

# WEST HAVEN ELEMENTARY PHYSICAL EDUCATION CURRICULUM



WHERE IT ALL BEGINS

The West Haven Public School system has decided to revise the Physical Education curriculum to improve the overall fitness levels of all students. Exercise concepts and activities that are directly related to the CT Physical Fitness Assessment will be used on a daily basis in each lesson. We hope that the revision of the secondary fitness unit and the addition of an elementary fitness unit will not only help to improve our students fitness scores, but motivate them to remain physically active now and in the future. The addition of a fitness unit in the elementary schools will allow our physical educators to teach fitness concepts to each grade level on a daily basis. At the high school and middle school levels all 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade students will take part in an elaborate fitness program that consists of a fitness unit during the start of the school year. Two separate units will follow that the students will have the chance to choose. However, each of these units will also include fitness concepts that are directly related to increasing each student's fitness scores. The fourth unit will include a review and practice of the fitness components, followed by the CT Physical Fitness Assessment. Our student body will understand the importance of living a healthy life style that focuses on the fitness assessment, but will also aim to increase confidence levels, enjoyment of physical activity and their knowledge about fitness.

**ELEMENTARY  
PHYSICAL  
EDUCATION  
FITNESS  
UNIT**

**Subject: Physical Education**

**Revised June 2016**

**Grade: Pre-K-6**

**Unit: Fitness**

**Essential Question(s):**

- Why do we need to learn these exercises?
- How will increasing my fitness levels affect me inside and outside of school?
- What is the point of exercising and eating healthy?

**Big Idea(s):**

- Increasing our physical fitness levels will help us be more successful and confident during our CT Physical Fitness Assessment
- These exercises will help us stay healthy.
- Physical activity and diet plays an important role in our overall health.

**CT State Standards (includes West Haven's "Priority" GLES's in BOLD and "Supporting" Standards)**

**Priority**

- **E.9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)**
- **E.11.1 Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis**
- **E.12.1 Demonstrate understanding of the relationship between activities and physical fitness components (cardiovascular endurance, muscular strength and endurance, flexibility, nutritional status and body composition)**
- **E.12.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status**
- **M.11.2. Apply an understanding of the connections between the purposes of movements and their effect on fitness.**
- **M.14.6. Demonstrate the willingness to attempt a variety of new physical activities.**

**Supporting**

- E.11.4 Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness levels
- E.14.4 Experience personal challenges through physical activity
- M.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms
- M.12.1 Demonstrate the skills and knowledge to assess levels of physical fitness and

- participate in activities that develop and maintain each component
- M.12.2. Assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance

### Pacing guide

**Unit:** Fitness unit: Connecticut Physical Fitness Assessment **Grade(s):** Pre-K-6 **Time:** 40 min  
**Class #:** 8

	<b>Class #1</b>	<b>Class #2</b>	<b>Class #3</b>
Intro/Warm-up:	Introduction of CT physical fitness assessment using fitness gram video	Introduction and practice of all 4 physical fitness components (Pacer run, push-ups, curl-ups, sit and reach)	Stretch and warm-up activity
Core Activity:	Educate students on how to perform test properly	Students will have a hands-on opportunity to practice fitness assessment	Students will participate in pre-test for 2 fitness components to assess their own fitness levels
Application Activity (Game):	Watching fitness gram video	Practicing and checking for understanding on all 4 fitness components	CT physical fitness assessment -Pacer run and sit & reach
Assessment:	P.E. rubric	Teacher observation P.E. rubric	Teacher observation and results of self or peer scored fitness results P.E. rubric
	<b>Class #4</b>	<b>Class #5</b>	<b>Class #6</b>
Intro/Warm-up:	Stretch and warm-up activity	Stretch and warm-up activity	Stretch and warm-up activity
Core Activity:	Students will participate in pre-test for 2 fitness components to assess their own fitness levels	Push-ups and curl-ups	Pacer run and sit & reach
Application Activity (Game):	CT physical fitness assessment -Push-ups and curl-ups	Push-up and curl-up progression exercises to increase upper-body and abdominal (core) strength	Pacer-run and sit and reach progression exercises to increase cardiovascular endurance and flexibility
Assessment:	Teacher observation and results of self or peer scored fitness results P.E. rubric	P.E. rubric	P.E. rubric
	<b>Class #6-8</b>		
Intro/Warm-up:	Stretch and warm-up activity		
Core Activity:	CT physical fitness assessment		
Application Activity (Game):	Students will perform all 4 components of CT physical fitness assessment		
Assessment:	Results of physical fitness assessment P.E. rubric		

