLS:** The skill of catching.

**VOCABULARY:** underhand toss  
underhand throw

**OBJECTIVES:**

A-81 Move into position to catch a rolling ball

A-83 Catch objects of a variety of sizes thrown or  
tossed underhand by a partner

A-85 Catch a ball bounced by a partner

A-86 Catch small objects in a pail, box or scoop, etc.

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** First

**TOPIC:** Rhythmic Movement

**CONTENT MATTER:**

**RHYTHMIC MOVEMENT:** Means engaging in various movements through space to music or rhythmic sounds

**VOCABULARY:**  
patterns  
rhythmic tempos  
lummi sticks

**OBJECTIVES:**

C-8 Respond to changes in patterns and rhythmic tempos while handling objects, i.e., jump rope, balls, lummi sticks, etc.

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** First

**TOPIC:** Health and Skill Related Fitness

**CONTENT MATTER:**

**HEALTH AND SKILL RELATED FITNESS:** Important components of health related fitness include aerobic endurance, muscle strength and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.

**VOCABULARY:** accuracy                      time  
distance                      physical fitness components  
speed

**OBJECTIVES:**

D-2 Associate results of fitness testing to personal health status and ability to perform various activities

D-3 Begin to learn how to measure and evaluate performance and improvement: accuracy distance, speed and time

D-8 Identify at least one activity associated with each component of health-related physical activity and one from a skill related physical activity

D-28 Understand how to balance food intake with physical activity

**ASSESSMENT:** Physical fitness tests

**GRADE LEVEL:** First

**TOPIC:** Gymnastics

**CONTENT MATTER:** Stunts-Tumbling

**STUNTS:** A performance displaying a person's skill or dexterity

**TUMBLING:** The art of performing acrobatic tumbles

**VOCABULARY:** headstand

**OBJECTIVES:**

G-10 Perform headstands

G-14 Demonstrate the proper care and use of mats

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** First

**TOPIC:** Soccer

**CONTENT MATTER:** Skill and knowledge development

**VOCABULARY:** None

**OBJECTIVES:**

I-3 Develop ability to kick a moving ball

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:** First

**TOPIC:** Body Awareness

**CONTENT MATTER:** Refer to Kindergarten

**VOCABULARY:** Body Awareness will include a basic knowledge of general and personal space including directional movements and identification of body parts.

force

**OBJECTIVES:**

B-2 Perform directional movements on verbal command

B-3 Identify right side and left side

B-4 Demonstrate understanding of directions such as:  
backward/forward, on top/underneath, around/through/across

B-9 Recognize, name and demonstrate body parts and large muscle groups; i.e. forearm, thigh, calf, trunk, instep

**ASSESSMENT:** Teacher observation with checklist

**GRADE:** First

**TOPIC:** Games/Sports (General)

**CONTENT MATTER:** Refer to Kindergarten

**VOCABULARY:** lead-up  
modified  
non-competitive

**OBJECTIVES:**

F-3 Participate in lead-up and modified games

**ASSESSMENT:** Teacher observation

**GRADE LEVEL:** First

**TOPIC:** Attitudinal Growth

**CONTENT MATTER:** Refer to Kindergarten

successful participation  
E-10 Identify personal interests in regards to one's  
E-14 Participate in physical activity  
opportunities in the  
exercise capabilities  
community

**VOCABULARY:** sportsmanship  
cooperation skills  
physical exertion

E-15 Explain and demonstrate the difference in compliance  
and non-compliance of games

**ASSESSMENT:** Teacher observation  
With social behavior  
checklist

**OBJECTIVES:**

Student self evaluation  
Second

E-3 Demonstrate cooperation skills necessary for  
E-4 Demonstrate sportsmanship and  
emotional control

**GRADE LEVEL:**

**TOPIC:** Motor Skills

**CONTENT MATTER:** Locomotor

**LOCOMOTOR SKILLS:** Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

**VOCABULARY:** leap

**OBJECTIVES:**

- A-9 Leap for height
- A-12 Change directions smoothly while sliding
- A-16 Recognize a gallop as a forward slide
- A-21 Run with upright body position using the proper knee and arm bend
- A-10 Leap over obstacles
- A-14 Slide with a partner, face to face, holding hands
- A-17 Gallop with a partner

**ASSESSMENT:**

- Translate a sequence of directions into physical activity
- Observation of fine motor skills
- Demonstrate various movements – checklist
- Observation of a variety of different jumps

**GRADE:**

Second

**TOPIC:**

Motor Skills

**CONTENT MATTER:**

Non-Locomotor

**NON-LOCOMOTOR SKILLS:**

Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, etc.

**VOCABULARY:**

**OBJECTIVES:**

Objectives are a progression of kingergarten and first grade skills.

**ASSESSMENT:**

Teacher observation

**GRADE:** Second

**TOPIC:** Motor Skills

**CONTENT MATTER:** Manipulative

**MANIPULATIVES:** Are the skills used when a child handles an object. The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

**VOCABULARY:** None

**OBJECTIVES:**

A-41 Run in, jump, and run out of a turning rope

A-42 Run through a turning rope without jumping

**ASSESSMENT:** Teacher observation with jump rope checklists

**GRADE LEVEL:** Second

**TOPIC:** Motor Skills

**CONTENT MATTER:** Sending Skills

**SENDING SKILLS:** Skills such as tossing, throwing, batting, or kicking

**VOCABULARY:** overhand throw including follow through and technique

**OBJECTIVES:**

A-59 Control a ball with feet while moving around objects

A-62 Kick a ball with different amounts of force

A-63 Kick a ball with the side of the foot

A-65 Kick a moving ball with the right and left foot

A-66 Demonstrate underhand and overhand throws with a small object

A-67 Demonstrate underhand and overhand throws with a playground ball

A-68 Throw with different amounts of force

A-70 Demonstrate follow through as it applies to proper throwing technique

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** Second

**TOPIC:** Motor Skills

**CONTENT MATTER:** Receiving Skills

**RECEIVING SKILLS:** The skill of catching

**VOCABULARY:** receiving

**OBJECTIVES:**

A-84 Catch a ball thrown overhand by a partner

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** Second

**TOPIC:** Body Awareness

**CONTENT MATTER:** Spatiality

**BODY AWARENESS:** Will include a basic knowledge of general and personal space including directional movements and identification of body parts.

