

## Physical Education K-2

### YEAR AT A GLANCE

	MODULE 1	MODULE 2	MODULE 3	MODULE 4	Module 5
Module	<b>Cooperation</b>	<b>Movement Forms and Concepts</b>	<b>Fitness</b>	<b>Rhythmic Movements</b>	<b>Individual/Team Sports Skills</b>
Physical Education Standards	Standard 5: Personal and Social Responsibility Standard: 6: Values Physical Activity	Standard 1: Movement Forms/Motor Skills and Movement Patterns Standard 2: Movement Concepts and Principles Standard 3: Physical Activity	Standard 3: Physical Activity Standard 4: Fitness	Standard 1: Movement Forms/Motor Skills and Movement Patterns Standard 2: Movement Concepts and Principles	Standard 1: Movement Forms/Motor Skills and Movement Patterns Standard 2: Movement Concepts and Principles Standard 3: Physical Activity Standard 5: Personal and Social Responsibility
Numeracy	<u>Connections:</u> Make sense of problems and persevere in solving them. Interpret and make meaning of the problem to find a starting point. Analyze what is given in order to explain to themselves the meaning of the problem. <u>P.E. Applications:</u> Students will first recognize a problem and then establish a starting point in solving the problem. Students will discuss the problem before acting and will explain the current situation and the end goal. Once the situation and goals are established, the students will develop a	<u>Connections:</u> Make sense of problems and persevere in solving them. Relate current situations to concepts or skills previously learned and connect mathematical ideas to one another <b>through movement</b> . <u>P.E. Applications:</u> Students will use steps in locomotor movements to add or subtract. Jumping and hoping could represent one just as skipping could represent two or four. The teacher will provide a number for the students to complete a movement sequence that meets the exact number. Students will combine locomotor	<u>Connections:</u> Make sense of problems and persevere in solving them. Relate current situations to concepts or skills previously learned and connect mathematical ideas to one another through movement. <u>P.E. Applications:</u> Students will use the results from fitness tests including repetitions completed in one minute and the amount of time it took to complete a task to set goals for improvement. Students will use their goal of the number of repetitions in one minute to outline a workout plan that will help them achieve their	<u>Connections:</u> _Model with Mathematics Reflect on whether the results make sense, possibly improving/revising the model. Apply the mathematics they know to solve everyday problems. <u>Applications:</u> After creating a dance and/or gymnastics routine students will reflect on the end product to determine whether the product should be revised. Students will use their knowledge of 8, 6, 4, or 2 to reflect on their product.	<u>Connections:</u> Use appropriate tools strategically. Use technological tools to deepen their understanding of mathematics. <u>Applications:</u> Use technological tools to deepen their understanding of mathematics. Using pictures of students and their bodies in a position to perform a skill, the teacher will relate body position to shapes and angles. Apps (Ubersense, Educreations, CoachMyVideo and other video and white board apps)

	list of possible solutions to the problem. These solutions will be provided to the teacher and one of the solutions will be acted upon.	movements to equal the number the teachers provides.	goal. Additionally, students will use their current test results and the timed goal to develop a plan that progressively becomes more challenging to help them meet their goal.		
<b>Literacy</b>	<p><u>Connections:</u> CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a <b>physical activity</b>.</p> <p><u>P.E. Application:</u> During a conflict while participating in physical activity students will “pause” and switch teams, positions, or roles with the person of conflict. Students will analyze the conflict from a new point of view and assess how their new view shapes the activity.</p>	<p><u>Connections:</u> CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more <b>physical activities</b> address similar themes or topics in order to build knowledge or to compare the approaches the <b>coach, trainer or creator</b> take.</p> <p><u>P.E. Application:</u> Students will compare and contrast movement patterns and determine similar themes between locomotor movements. Students will make connections between locomotor movements to better describe, perform, analyze and evaluate their own and others movements.</p>	<p><u>Connections:</u> CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a <b>physical activity</b>.</p> <p><u>P.E. Application:</u> Students will determine their purpose of physical activity and shape the content and style to meet their purpose. Examples of purpose include, “getting stronger,” “being able to play longer,” “being able to move my body in different ways (flexibility)” or “feeling better and the desire to live a long life.” Students will use this purpose to plan enjoyable and meaning full activities. Additionally, students will assess how their point of view is different from others and how their point of view shaped the content and style of the activities.</p>	<p><u>Connections:</u> CCSS.ELA-Literacy.CCRA.R.4 Interpret words, phrases, and <b>movement</b> as they are used in a <b>physical activity</b>, including determining <b>connotative, psychomotor</b> and figurative meanings, and analyze how specific word choice, <b>physical placement</b> or <b>movement</b> shape meaning or tone.</p> <p><u>P.E. Application:</u> Students will analyze gymnastic and dance routines to determine the meaning and tone represented. Students will use speed, force, direction and body language to understand a director’s purpose.</p>	<p><u>Connections:</u> CCSS.ELA-Literacy.CCRA.R.1 <b>Watch</b> closely to determine what the <b>physical activity</b> explicitly <b>shows</b> and to make logical inferences from it; cite specific <b>physical</b> evidence when writing or speaking to support conclusions drawn from the <b>physical activity</b>.</p> <p><u>P.E. Application:</u> <u>Student:</u> Evaluate other students – I see that Johnny kicks the ball with a hard force and it does not stay close to him. (Physical Activity Explicitly Shows) I see that Johnny is not in control of the ball and in a game it would probably be taken away. (Inference) When I watched Johnny or right here in the video Johnny used the inside of his foot, but the ball went far away from him and he can’t stop it to keep it from a defender. So, he does not have control. Students cite specific physical evidence from skill to reinforce,</p>