## Elementary Physical Education Rubric

### Advanced (1)

1. Stays on task and actively participates
2. Follows rules and safety procedures
3. Cooperative and demonstrates sportsmanship

### Proficient (2)

Meets two out of three grading criteria

### Needs Improvement (3)

Meets 1 or 0 out of three grading criteria

**“Unwrapped” Concepts and Skills, and Bloom Levels (BL)**

Concepts (Need to Know)	Skills (Able to Do)	BI
<ul style="list-style-type: none"> <li>• Connection/Purpose of movement</li> <li>• Effect on fitness</li> <li>• Importance of physical activity on individual health</li> <li>• Develop understanding of fitness concepts               <ol style="list-style-type: none"> <li>1. Cardiovascular endurance</li> <li>2. Flexibility</li> <li>3. Muscular strength</li> <li>4. Muscular endurance</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Apply an understanding of the purpose of movement and effect on fitness</li> <li>• Pre-K-4: Perform appropriate grade level exercise stations focusing on fitness concepts</li> <li>• Grades 5 &amp; 6: Perform appropriate grade level circuit workouts focusing on fitness concepts</li> <li>• 4 components of CT physical fitness assessment               <ol style="list-style-type: none"> <li>1. Pacer run</li> <li>2. Sit and reach</li> <li>3. Push-ups</li> <li>4. Curl-ups</li> </ol> </li> <li>• Demonstrating basic exercise               <ul style="list-style-type: none"> <li>◦ Frequency</li> <li>◦ Intensity</li> <li>◦ Duration</li> <li>◦ Nutritional principles</li> <li>◦ Willingness to attempt physical activities</li> </ul> </li> </ul>	<p align="center">3</p> <p align="center">6</p> <p align="center">2</p>

**Strategies, modifications & progression exercises for lower grade levels and struggling students to increase fitness levels related to CT Physical Fitness Assessment**

\*Every class will participate in all 4 fitness concepts during warm-up and/or activity

Upper-body strength (push-up)

- ABC push-ups (alternate shoulder taps)
- Push-up movement against wall or bleacher (further feet are, harder it is)
- Push-up color pattern hand mat
- Push-up to plank

Abdominal and core strength (curl-up)

- Planks
- Leg lifts
- Sit-ups
- Plank to push-up
- Mountain climbers

#### Cardiovascular endurance (Pacer run)

- Running/locomotor relays
- Warm-up laps
- Practice pacer run (begin with shorter distances for younger grades)
- Warm-up exercises (running in place, jumping jacks, mountain climbers, etc.)

#### Flexibility (Sit and reach)

- Teach variety of stretches to increase flexibility (hamstrings to improve sit and reach)
- Stretching can be performed during warm-up and/or cool-down

### **Instructional Planning**

#### **Suggested Resources/Materials:**

- Fitness gram CD
- CD player
- Mats and floor tape (curl-ups)
- Sit and reach box (sit and reach)
- Floor tape and/or cones, meter stick (pacer run)
- Space for exercises, which require no equipment (push-up, curl-ups, planks, squats etc.) Free weights can also be used if available
- NASPE, Physical Best Activity Guide. Elementary School Level
- NASPE, Physical Best Activity Guide. Middle and High School Levels (Second Edition).
- NASPE, Physical Education for Lifelong Fitness, The Physical Best Teacher's Guide.

#### **Suggested Research-based Effective Instructional Strategies:**

- Reinforcing effort and providing recognition
- Practice
- Cooperative learning
- Setting objective and providing feedback
- Setting personal goals
- Generating and testing hypothesis
- Cue, questions, and advance organizers



Vocabulary/Word Wall	Enrichment/Extension	Interdisciplinary Connections
Pacer run Sit and reach Push-up Curl-up Cardiovascular endurance Flexibility Muscular endurance Muscular strength Core training Circuit training Body composition Warm-up Cool-down Safety	Peer teaching/ coaching Demonstrator Teacher Assistant Goal setting	Working with classroom teachers <ul style="list-style-type: none"> <li>• Collaborate to give ideas for brain breaks related to fitness concepts</li> </ul> Working with health dept. <ul style="list-style-type: none"> <li>• Physical activity can help extend life</li> <li>• Activity burns calories</li> <li>• Heart rate measurements</li> </ul>

**Elementary  
Physical Education  
Locomotor  
Movements/  
Movement Concepts  
Unit**

**Subject:** Physical Education

Revised June 2016

**Grade:** Pre K – 3

**Unit:** Locomotor Movements/Movement Concepts

**Essential Question(s):**

- Why do we need to know all kinds of movements?
- Why is it important that we do it the right way?