**VOCABULARY:** clockwise  
counter-clockwise

**OBJECTIVES:**

B-9 Recognize, name, and demonstrate body parts and large muscle groups

B-11 Demonstrate knowledge of clockwise and counter-clockwise

B-12 Have a basic knowledge of bone and muscle groups

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** Second

**TOPIC:** Rhythmic Movement

**CONTENT MATTER:** Rhythm

**RHYTHMIC MOVEMENT:** Means engaging in various movements through space to music or rhythmic sounds

**VOCABULARY:** rhythm  
tempo

**OBJECTIVES:**

C-4 Perform basic locomotor movements in response to different time and tempo of music

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** Second

**TOPIC:** Health and Skill Related Fitness

**CONTENT MATTER:** Exercise

**HEALTH AND SKILL RELATED FITNESS**

Important components of health related fitness include aerobic endurance, muscle strength and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.

**VOCABULARY:** aerobic  
flexible  
pulse

**OBJECTIVES:**

D-8 Identify at least one activity associates with each component of health-related physical activity and one from a skill related physical activity.

D-28 Understand how to balance food intake with physical activity.

**ASSESSMENT:** Physical fitness tests

**GRADE LEVEL:** Second

**TOPIC:** Attitudinal Growth

**CONTENT MATTER:** participation in a sportmanlike manner in community physical events

**ATTITUDINAL GROWTH:** In physical education, attitudes may be expressed in interests, appreciations, and values developed in/or toward physical education. Evaluation of attitudes should measure such areas as cooperation sportsmanship, emotional control, respect for others and respect of the rules of the class and equipment.

**VOCABULARY:**  
sportsmanship  
team work  
respect

**OBJECTIVES:**

- E-14 Participate in physical activity opportunities in the community (cance walks, marathons).
- E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

**ASSESSMENT:**  
Express rules related to safety  
Observation of controlling your emotions (anger)  
Control of your body – (not falling down or bumping into others)  
Teacher observation with social behavior checklist  
Student self evaluation

**GRADE LEVEL:** Second

**TOPIC:** Games/Sports (General)

**CONTENT MATTER:**

**GAMES:** Are activities that include low organization and are non-competitive

**SPORTS:** Are more organized and competitive in nature

**VOCABULARY:**

**OBJECTIVES:**

**ASSESSMENT:** Teacher observation

**GRADE LEVEL:** Second

**TOPIC:** Gymnastics

**CONTENT MATTER:** Stunts-Tumbling

**STUNTS:** A performance displaying a person's skill or dexterity

**TUMBLING:** The art of performing acrobatic tumbles

**VOCABULARY:** individual support activities  
partner support activities

**OBJECTIVES:**

G-3 Demonstrate the proper positioning of the hands and knees in individual support activities

G-13 Demonstrate the proper positioning of the hands and knees in partner support activities

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** Second

**TOPIC:** Soccer

**CONTENT MATTER:**

**LOCOMOTOR SKILLS:**

**VOCABULARY:** soccer rules (refer to FIFA National) - Rule Book  
instep-kick  
trap  
dribble with feet

**OBJECTIVES:**

I-1 Know soccer rules

I-4 Use right and left instep to kick

I-6 Pass a soccer ball to a partner

I-8 Trap a soccer ball with feet

I-11 Throw a ball overhead using two hands, keeping both feet on the ground

I-12 Dribble a soccer ball with the inside of the right and left foot

**ASSESSMENT:** Teacher observation with general rubric

**TOPIC:** Softball/Baseball

**GRADE LEVEL:** Second

**CONTENT MATTER:**

**LOCOMOTOR SKILLS:**

**VOCABULARY:** Base running technique

**OBJECTIVES:**

J-5 Demonstrate correct technique in base running

**ASSESSMENT:** Teacher observation on base running

**GRADE LEVEL:**

Third

**TOPIC:**

Motor Skills

**CONTENT MATTER:**

Locomotor

**LOCOMOTOR SKILLS:**

Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

**VOCABULARY:**

locomotor

**OBJECTIVES:**

This topic has been presented in an earlier grade, and will continue to be developed.

**ASSESSMENT:**

Continue with checklist if needed

**GRADE LEVEL:** Third

**TOPIC:** Motor Skills

**CONTENT MATTER:** Non-Locomotor

**NON-LOCOMOTOR SKILLS:** Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, etc.

**VOCABULARY:** locomotor  
non-locomotor

**OBJECTIVES:**

A-34 Distinguish between a non-locomotor movement and a locomotor movement

**ASSESSMENT:** Teacher observation (refer to checklist if needed)

**GRADE LEVEL:**

Third

**TOPIC:** Motor Skills

**CONTENT MATTER:**

Manipulatives

**MANIPULATIVES:**

Are the skills used when a child handles an object. The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

**VOCABULARY:**

**OBJECTIVES:**

**ASSESSMENT:**

Teacher observation with jump rope checklist

**GRADE LEVEL:** Third

**TOPIC:** Motor Skills

**CONTENT MATTER:** Sending Skills

**SENDING SKILLS:** Skills such as tossing, throwing, batting, or kicking

**VOCABULARY:** sports          rebounds  
passes  
controlled dribble (hand)

**OBJECTIVES:**

- A-72 Identify sports in which various passes are used
- A-74 Demonstrate a controlled dribble while switching from one hand to the other hand (standing still)
- A-75 Demonstrate a controlled dribble while switching from one hand to the other hand (moving)
- A-76 Demonstrate a moving waist high and knee high dribble
- A-77 Demonstrate that an object rebounds according to the amount of force applied to it

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** Third

**TOPIC:** Motor Skills

**CONTENT MATTER:** Receiving Skills

**RECEIVING SKILLS:** The skill of catching

**VOCABULARY:** absorb

**OBJECTIVES:**

A-80 Absorb force on a catch

A-82 Bounce and catch a small ball with one hand

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** Third

**TOPIC:** Body Awareness

**CONTENT MATTER:** General Knowledge

**BODY AWARENESS:** Will include a basic knowledge of general and personal space including directional movements and identification of body parts.