					<p>improve, change, compare, contrast etc.  <u>Teacher:</u> Asks questions to prompt student thinking and problem solving – what do you see from Johnny’s performance/in the video? What did you like? What inferences can we make? What evidence can you find to support your inference? What would you suggest to Johnny to improve his performance?  Teacher provides time for and questions students to reflect on individual and own practice</p>
<b>Tier III Vocabulary</b>	Kindness Personal Responsibility Social Responsibility Cooperation Sportsmanship Personal Space General Space Respect Listening Safety Sharing Problem Solving Teamwork Sportsmanship	Locomotor Non-Locomotor Levels Pathways Tempo Directions Relationships (positions)	Cardiovascular endurance Muscular strength Muscular endurance Body composition Flexibility Power Speed Agility Balance	Balance Stunts Tumbling Dance Rhythm Flexibility Agility Strength Animal movements Coordination	Bounce Catch Dribble Volley Strike Kick Trap Roll Pass Toss Throw
<b>Personalization</b>	<b>Emerging Grade Level</b> Students will go to the teacher to get in a group and/or complete the task. The teacher will facilitate the conversation of group development and/or task completion. The teacher will have	<b>Emerging Grade Level</b> 1. Pathways will be outlined on the floor using cones, tape, poly spots, and/or other markers. These markers will allow students to fully understand how their body should move to	<b>Emerging Grade Level</b> During the “We Do” and “You Do” portions of the lesson students will be given a picture of a squat and a list of the M.M.M. practices with visuals to help them remember and identify the practices that align	<b>Emerging Grade Level</b> Students will perform the dance, but will not add a partner. During partner sections of the dance the students will perform the movements to the air as apposed to a partner. Further, these students will have	<b>Emerging Grade Level</b> Student will perform, evaluate and put in correct sequence the cues to throwing a ball overhand. These students will begin with the cues not in correct order. The students will first be required to put

	<p>prompting sheets with pictures and descriptions of the three components to cooperation. These students will be paired with grade level learners.</p> <p><b><u>Grade Level Learner</u></b> Students will identify and perform all components to cooperation. These students will receive little to no prompting but are expected to successfully cooperate using the three components.</p> <p><b><u>Advanced Learner</u></b> Students will meet the expectation of the grade level learners while additionally developing their own components of cooperation. These students will evaluate each activity and further describe important components of cooperation.</p>	<p>demonstrate pathways.</p> <ol style="list-style-type: none"> <li>Students will stand beside markers and perform the pathways while combining two pathways.</li> <li>Students will use the markers to design pathways and then follow the markers to perform the pathways.</li> </ol> <p><b><u>Grade Level Learner</u></b> Students will demonstrate the ability to perform each pathway appropriately. Further, students will create and perform their own pathways.</p> <p><b><u>Advanced Learner</u></b></p> <ol style="list-style-type: none"> <li>Students will quickly move through the yellow cards and move onto the blue cards combining pathways.</li> <li>Students will look at the examples of pathways and will create their own combinations of pathways</li> <li>In addition to creating pathways students will integrate pathways into physical activities and sports. Students will create a pathway and state the physical activity or sport they pathway could be used.</li> </ol>	<p>with muscular endurance.</p> <p><b><u>Grade Level Learner</u></b> Students will be able to identify and perform the muscular endurance component of healthy fitness without any prompts.</p> <p><b><u>Advanced Learner</u></b> After identifying these students in the whole group, students will be required to identify and create their own exercise that relates to the health component. Additionally, when creating their own muscular endurance work-out, students will not use any exercise cards to aid in their creation.</p>	<p>a model (Someone dancing in front of them) to mirror during the music.</p> <p><b><u>Grade Level Learner</u></b> Students will perform the dance with a partner while moving their body parts to the right place at the right time.</p> <p><b><u>Advanced Learner</u></b> Students will replace one rhythmic movement with their own created movement that rhythmically aligns with the dance.</p>	<p>them in order and then using the sheet perform the cues and evaluate a throw using the cues sheet.</p> <p><b><u>Grade Level Learner</u></b> Students will verbally describe the cues to an overhand throw, perform the cues and evaluate the cues with no assistants.</p> <p><b><u>Advanced Learner</u></b> Students will develop their own cues/step to throwing a ball overhand and spend the majority of time in stations throwing to a moving target and/or adding a defender when throwing to a moving target.</p>
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