**Big Idea(s):**

- Locomotor movements are important for life skills
- Knowing how to properly move around gymnasium using appropriate body control will prevent injuries and accidents

**CT State Standards (includes West Haven's "Priority" GLES's in BOLD and "Supporting" Standards)**

**Priority**

- **E.9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)**
- **E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities**
- **E.10.3. Demonstrate knowledge of rules, safety practices and procedures of specific activities**
- **E.11.3. Demonstrate an understanding of a variety of movements and how they affect the body**

**Secondary**

- E.10.2. Recognize critical performance skill elements in self and others using movement vocabulary

## Pacing Guide

Unit: Locomotor Movements Grade(s): Pre K - 3 Time: 40 min Pacing Guide: 6 class periods

Lesson Component	Class #1	Class #2	Class #3
Intro/ Warm-up:	CTPFA Warm-up/Goal Setting Stations: 1. PACER 2. Push-up 3. Curl-up 4. Sit and Reach	CTPFA Warm-up/Goal Setting Stations: 1. PACER 2. Push-up 3. Curl-up 4. Sit and Reach	CTPFA Warm-up/Goal Setting Stations: 1. PACER 2. Push-up 3. Curl-up 4. Sit and Reach
Core Activity: (Skill/Concept)	<u>Orientation &amp; Personal Space</u> 1. Movement Patterns 2. Walk/Run/Jump Skill Progression 3. Equipment/Safety 4. Personal Space Play 5. Movement/Music Follow	<u>Orientation &amp; Personal Space</u> 1. Review Walk/Run/Jump Skill Progression 2. Jump/Hop Skill Progression 3. Equipment/Safety 4. Personal Space Play 5. Movement/Music Follow	<u>Orientation &amp; Personal Space</u> 1. Review Jump/Hop Skill Progression 2. Skip/Gallop/Slide Skill Progression 3. Equipment/Safety 4. Personal Space Play 5. Movement/Music Follow
Application Activity (Game):	Activity: 1. Movement in varied spaces with equipment avoidance.	Activity: 1. Movement in varied spaces with equipment avoidance.	Activity: 1. Movement in varied spaces with equipment avoidance.
Assessment:	Teacher observation P.E. rubric	Teacher observation P.E. rubric	Teacher observation P.E. rubric
Lesson Component	Class #4	Class #5	Class #6
Intro/ Warm-up:	CTPFT Warm-up/Goal Setting Stations: 1. PACER 2. Push-up 3. Curl-up 4. Sit and Reach	CTPFT Warm-up/Goal Setting Stations: 1. PACER 2. Push-up 3. Curl-up 4. Sit and Reach	CTPFT Warm-up/Goal Setting Stations: 1. PACER 2. Push-up 3. Curl-up 4. Sit and Reach
Core Activity:	<u>Orientation &amp; Personal Space</u> 1. Review Skip/Gallop/Slide Skill Progression 2. Introduce Chasing, Fleeing & Dodging 3. Tag Games Overview 4. Safety - body control, how to tag properly, personal space	<u>Orientation &amp; Personal Space</u> 1. Review Chasing, Fleeing & Dodging 2. Review Tag Games 3. Safety- body control, how to tag properly, personal space	Review of locomotor skills and fitness exercises.
Application Activity (Game):	Activity: 1. Tag game variations with varied movement patterns (appropriate grade level tag games)	Activity: 1. Tag game and team variations with varied movement patterns (appropriate grade level tag games)	Obstacle course: Over/under obstacles- changing levels Balance beam Crawling through tunnel Stepping stones (dynamic balancing) Jumping and landing off objects Push-up variations Curl-up variations Jumping jacks
Assessment:	P.E. rubric	P.E. rubric	P.E. rubric