**VOCABULARY:** exploding  
personal space

**OBJECTIVES:**

B-8 Demonstrate understanding of concepts of force, speed and time, sudden movements, slow movements, exploding, pushing and pulling

B-9 Recognize, name, and demonstrate body parts and large muscle groups; i.e. forearm, thigh, calf, trunk, instep.

**ASSESSMENT:** Teacher observation  
Checklist if needed

**GRADE LEVEL:** Third

**TOPIC:** Rhythmic Movement

**CONTENT MATTER:** General Knowledge

**RHYTHMIC MOVEMENT:** Means engaging in various movement through space to music or rhythmic sounds

**VOCABULARY:**

**OBJECTIVES:**

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** Third

**TOPIC:** Health and Skill Related Fitness

**CONTENT MATTER:** General Knowledge

**HEALTH AND SKILL RELATED FITNESS:** Important components of health related fitness include aerobic endurance, muscle strength, and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.

**VOCABULARY:** fitness abdominal  
cool down pulse

**OBJECTIVES:**

D-8 Identify at least one activity associated with each component of health-relates physical activity and one from a skill related physical activity.

D-9 Develop and implement a strategy for personal fitness components and/or goals

D-10 Recognize the necessity of slow cool down period after strenuous activity

D-12 Locate pulse

D-16 Recognize that abdominal exercises strengthen weak abdominal muscles which are a major cause of lower back pain

D- 28 Understand how to balance food intake with physical activity.

**ASSESSMENT:** Feel the Beat Sheet  
Physical Fitness tests

**GRADE LEVEL:** Third

**TOPIC:** Attitudinal growth

**CONTENT MATTER:** General Knowledge

**ATTITUDINAL GROWTH:** In physical education, attitudes may be expressed in interests, appreciations, and values developed in/or toward physical education. Evaluation of attitudes should measure such areas as cooperation, sportsmanship, emotional control, respect for others and respect of the rules of the class and equipment.

**VOCABULARY:** self-image                      respect                      compliance  
sportsmanship                      non-compliance

**OBJECTIVES:**

E- 14 Participate in physical activity opportunities in the community (cancer walks, marathons).

E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

**ASSESSMENT:** Teacher observation with social behavior checklist  
Student self evaluation

**GRADE LEVEL:**

Third

**TOPIC:**

Games/Sports  
(General)

**CONTENT MATTER:**

General Knowledge

**GAMES:**

Are activities that include low organization and are non-competitive

**SPORTS:**

Are more organized and competitive in nature

**VOCABULARY:**

offensive  
defensive

**OBJECTIVES:**

**ASSESSMENT:**

Teacher observation

Peer Assessment

**GRADE LEVEL:** Third

**TOPIC:** Gymnastics

**CONTENT MATTER:** Stunts and Tumbling

**STUNTS:** A performance displaying a person's skill or dexterity

**TUMBLING:** The art of performing acrobatic tumbles

**VOCABULARY:**

routine	straddle	handstand
pike	cartwheel	round off
tuck		

**OBJECTIVES:**

G-8 Demonstrate various tumbling positions such as pike, tuck, straddle, etc.

G-11 Perform handstands

G-9 Perform cartwheels and round offs

G-12 Perform simple routine with a variety of tumbling stunts

**ASSESSMENT:** Teacher observation with checklist

**GRADE LEVEL:** Third

**TOPIC:** Basketball

**CONTENT MATTER:** Skill Development

**VOCABULARY:** basketball rules (refer to Rule Book mentioned in)  
bounce pass                      overhead pass  
chest pass                        guarding

**OBJECTIVES:**

H-1 Know the rules for playing basketball

H-3 Develop skill in bounce, chest and overhead passing

H-2 Develop skill in dribbling with both right and left hand

H-5 Develop skill in guarding

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:** Third

**TOPIC:** Soccer

**CONTENT MATTER:** Skill Development

**VOCABULARY:** punt                      passing with feet(a soccer ball)  
trap                              heading

**STUDENT WILL:**

- |     |   |      |                                   |
|-----|---|------|-----------------------------------|
| I-5 | Punt a ball for distance                                      | I-9  | Trap a soccer ball with legs      |
| I-7 | Pass a soccer ball to a partner with both right and left foot | I-10 | Trap a soccer ball with chest     |
|     |   | I-13 | Develop skill in heading the ball |

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:** Third

**TOPIC:** Softball/Baseball

**CONTENT MATTER:** Skill Development

**VOCABULARY:** rules (refer to Rule Book)  
grip  
stance

**OBJECTIVES:**

J-1 Know softball/baseball rules

J-2 Demonstrate correct technique in throwing a softball:  
overhand

J-3 Demonstrate correct technique in throwing a softball:  
underhand

J-4 Demonstrate proper grip and stance in batting

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:**

Fourth

**TOPIC: Motor Skills****CONTENT MATTER:**

Locomotor

**LOCOMOTOR:**

Are used to move the body from one place to another or to project the body upward, as in jumping and hopping. They include walking, running, skipping, leaping, sliding and galloping. They form the foundation of gross motor coordination and involve large muscle movement.