## Elementary Physical Education Rubric

### Advanced (1)

1. Stays on task and actively participates
2. Follows rules and safety procedures
3. Cooperative and demonstrates sportsmanship

### Proficient (2)

Meets two out of three grading criteria

### Needs Improvement (3)

Meets 1 or 0 out of three grading criteria

## “Unwrapped” Concepts and Skills, and Bloom Levels (BL)

Concepts (Need to Know)	Skills (Able to Do)	b
<ul style="list-style-type: none"> <li>• Body Awareness</li> </ul>	Body control	2.
<ul style="list-style-type: none"> <li>• Skills: walk, run, jump, hop, skip, gallop, slide</li> </ul>	Develop the 7 locomotor skills	2.
<ul style="list-style-type: none"> <li>• Safety</li> </ul>	Apply	3
<ul style="list-style-type: none"> <li>• Observe and Correct</li> </ul>	Analyze and Evaluate	4.
<ul style="list-style-type: none"> <li>• Effects</li> </ul>	Understand	2

Vocabulary/Word Wall	Enrichment/Extension	Interdisciplinary Connections
Body awareness Body control Personal space Locomotor movements Run Walk Jump Hop Skip Gallop Slide	<p>Understanding concepts of personal space and body control to allow for safe tag games</p> <p>Safely move body around gymnasium using a variety of movements</p>	Development of life long skills (locomotor skills)

**Elementary  
Physical Education  
Team  
Sports/Cooperative  
Games Unit**

**Subject:** Physical Education

**Revised June 2016**

**Grade:** 3 - 6

**Unit:** Team Sports/Cooperative Games

**Essential Question(s):**

- How are we all going to play fairly?
- How can you show good sportsmanship while participating in team sports?
- Why is it important to follow all game and safety rules while participating in team sports?

**Big Idea(s):**

- Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Students will participate regularly in physical activity.
- Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**CT State Standards (includes West Haven's "Priority" GLES's in BOLD and "Supporting" Standards)**

• **Priority**

**E.11.3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies**

**E.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity setting**

**M.13.2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities**

**M.14.5. Value the skill competence that results from practice**

• **Supporting**

E.9.5. Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play

E.13.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks

M.10.3. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations

M.11.4. Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness levels



**Pacing Guide**

Unit: Team Sports

Grade(s): 3 - 6

Time: 40 min

# Class Periods: 8

\*The team sports taught in this unit may vary based upon grade level. A classes' skill and maturity level to be trusted to follow all safety rules, while demonstrating appropriate sportsmanship and teamwork skills will be accounted for. Team sports may include, but are not necessarily limited to, basketball, soccer, baseball/softball, flag football, floor hockey/scooter hockey, volleyball, handball and speedball.

	Class #1	Class #2	Class #3
Intro/Warm-up:	Cardiovascular endurance warm-up followed by stretching	Cardiovascular endurance warm-up followed by stretching	Cardiovascular endurance warm-up followed by stretching
Core Activity:	Cooperative games Stress teamwork and communication skills	Cooperative games Stress teamwork and communication skills	Team sports: basketball Rules and expectations
Application Activity (Game):	Cooperative games & activities (choose 1-3, activity times will vary):  Hula hoop relay Pipeline Crossing the lava field Scooter scramble Blob tag Parachute	Cooperative games & activities (choose 1-3, activity times will vary):  Hula hoop relay Pipeline Crossing the lava field Scooter scramble Blob tag Parachute	Skill development: Dribbling- finger tip control, ball below waist Passing- bounce pass, chest pass Shooting- B.E.E.F. B- balance E- eyes on target E- elbow straight F- follow through Defensive stance and movement
Assessment:	Teacher observation P.E. rubric	Teacher observation P.E. rubric	Teacher observation P.E. rubric
	Class #4	Class #5	Class #6
Intro/Warm-up:	Cardiovascular endurance warm-up followed by stretching	Cardiovascular endurance warm-up followed by stretching	Upper body and core strength warm-up followed by stretching
Core Activity:	Review of dribbling, passing, shooting and defensive skills -Dribbling and passing relays	Review of sportsmanship, teamwork skills and in-game strategies	Team sports: soccer Rules and expectations
Application Activity (Game):	Partner poly spot shootout	Mini basketball games	Skill development: Dribbling Passing Shooting Defense/Goalies
Assessment:	Teacher observation P.E. rubric	Teacher observation P.E. rubric	Teacher observation P.E. rubric
	Class #7	Class #8	
Intro/Warm-up:	Upper body and core strength warm-up followed by stretching	Upper body and core strength warm-up followed by stretching	
Core Activity:	-Review of soccer skills Dribbling and passing relays	Review of sportsmanship, teamwork skills, and in-game strategies	
Application Activity (Game):	Mini soccer games	Line soccer (entire class, using entire gym)	
Assessment:	Teacher observation P.E. rubric	Teacher observation P.E. rubric	