**VOCABULARY:**

leap gallop jog jump walk  
hop skip slide run

**OBJECTIVES:**

Combine one specific skill (e.g. leaping) with other locomotor skills.

Leap over obstacles (e.g. rope, bean bag, hoop)

Jump up and mark the wall with fingertips.

Hop in time with a partner.

Skip with a partner – hands crossed in a skating position.

**ASSESSMENT:**

Continue checklist for those who haven't mastered

Peer assessment

**GRADE LEVEL:**

Fourth

**TOPIC:** Motor Skills**CONTENT MATTER:**

Non-locomotor

**NON-LOCOMOTOR:**

Are performed without appreciable movement from place to place. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing and circling, etc.

**VOCABULARY:**

balance	mirror movement
pushing	bend            swing
pulling	stretch        sway
curl	twist           rock

**OBJECTIVES:**

Combine swinging and swaying with other non-locomotor skills.

Bend and stretch different parts of the body with varying speeds.

With a partner, practice mirror movement.

See how many parts of the body they can twist, as well as the number of combinations they can make.

Push and pull in pantomime.

**ASSESSMENT:**

Peer assessment

**GRADE LEVEL:** Fourth

**TOPIC:** Motor Skills

**CONTENT MATTER:** Manipulative Skills

**MANIPULATIVE SKILLS:** Are the skills used when a child handles an object. The manipulation of objects leads to better hand-eye and foot-eye coordination, which are important for tracking items in space.

**VOCABULARY:** double jump                  alternate  
single jump                      criss/cross

**OBJECTIVES:**

Balance the bean bag on as many body parts as he/she can.

While balancing an object, he/she will attempt different locomotor skills.

Make up a jump rope routine using various techniques.

Make up a jump rope routine using various techniques:  
(a) with a partner  
(b) with one rope  
(c) with two ropes

**ASSESSMENT:** Teacher observation with jump rope checklist

**GRADE LEVEL:**

Fourth

**TOPIC:**

Motor Skills

**CONTENT MATTER:**

Sending Skills

**SENDING SKILLS:**

Skills such as tossing, throwing, batting, or kicking

**VOCABULARY:**kick    toss    pass    strike  
underhand    dribble    overhand**OBJECTIVES:**

Control a ball with feet while moving around objects.

Practice eye-hand coordination by catching and throwing an object at varying distances.

Practice a controlled dribble while switching from one hand to the other hand (standing still or moving).

Practice with a utility ball and note the force as ball rebounds.

**ASSESSMENT:**

Teacher observation with checklist

**GRADE LEVEL:**

Fourth

**TOPIC:**

Motor Skills

**CONTENT MATTER:**

Receiving Skills

**RECEIVING SKILLS:**

The skill of catching

**VOCABULARY:**

absorb          force

**OBJECTIVES:**

Practice catching balls of varying size thrown by a partner.

Practice catching balls of varying speed thrown by a partner.

Practice catching balls of varying height thrown by a partner.

Bounce and catch a ball by themselves.

Bounce and catch a ball with a partner.

**ASSESSMENT:**

Teacher observation with checklist

**GRADE LEVEL:**

Fourth

**TOPIC:**

Body Awareness

**CONTENT MATTER:**

General Knowledge

**BODY AWARENESS:**

Will include a basic knowledge of general and personal space including directional movements and identification of body parts.

**VOCABULARY:**

sudden movement	exploding
slow movement	force
time	speed
counter clockwise	bone/muscle groups

**OBJECTIVES:**

Practice different ways to explode (e.g. sprinting).

Label a simplified diagram of the human skeleton (bones).(B-9)

Identify various muscles on a diagram appropriate for a nine year old.

Push objects with hands, feet, back.

**ASSESSMENT:**

Teacher observation

**GRADE LEVEL:** Fourth

**TOPIC:** Rhythmic Movement

**CONTENT MATTER:** General Knowledge

**RHYTHMIC MOVEMENT:** Means engaging in various movements through space to music or rhythmic sounds

**VOCABULARY:** rhythmic tempo  
cultural ethnic

**OBJECTIVES:**

- Create a rhythmic pattern with a partner to a piece of music.
- Create a rhythmic pattern with a group to a piece of music.
- Create a rhythmic pattern using an object such as – (jump ropes, balls, lummi sticks).
- Participate in various cultural or traditional dances appropriate to their age.

**ASSESSMENT:** Group project with peer assessment

**GRADE LEVEL:** Fourth

**TOPIC:** Health and Skill Related Fitness

**CONTENT MATTER:** General Knowledge

**HEALTH AND SKILL RELATED FITNESS:**

Important components of health related fitness include aerobic endurance, muscle strength, and endurance, flexibility, body composition, nutrition, and rest. Skill related fitness includes speed, agility, coordination, and accuracy.

**VOCABULARY:** respiration  
heart rate  
body temperature (rel. to exercise)

**OBJECTIVES:**

D-8 Identify at least one activity associated with each component of health-related physical activity and one from a skill related physical activity.

D-9 Discuss the importance of personal fitness goals

D-11 Identify the reasons why a cool down is important after strenuous activity

D-14 Observe increase in respiration during exercise and a return during rest

D-16 Observe increase in body temperature with increase in heart rate

D-17 Practice abdominal exercises that strengthen weak abdominal muscles

D- 28 Understand how to balance food intake with physical activity.

**ASSESSMENT:** Physical fitness tests

Feel the Beat Sheet

**GRADE LEVEL:** Fourth

**TOPIC:** Attitudinal Growth

**CONTENT MATTER:** General Information

**ATTITUDINAL GROWTH:** In physical education, attitudes may be expressed in interests, appreciations, and values developed in/or toward physical education. Evaluation of attitudes should measure such areas as cooperation sportsmanship, emotional control, respect for others and respect of the rules of the class and equipment.

**VOCABULARY:**

physical exertion	teamwork
self-image	sportsmanship
emotional control	

**OBJECTIVES:**

Share personal outside athletic interests

E-14 Participate in physical activity opportunities in the community

Role play simple problem solving skills

E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

Show an understanding of proper safety rules

Show an understanding of proper usage of equipment

**ASSESSMENT:** Peer Assessment

Teacher observation with social behavior checklist

Self evaluation with self responsibility checklist

<b>GRADE LEVEL:</b>	Fourth	<b>TOPIC:</b>	Games/Sports (General)
<b>CONTENT MATTER:</b>	General Information		
<b>GAMES:</b>	Are activities that include low organization and are non-competitive		
<b>SPORTS:</b>	Are more organized and competitive in nature		
<b>VOCABULARY:</b>	life-long recreational pursuits		
<b>OBJECTIVES:</b>	<p>Create a low organized game with a partner (or group).</p> <p>Create a low organized game with limited equipment.</p> <p>Participate in one activity that can be pursued later in life (e.g. badminton, tennis, jogging, golf, aerobics, bowling).</p>		
<b>ASSESSMENT:</b>	<p>Teacher observation</p> <p>Peer Assessment</p>		

**GRADE LEVEL:**

Fourth

**TOPIC:**

Gymnastics

**CONTENT MATTER:**

Stunts and Tumbling

**STUNTS:**

A performance displaying a person's skill or dexterity

**TUMBLING:**

The art of performing acrobatic tumbles

**VOCABULARY:**cartwheels  
round off  
headstand  
handstandpike  
straddle  
tuck**OBJECTIVES:**

Perform a simple routine with a variety of stunts by themselves.

Practice the various tumbling skills.

Balance on a low beam, line, etc.

**ASSESSMENT:**

Teacher observation with checklist

**GRADE LEVEL:** Fourth

**TOPIC:** Basketball

**CONTENT MATTER:** Skill Development

**VOCABULARY:** pivot  
shoot(ing)  
lay-up  
set shot  
free throw

**OBJECTIVES:**

H-4 Develop skill in pivoting

H-8 Develop skill in set shot

H-6 Develop skill in shooting

H-9 Develop skill in free throw

H-7 Develop skill in lay-up

H-10 Develop skill in rebounding

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:**

Fourth

**TOPIC:**

Soccer

**CONTENT MATTER:**

Skill Development

**VOCABULARY:**

trap

offensive

goal kick

dribble

defensive

corner kick

overhead

**OBJECTIVES:**

Identify and label various team positions.

Practice the various techniques used in soccer (trap, heading, punting, passing).

Demonstrate a knowledge of the following:

-throwing rules

-kick off

-corner kick

-goal kick

-handling the ball

**ASSESSMENT:**

Teacher observation with general rubric

**GRADE LEVEL:** Fourth

**TOPIC:** Softball/Baseball

**CONTENT MATTER:** Skill Development

**VOCABULARY:** overhand grip/stance (batting)  
underhand

**OBJECTIVES:**

- Identify and label various fielding positions.
- Demonstrate to a partner proper grip and stance.
- Learn the difference between a ball and a strike.
- Learn the difference between fair and foul balls.

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:** Fourth

**TOPIC:** Volleyball

**CONTENT MATTER:** Skill Development

**VOCABULARY:**  
underhand serve  
overhand serve  
offensive and defensive strategies  
set  
bump (forearm pass)  
sidearm serve

**OBJECTIVES:**

K-1 Know volleyball rules

K-3 Develop skill in setting

K-2 Demonstrate at least one volleyball serve such as:  
underhand, overhand, sidearm

K-4 Develop skill in bumping

K-8 Know offensive and defensive volleyball strategies

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:** Fifth

**TOPIC:** Health and Skill Related Fitness

**CONTENT MATTER:**

**VOCABULARY:** target heart rate  
body fat  
body weight

**OBJECTIVES:**

D-8 Identify at least one activity associated with each component of health-related physical activity and one from a skill related physical activity.

D-9 Develop a goal for personal fitness

D-9 Identify strategies to meet personal fitness goals

D-14 Record pulse before, during, and after exercise

D-15 Know a target heart rate

D-18 Distinguish body fat and body weight

D- 28 Understand how to balance food intake with physical activity.

**ASSESSMENT:** Physical fitness tests

Feel the Beat Sheet

**GRADE LEVEL:** Fifth

**TOPIC:** Soccer

**CONTENT MATTER:** Skill and Knowledge Development

**VOCABULARY:**

trap	offensive	goal kick
penalty kick	dribble	defensive
off-sides	free kick	overhead
corner kick		

**OBJECTIVES:**

I-1 Produce a diagram identifying team positions

I-1 Recognize the difference between a free kick and penalty kicks

I-1 Learn the goal keeper privileges

I-14 Develop knowledge of offensive and defensive strategies

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:** Fifth

**TOPIC:** Volleyball

**CONTENT MATTER:** Knowledge Development

**VOCABULARY:** bumping      setting      overhand  
sidearm      underhand      side-out  
rotation

**OBJECTIVES:**

K-1 Learn the number of hits per side

K-1 Learn the basic rotation

K-1 Learn the scoring system (side-out-points)