## Elementary Physical Education Rubric

### Advanced (1)

1. Stays on task and actively participates
2. Follows rules and safety procedures
3. Cooperative and demonstrates sportsmanship

### Proficient (2)

Meets two out of three grading criteria

### Needs Improvement (3)

Meets 1 or 0 out of three grading criteria

**“Unwrapped” Concepts and Skills, and Bloom Levels (BL)**

<b>Concepts (Need to Know)</b>	<b>Skills (Able to Do)</b>	<b>b</b>
Teamwork Sportsmanship Rules Safety Value and understand skill competence that comes from practice	Understand Understand Apply Apply Analyze & evaluate	

<b>Vocabulary/Word Wall</b>	<b>Enrichment/Extension</b>	<b>Interdisciplinary Connector</b>
Teamwork Sportsmanship Cooperation Practice Leadership Strategy Communication Dribbling Passing Shooting Offense Defense	Variety of cooperative games and team sports to teach and develop teamwork and sportsmanship skills.	Value and understand skill competence that comes from practice. (Physical Education, mat reading, etc.)  Variety of cooperative games and team sports to teach life long skill and games

Basketball		
Soccer		
Baseball		
Softball		
Hockey		
Volleyball		
Handball		
Speedball		

**Elementary  
Physical Education  
Throwing and  
Catching Unit**

**Subject:** Physical Education

Revised June 2016

**Grade:** Pre K – 6

**Unit:** Throwing and Catching

**Essential Question(s):**

*(Throwing)*

- Why do I have to step with the opposite foot?
- What hand should I hold the ball with?

*(Catching)*

- Which way should I hold my hands to catch the ball?
- Why do you tell me to “give” with the ball?

**Big Idea(s):**

*(Throwing)*

- Stepping with the opposite foot will increase accuracy, distance, velocity, and balance
- Your dominant hand is the hand you use to hold your pencil, brush your teeth, etc.  
(Basically everyday tasks)

*(Catching)*

- Your fingertips should be pointed up if the ball is above your waist, and pointed down if the ball is below your waist
- You give with the ball to reduce the force and control the ball more easily

**CT State Standards (includes West Haven’s “Priority” GLES’s in BOLD and “Supporting” Standards)**

**Priority**

- **E.13.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks**
- **E.14.5. Understand that practicing activities increases specific skill competence**
- **M.9.4. Develop increasing competence in more advanced specialized skills**
- **M.13.2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities**

**Secondary**

- E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities
- M.14.5. Value the skill competence that results from practice

## Pacing Guide

Unit: Throwing and Catching Grade(s): Pre K – 6 Time: 40 minutes # Class Periods: 5

	Class #1	Class #2	Class #3
Intro/Warm-up:	CTPFA Warm Ups/Stretches Expectations Safety	CTPFA Warm Ups/Stretches Expectations Safety	CTPFA Warm Ups/Stretches Expectations Safety
Core Activity:	Self toss with bean bags or yarn balls. Catching the self-tossed ball.	Partner toss and catch (Bean bags or yarn balls)	Partner toss and catch using gator skin balls (larger soft balls)
Application Activity (Game):	Self-exploration toss of yarn ball/bean bag. Self toss, clip, catch	Hit the pin while throwing, working in partners (bean bag or yarn ball bowling)	Hit the pin while throwing, working in teams (bean bags, yarn balls, or gator balls)
Assessment:	Teacher observation P.E. rubric	Teacher observation P.E. rubric	Teacher observation P.E. rubric
	Class #4	Class #5	
Intro/Warm-up:	CTPFT Warm Ups/Stretches Game History Expectations Safety	CTPFT Warm Ups/Stretches Game History Expectations Safety	
Core Activity:	Review of throwing & catching skill cues and form	Review of throwing & catching skill cues and form	
Application Activity (Game):	Appropriate grade level throwing and catching game/activity Ex. messy room, target games, team sports	Appropriate grade level throwing and catching game/activity Ex. messy room, target games, team sports	
Assessment:	P.E. rubric	P.E. rubric	