K-1 Learn rule about line violations

K2-4 Continue to practice serving, setting, bumping

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:** Fifth

**TOPIC:** Basketball

**CONTENT MATTER:** Knowledge Development

**VOCABULARY:** pivot shooting lay up  
set shot free throw rebounding

**OBJECTIVES:**

H-1 Learn rules – jump ball, line violations, out of bounds, traveling, scoring

H-4 Refine pivoting

H-6 Refine shooting skills

H-7 Refine lay up

H-8 Refine set shot

H-9 Refine free throw

H-10 Refine rebounding

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:** Fifth

**TOPIC:** Softball/Baseball

**CONTENT MATTER:** Knowledge Development

**VOCABULARY:** overhand grip/stance (batting)  
underhand

**OBJECTIVES:**

J-1 Refine position skill and duty, fair and foul ball, safe and out

J-4 Refine grips and stance in batting

J-2 Refine throwing skills

J-6 Develop knowledge of offensive and defensive strategies

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:**

Fifth

**TOPIC:**

Attitudinal Growth

**CONTENT MATTER:**

Social Behavior Development

**VOCABULARY:**

sportsmanship	emotional control
respect	team work
cooperation	participation

**OBJECTIVES:**

Demonstrate proper sportsmanship, emotional control and respect during class activities.

Show teamwork, cooperation, and participation during class activities.

**ASSESSMENT:**

Peer Assessment

Teacher observation

Social behavior checklist

Self Evaluation with self responsibility checklist

**GRADE LEVEL:**

Fifth

**TOPIC:**

Gymnastics

**CONTENT MATTER:**

Stunts and Tumbling

**VOCABULARY:**

pike                  straddle                  tuck  
round off              handstand              cartwheel

**STUDENT WILL:**

Redefine skills already presented.

Create individual routines

Create partner routines

**ASSESSMENT:**

Stunts and tumbling checklist

**GRADE LEVEL:**

Fifth

**TOPIC:**

Rhythmic Movement

**CONTENT MATTER:**

**VOCABULARY:**

ethnic dances  
recreational dances

cultural dances  
fad dances

**STUDENT WILL:**

Participate in various ethnic and cultural dances.

Participate in various recreational and fad dances.

Refine knowledge in patterns and rhythmic tempos.

**ASSESSMENT:**

Peer assessment

**GRADE LEVEL:** Sixth

**TOPIC:** Volleyball

**CONTENT MATTER:** Skill and Knowledge Development

**VOCABULARY:** dig  
spike  
block

**OBJECTIVES:**

K-5 Develop skill for a dig

K-6 Know technique used in spiking

K-7 Know technique used in blocking

**ASSESSMENT:** Teacher observation with general rubric

**GRADE LEVEL:**

Sixth

**TOPIC:**

Rhythmic Movement

**CONTENT MATTER:**

**VOCABULARY:**

ethnic dances            cultural dances  
recreational dances    fad dances

**OBJECTIVES:**

Participate in various ethnic and cultural dances.

Participate in various recreational and fad dances.

Refine knowledge in patterns and rhythmic tempos.

**ASSESSMENT:**

Peer Assessment

Teacher Observation

**GRADE LEVEL:** Sixth

**TOPIC:** Health and Skill Related Fitness

**CONTENT MATTER:**

**VOCABULARY:** target heart rate      body fat      body weight

**OBJECTIVES:**

D-8 Identify at least one activity associated with each component of health-related physical activity and one skill related physical activity.

D-18 Differentiate between body fat and body weight.

D-21 Refine first aid skills

D-15 Know how to calculate their own target heart rate.

D-28 Understand how to balance food intake with physical activity.

**ASSESSMENT:** Physical Fitness Test

Feel the Beat Sheet with option of target Heart Rate

**GRADE LEVEL:** Sixth

**TOPIC:** Attitudinal Growth

**CONTENT MATTER:** Social Behavior Development

**VOCABULARY:** sportsmanship      emotional control  
respect                      teamwork  
cooperation                participation

**OBJECTIVES:** Demonstrate proper sportsmanship, emotional control and respect during class activities.

Show teamwork, cooperation, and participation during class activities.

**ASSESSMENT:** Peer Assessment  
Teacher observation with social behavior checklist  
Self-evaluation with self-responsibility checklist  
Good Sport checklist

**GRADE LEVEL:**

Sixth

**TOPIC:**

Gymnastics

**CONTENT MATTER:**

Stunts and Tumbling

**VOCABULARY:**

pike                  straddle                  tuck  
cartwheel          round off                  handstand

**OBJECTIVES:**

Refine skills already presented

Create individual routines

Create partner routines

**ASSESSMENT:**

Teacher observation with stunts and tumbling  
checklist

**GRADE LEVEL:**

Sixth

**TOPIC:**

Basketball

**CONTENT MATTER:**

Skill and Knowledge Development

**VOCABULARY:**

pivot  
set shot

shooting  
free throw

lay up  
rebounding

**OBJECTIVES:**

H-1 Refine previous rules and learn key positions (guard, forward, and center)

Refine all shooting skills

**ASSESSMENT:**

General rubric

Teacher observation

**GRADE LEVEL:**

Sixth

**TOPIC:**

Soccer

**CONTENT MATTER:**

Skill and Knowledge Development

**VOCABULARY:**

offensive and defensive strategies  
corner kick                      off sides

**OBJECTIVES:**

I-1     Refine knowledge of rules already presented

I-14   Refine offensive and defensive strategies

**ASSESSMENT:**

Teacher observation with general rubric

**GRADE LEVEL:**

Sixth

**TOPIC:**

Softball/Baseball

**CONTENT MATTER:**

Skill and Knowledge Development

**VOCABULARY:**

offensive and defensive strategies  
bunt                  pickle

**OBJECTIVES:**

Learn proper techniques in bunting.

Learn basic fundamentals of the pickle both defensively and offensively.

Refine offensive and defensive strategies.

**ASSESSMENT:**

Teacher observation with general rubric

**GRADE LEVEL:**

Seventh

**TOPIC:**

Motor Skills

**CONTENT MATTER:**

Motor skills through team sports and individual activity.

**VOCABULARY:**

See primary grade levels

**OBJECTIVES:**

Show knowledge of motor skills through team sports/games.

Show knowledge of motor skills through individual sports.

**ASSESSMENT:**

Write about a movement skill, development goal,  
practice plan.

**GRADE LEVEL:** Seventh

**TOPIC:** Games/Sports

**CONTENT MATTER:** General information

**GAMES:** Are activities that include low organization and are non-competitive

**SPORTS:** Are more organized and competitive in nature

**VOCABULARY:** Life long recreational pursuits

**OBJECTIVES:**

F-4 Use correct terminology

F-5 Analyze offensive and defensive strategies in games and sports.

**ASSESSMENT:** Written test

**GRADE LEVEL:** Seventh

**TOPIC:** Health and Skill Related Fitness

**CONTENT MATTER:**

**VOCABULARY:** emergency situations  
hypothermia  
heat exhaustion  
hyperventilating

**OBJECTIVES:**

Demonstrate knowledge of health and skill related components of fitness.

D-8 Identify at least one activity associated with each component of health-related physical activity and one skill related physical activity.

D-22 Demonstrate appropriate first aid measures for emergency situations (e.g. hypothermia, heat exhaustion, hyperventilating)

D-28 Understand how to balance food intake with physical activity.

**ASSESSMENT:** Physical Fitness tests  
  
Target heart rate  
  
Written test

**GRADE LEVEL:** Seventh

**TOPIC:** Attitudinal Growth

**CONTENT MATTER:** Sportsmanship and leadership concepts

**VOCABULARY:** sportsmanship                      emotional control  
respect                                      teamwork  
cooperation                                participation

**OBJECTIVES:**

E-12 Accept and respect the decisions made by game officials, whether they are students, teachers or officials outside of school.

E-14 Participate in physical activity opportunities in the community (cancer walks, marathons).

E-13 Perform leadership skills – captain, referee, timer, score keeper

E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

**ASSESSMENT:**

Student project – pick two famous athletes, one who is admired for positive behavior, one for negative behavior. Compare and contrast. Comment on the effect their images have on people their own age.

Peer Assessment

Teacher observation with social behavior checklist

**Self-evaluation with self-responsibility checklist**

Good Sport checklist

**GRADE LEVEL:** Seventh

**TOPIC:** Rhythmic Movement

**CONTENT MATTER:** Appreciation of various cultures through movement

**VOCABULARY:** ethnic dances                      cultural dances  
recreational dances                      fad dances

**OBJECTIVES:** Participate in various ethnic and cultural dances.  
Participate in various recreational and fad dances.  
Refine knowledge in patterns and rhythmic tempos.

**ASSESSMENT:** Peer Assessment  
Teacher observation  
Written test

**GRADE LEVEL:** Seventh

**TOPIC:** Basketball

**CONTENT MATTER:** Skill and Knowledge Development

**VOCABULARY:** offensive and defensive strategies

**OBJECTIVES:**

H-11 Develop knowledge of offensive (triangle, post screens and role, half court set, fast break), and defensive (man to man zone triangle and two, full court press) strategies.

**ASSESSMENT:** General rubric  
Written test  
Teacher observation

**GRADE LEVEL:** Seventh

**TOPIC:** Soccer

**CONTENT MATTER:** Knowledge and Skill Development

**VOCABULARY:** offensive and defensive strategies  
off sides

**OBJECTIVES:**

I-1 Continue to refine rules already presented.

I-14 Define offensive (wall pass, triangle, break away) and defensive (wall, diamond, mark-up) strategies.

**ASSESSMENT:** Written test  
Teacher observation  
General rubric

**GRADE LEVEL:**

Seventh

**TOPIC:**

Softball/Baseball

**CONTENT MATTER:**

Skills and Knowledge Development

**VOCABULARY:**

offensive and defensive strategies  
bunt  
pickle

**OBJECTIVES:**

Refine bunting skills

Refine basic fundamental of the pickle both  
defensively and offensively.

Begin to master offensive and defensive strategies.

**ASSESSMENT:**

Written test

Teacher observation with general rubric

**GRADE LEVEL:**

Seventh

**TOPIC:**

Volleyball

**CONTENT MATTER:**

Skill and Knowledge Development

**VOCABULARY:**

dig

spike

block

**OBJECTIVES:**

K-5 Refine digging skills

K-7 Refine blocking skills

K-6 Refine spiking skills

K-8 Refine offensive (different setting options) and defensive (blocking options) strategies

**ASSESSMENT:**  
general rubric

Teacher observation with

Written test

**GRADE LEVEL:**

Eighth

**TOPIC:** Motor Skills**CONTENT MATTER:**

Motor Skills in team and individual sport

**VOCABULARY:**

See primary grade levels

**OBJECTIVES:**

Show knowledge of motor skills through team sports/games.

Show knowledge of motor skills through individual sports.

**ASSESSMENT:**

(Portfolio) Demonstrate competence in at least three different movement forms (videotape of performance or certification of participation) e.g. softball, all-stars, equestrian show, red cross certification.

(Group Project) Group of 8 create a performance using 3 dances.

Teacher observation 4 on 4, trying to keep ball going not hitting group, must be at least 2 hits on each side before going out. Count number passes across net, number combination passes on team, number of successful serves.

**GRADE LEVEL:**

Eighth

**TOPIC:**

Rhythmic Movement

**CONTENT MATTER:**

Skill and Knowledge Development

**VOCABULARY:**

ethnic dances                  cultural dances  
recreational dances        fad dances

**OBJECTIVES:**

Participate in various ethnic and cultural dances.

Participate in various recreational fad dances.

Refine knowledge in patterns and rhythmic tempos.