## Elementary Physical Education Rubric

### Advanced (1)

1. Stays on task and actively participates
2. Follows rules and safety procedures
3. Cooperative and demonstrates sportsmanship

### Proficient (2)

Meets two out of three grading criteria

### Needs Improvement (3)

Meets 1 or 0 out of three grading criteria



**Unwrapped” Concepts and Skills, and Bloom Levels (BL)**

Concepts (Need to Know)	Skills (Able to Do)
Step with non dominant foot first	Demonstrate
Step towards target	Apply
Ball in dominant hand	Demonstrate
“Give” with the ball when catching	Apply
Finger tips up when catching ball above waist	Demonstrate
Finger tips down when catching ball below waist	Demonstrate
	Value and understand how practicing a skill will lead to improved performance

Vocabulary/Word Wall	Enrichment/Extension	Interdisciplinary Connections
Throwing	Step with non-dominant/opposite foot	Value and understand how practicing a skill will lead to improved performance
Catching	Dominant hand vs. non-dominant hand	
Accuracy	Keep eyes on the ball	
Distance		
Velocity	Hands out in front of body	
Balance		
Control	“Give” with the ball when catching, bringing ball inward towards chest	
Follow through		

**Elementary Physical  
Education  
Kicking Unit**

Subject: Physical Education

Revised June 2016

Grade: Pre K - 6

Unit: Kicking

Essential Question(s):

- Why do we step with non-dominant foot next to the ball?
- Why should I follow through when I kick?
- Why shouldn't I kick the ball with my toe?

Big Idea(s):

- Step next to ball for accuracy and balance
- Follow through for full force of the kick
- You can hurt your toe, using the inside of your foot improves accuracy, and using the "instep" of your shoe improves power.

CT State Standards (includes West Haven's "Priority" GLES's in BOLD and "Supporting" Standards)

- Priority

- E.9.4. Acquire beginning skills for a few specialized movement forms**

- E.14.5. Understand that practicing activities increases specific skill competence.**

- E.13.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks.**

- M.9.4. Develop increasing competence in more advanced specialized skills.**

- M.13.2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities.**

- Supporting

- E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities

- E.9.4. Acquire beginning skills for a few specialized movement forms

- M.14.5. Value the skills competence that results from practice

Pacing Guide

Unit: Kicking

Grade(s): Pre-K - 6

Time: 40 minutes

# Class Periods: 5

	Class #1	Class #2	Class #3
Intro/Warm-up:	CTPFA Warm Ups/Stretches Expectations Safety	CTPFA Warm Ups/Stretches Expectations Safety	CTPFA Warm Ups/Stretches Expectations Safety
Core Activity:	Self kicking with ball against wall, or to target	Partner kick, focusing on form and accuracy	Partner kick, focusing on form, accuracy and power
Application Activity (Game):	Self exploration kick of ball	Hit the pin, playing with partner. Kicking only	Hit the pin, playing with class. Kicking only
Assessment:	P.E. rubric Teacher observation	P.E. rubric Teacher observation	P.E. rubric Teacher observation
	Class #4	Class #5	
Intro/Warm-up:	CTPFT Warm Ups/Stretches Game History Expectations Safety	CTPFT Warm Ups/Stretches Game History Expectations Safety	
Core Activity:	Review of kicking cues and form	Review of kicking cues and form	
Application Activity (Game):	Appropriate grade level kicking game/activity	Appropriate grade level kicking game/activity	
Assessment:	P.E. rubric	P.E. rubric	

## Elementary Physical Education Rubric

### Advanced (1)

1. Stays on task and actively participates
2. Follows rules and safety procedures
3. Cooperative and demonstrates sportsmanship

### Proficient (2)

Meets two out of three grading criteria

### Needs Improvement (3)

Meets 1 or 0 out of three grading criteria

"Unwrapped" Concepts and Skills, and Bloom Levels (BL)

Concepts (Need to Know)	Skills (Able to Do)	BL
Non dominant foot next to ball	Demonstrate	1K1
Non dominant foot points at the target	Apply	2C1
Follow through after you kick the ball	Apply  Value and understand the impact practice has on improving a skill	3

Vocabulary/Word Wall	Enrichment/Extension	Interdisciplinary Connections
Kicking Accuracy Power Force Target Dominant vs non dominant Follow through	Independent and partner work to increase competence in skill	Value and understand impact of practice on particular skills

**Elementary  
Physical Education  
Scooter Unit**

**Subject:** Physical Education

Revised June 2016

**Grade:** Pre K - 6

**Unit:** Scooters

**Essential Question(s):**

- How do I move safely on the scooter?
- Why can't I ride my scooter like a skateboard?