**ASSESSMENT:**

Peer Assessment

Teacher observation

Written test

**GRADE LEVEL:** Eighth

**TOPIC:** Fitness

**CONTENT MATTER:** Health and Skill Related Fitness

**VOCABULARY:** fatigue          body composition          tension

**OBJECTIVES:**

- D-8 Identify at least one activity associated with each component of health-related physical activity and one skill related physical activity.
- D-23 Recognize the importance of seeking out factual information, relative to health, to become an intelligent consumer.
- D-24 Understand the causes of stress and the resultant fatigue and tension. Develop effective ways of overcoming stress without the use of drugs, tobacco, or alcohol.

- D-26 Participate in an individualized fitness program.
- D-27 Evaluate the roles of exercise and other factors in weight control.
- D-28 Understand how to balance food intake with physical activity. fatigue and tension, and develop effective ways of overcoming stress without the use of drugs, tobacco

**ASSESSMENT:**

Student log – maintain a log of physical activity for seven consecutive days.

Formal test (fitness one)

Student report – describe physiological response to exercise providing own heart rate info as basis for illustrating the body’s response to a minimum of 3 different activities.

Continue to maintain a portfolio of fitness scores and progress towards attaining fitness goals.

Write a paper analyzing how growth in height and weight affects performance in a favorite sport.

Student project – identify 2 different activities available in community which you have no experience, must attend first as an observer, later as a participant (at least 3 times). Write a report on activity, cost, equipment, where, description.

Interview – select an adult who regularly engages in a personal activity, what exercises do they do, how long have they done it, what motivates them to continue, how they started, write brief paper.

Group project – plan a physical activity fair.

**GRADE LEVEL:** Eighth

**TOPIC:** Attitudinal Growth

**CONTENT MATTER:** sportsmanship and leadership

**VOCABULARY:** sportsmanship emotional control respect teamwork cooperation participation

**OBJECTIVES:**

E-12 Accept and respect the decisions made by game officials, whether they are students, teachers, or officials outside of school.

E-13 Perform leadership skills – captain, referee, timer, scorekeeper.

E-14 Participate in physical activity opportunities in the community (cancer walks, marathons).

E-15 Explain and demonstrate the difference in compliance and non-compliance of game rules.

**ASSESSMENT:**

Student report – Essay discussing differences of opportunities for social interaction in teams and individual. Which did you prefer? Why? What activities does student participate in with friends? How are social factors important in selection of an activity?

Student project – (a) Identify incidents sport/activity participation (in or out of PE class) that made them feel really good and those really bad.

(b) Describe what they learned about how to create positive experiences for themselves and others in sport/physical activity.

Journal – Discuss situations that are stressful, after next incident do some formal physical activity,

Journal how they felt during and after. Did exercise help relieve tension?

Teacher observation – Record instances of unsafe behavior or undesirable behavior.

Event task – During a game, designated official will score game points and “behavior points” + 1 supportive, ethical behavior, -1 negative.

Student Journal – End of class students record example of their behavior, - good sportsmanship and poor sportsmanship.

Good sport checklist.

**GRADE LEVEL:** Eight

**TOPIC:** Basketball

**CONTENT MATTER:** Skill and Knowledge Development

**VOCABULARY:** Offensive strategies  
Defensive strategies

**OBJECTIVES:**

H-11 Refine offensive strategies (triangle, post, screen and roll, half-court set, fast break) and defensive strategies (box and one, triangle and two, man to man zone, full court press).

**ASSESSMENT:**

1. General rubric
2. Written test
3. Teacher observation

**GRADE LEVEL:** Eighth

**TOPIC:** Soccer

**CONTENT MATTER:** Skill and Knowledge Development

**VOCABULARY:** offensive strategies  
defensive strategies  
off sides

**OBJECTIVES:**

I-1 Continue to refine rules already presented.

I-14 Refine offensive strategies (wall pass, triangle, break away) and defensive strategies (diamond, wall, mark-up).

**ASSESSMENT:**

1. Written tests
2. Teacher observation with rubric

**GRADE LEVEL:**

Eighth

**TOPIC:**

Softball/Baseball

**CONTENT MATTER:**

Skill and Knowledge Development

**VOCABULARY:**offensive strategies  
defensive strategiesbunt  
pickle**OBJECTIVES:**

Refine bunting skills

Refine basic fundamentals of the pickle, both offensively and defensively.

Begin to master offensive and defensive strategies.

**ASSESSMENT:**

1. Written test
2. Teacher observation with general rubric

**GRADE LEVEL:** Eighth

**TOPIC:** Volleyball

**CONTENT MATTER:** Skill and Knowledge Development

**VOCABULARY:** dig spike block

**OBJECTIVES:**

K-5 Begin to master digging skills.

K-7 Begin to master techniques used in blocking

K-6 Begin to master spiking skills.

K-8 Begin to master offensive strategies (different setting options) defensive strategies (blocking options).

**ASSESSMENT:**

1. Written test
2. Teacher observation with general rubric

**GRADE LEVEL:** Eighth

**TOPIC:** Games and Sports

**CONTENT MATTER:** General information

**GAMES:** Are activities that include low organization and are non-competitive

**SPORTS:** Are more organized and competitive in nature

**VOCABULARY:** Life long recreational pursuits

**OBJECTIVES:**

F-4 Continue to use correct terminology

F-5 Continue to analyze offensive and defensive strategies in games and sports

**ASSESSMENT:**

Student project – select activity, develop a 4 week training and conditioning program. Analysis of basic skills and movement patterns. Assessment of current skill and fitness status.

Description of specific conditioning exercises and practice procedures.

Student report – sports magazines (training tips, techniques) brief written summary of at least 3 articles on a movement form.

Student project – teach simple game or dance to a small group of 4<sup>th</sup> grades (a) develop written plan that describes practice sessions (b) keep a journal reflecting results of each practice session and adjustments for next practice session.