**Big Idea(s):**

- Students will demonstrate movement patterns needed to move around on the scooter.
- Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Students will develop core strength and upper body strength while participating in scooter activities.

**CT State Standards (includes West Haven's "Priority" GLES's in BOLD and "Supporting" Standards)**

**Priority**

- **E.9.4. Acquire beginning skills for a few specialized movement forms**
- **P.10.3. Demonstrate knowledge of rules, safety practices and procedures of specific activities**

**Supporting**

- P.9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)
- P.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings



**Pacing Guide****Unit:** Scooters**Grade(s):** Pre K - 6**Time:** 40 min**# Class Periods:** 3

	<b>Class #1</b>	<b>Class #2</b>	<b>Class #3</b>
<b>Intro/Warm-up:</b>	CTPFA warm-up: PACER Curl-ups Push-ups Sit and reach	CTPFA warm-up: PACER Curl-ups Push-ups Sit and reach	CTPFA warm-up: PACER Curl-ups Push-ups Sit and reach
<b>Core Activity:</b>	Scooters: Safety rules: <ol style="list-style-type: none"> <li>1. No standing</li> <li>2. Hands on handles, not floor</li> <li>3. No crashing</li> <li>4. No running with scooter in hands</li> <li>5. Bottom or belly must remain on scooter at all times</li> </ol>	Review of rules and expectations. Group relays: <ol style="list-style-type: none"> <li>1. Sitting traveling forward</li> <li>2. Sitting traveling backwards</li> <li>3. Gator crawl (on belly, keeping hands out in front and to sides to avoid injury)</li> </ol>	Review of rules and expectations. Group relays: <ol style="list-style-type: none"> <li>1. Sitting traveling forward</li> <li>2. Sitting traveling backwards</li> <li>3. Gator crawl (on belly, keeping hands out in front and to sides to avoid injury)</li> </ol>
<b>Application Activity (Game):</b>	Scooter group relays. Practicing appropriate ways to travel on scooter. <ol style="list-style-type: none"> <li>1. Sitting traveling forward</li> <li>2. Sitting traveling backwards</li> <li>3. Gator crawl (on belly, keeping hands out in front and to sides to avoid injury)</li> </ol>	Self exploration- each student will receive scooter and have a chance to practice moving in space. Personal space and spatial awareness/scooter control will be taught.	Pre-k - 3 Scooter ball round up (timed challenge) -Students travel on scooter while collecting colored balls/bean bags, then attempt to throw ball/bean bag into same colored basket.  Grades 4-6 Scooter hockey
<b>Assessment:</b>	Teacher observation P.E. rubric	Teacher observation P.E. rubric	Teacher observation P.E. rubric

## Elementary Physical Education Rubric

### Advanced (1)

1. Stays on task and actively participates
2. Follows rules and safety procedures
3. Cooperative and demonstrates sportsmanship

### Proficient (2)

Meets two out of three grading criteria

### Needs Improvement (3)

Meets 1 or 0 out of three grading criteria

**“Unwrapped” Concepts and Skills, and Bloom Levels (BL)**

<b>Concepts(Need to Know)</b>	<b>Skills(Able to Do)</b>	<b>b</b>
Cardiovascular endurance	Understand	2
Upper body strength	Understand	2
Core and abdominal strength	Understand	2
Flexibility	Understand	2
Safety	Apply	3
Rules and expectations	Apply	3

<b>Vocabulary/Word Wall</b>	<b>Enrichment/Extension</b>	<b>Interdisciplinary Connections</b>
Cardiovascular endurance Upper body strength Core and abdominal strength Flexibility Safety Rules and expectations	Understand importance of practicing and incorporating fitness activities into daily lives.  Understand and demonstrate safety rules when using scooters	Matching of colors (Pre k -1)