

*RUSH-HENRIETTA
CENTRAL SCHOOL DISTRICT*



*ELEMENTARY (K-5)
PHYSICAL EDUCATION
CORE CURRICULUM*

Rush-Henrietta Central School District Physical Education Curriculum for Grades K-12

Concept(s)	Content	Topic	Activities	Grade Level				
		(Assessment category)		K-2	3-5	6-8	9	10-12
Basic Movement								
Standard 1	Body Awareness Body/Space Effort/Relationships	Dance and aesthetic activities	Gymnastics Dance(ethnic, square, country/line, ballroom, swing, traditional, creative)	X X	X X		X	X
Standard 1	Chasing/Fleeing/ Dodging/running	Locomotor Skills	Games	X X	X			
Standard 1	Dribbling/Kicking/ Throwing/Catching/ Volleying/Striking	Manipulative Skills	Games Object Skills (ball, racquet, etc.)	X	X	X		
Physical Fitness								
Standard 1	Cardiovascular Endurance Muscular Endurance Muscular Strength Skill Technique	Personal Performance Activities	Personal Fitness Track & Field Wrestling Resistance Training Aerobics Tae-Bo/Self Defense	X X	X X	X X X X X X	X X X X X X	X X X X X X
Standard 1	Skill technique	Flexibility	Warm-up/Stretch	X	X	X	X	X
Cooperation Standard 2	Teamwork	Adventure Activities (Project Adventure)	Tag Games/parachute Games of strategy Problem Solving Low/high Elements	X	X X	X X X	X X X	X X X
Standard 1	Skill Technique	Aquatics	Basic Swim, Water Safety Water Games Lifeguard Cert Scuba Synchronized Swim Water Fitness Diving				X X	X X X X X X
Standard 3	*on/off campus (accessing community resources)	Outdoor Activities	*Orienteering/Hiking *Canoeing/Kayaking/ *Sailing *Fishing *Winter Sports *Horseback Riding	X	X	X X	X X	X X X X X
Sports/Athletics Standard 1	Skill Technique Game strategies	Net and Wall Sports	Handball Volleyball Tennis Badminton Table Tennis		X X X X	X X X X	X X X X	X X X X
Standard 1	Skill Technique Game strategies	Goal Sports	Basketball Floor Hockey Football Lacrosse Soccer Team Handball Ultimate Frisbee		X X X X X	X X X X X	X X X X X X	X X X X X X
Standard 1	Skill Technique Game strategies	Target Sports	Archery *Golf *Bowling Horseshoes		X X	X X	X X X	X X X
Standard 1	Skill Technique Game strategies	Striking/Fielding Sports	Softball Cricket Tetherball Mat Ball	X	X	X X	X X	X X X

(K-5) Elementary School Physical Education
2001-02 Curriculum Map

<p style="text-align: center;"><u>Block 1: September</u> Rules, procedures, squads Soccer LAX HR Monitors Cooperative Games Low organizational games</p>	<p style="text-align: center;"><u>Block 5: February</u> Dance Jump rope for heart Gymnastics Fitness Volleyball</p>
<p style="text-align: center;"><u>Block 2: October</u> Football Cooperative Games Fitness test</p>	<p style="text-align: center;"><u>Block 6: March</u> Floor Hockey Fitness Dance Recreational Games</p>
<p style="text-align: center;"><u>Block 3: November</u> Fitness Tumbling/gymnastics Hockey Dance (movement & rhythms) Project adventure</p>	<p style="text-align: center;"><u>Block 7: April</u> Indoor Track & Field Indoor Recreation Tennis LAX Bowling Fitness</p>
<p style="text-align: center;"><u>Block 4: December</u> Gymnastics Stunts & tumbling Volleyball Global ball</p>	<p style="text-align: center;"><u>Block 8: May</u> Softball/whiffle ball Track & Field Striking Activities Jump rope for heart Fitness Tennis LAX</p>
<p style="text-align: center;"><u>Block 5: January</u> Basketball Volleyball Tumbling</p>	<p style="text-align: center;"><u>Block 10: June</u> Outdoor Recreation Orienteering Softball Track & Field Recreational games Field Day</p>

Unit: K-5 Basic Movement

Overview/Rationale:

Motor content to be taught in each unit is categorized under the four aspects of movement: body, space, effort, and relationships (refer to the movement framework on pages 3 & 4). The content overviews (outlines) used throughout the core curriculum document are clearly connected to the basic movement skills taught in our elementary schools. This is the foundation for our overall K-12 Physical Education Program.

Essential Questions:

- What type of movement can the body do?
- Where does the body move (in space)?
- How does the body perform (with effort)?
- What relationships occur in movement?

Learning Standards (performance indicators):

Students will...

- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Understand the relationship between physical activity and individual well being.
- Work constructively with others to accomplish a variety of goals and tasks.
- Demonstrate care, consideration, and respect of self and others during physical activity.
- Demonstrate the ability to apply the decision making process to physical activity.

(3-5 lessons) Sample Block Plan- intermediate grades (manipulative activities)

<u>Day 1</u> Racquet/paddle sports Introduction Grip/swing Hitting object by oneself/with partner toss/partner volley (with bean bag)	<u>Day 2</u> Review Partner toss/partner volley (with bean bag/with ball)	<u>Day 3</u> Review Hitting object against wall (using tape on wall) by oneself/with a partner team play (doubles?)
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Physical Education Unit Plans for Grades 1-2, 3-4, 5-6 (Logson, Allemean, Straits, Belka, and Clark), page 9.

Resources:

PE Central Web Site (www.pecentral.org)

Physical Education Unit Plans for Grades 1-2, 3-4, 5-6 (Logson, Allemean, Straits, Belka, and Clark)

INTRMEDIATE GRADES- MOVEMENT THEMES
CONTENT OVERVIEW (outline)

General-

1. Games
2. Gymnastics
3. Dance

Specific-

Educational Games

- a) Basic Body & Manipulative Control b) Space c) Movement Quality (Effort)

Educational Gymnastics

- a) Intro to the Body b) Space c) Time d) Relationship of Body Parts

Educational Dance

- a) Intro to the Body b) Weight & Time c) Space d) Flow of Movement
-

Detailed:

Educational Games

1. Introduction to Basic Body & Manipulative Control

Manipulative Activities

- | | | |
|-----------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Striking | <input type="checkbox"/> Catching | <input type="checkbox"/> Carrying |
| <input type="checkbox"/> Throwing | <input type="checkbox"/> Collecting | <input type="checkbox"/> Dribbling (hand & foot) |

Locomotor Activities

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Traveling & Stopping | <input type="checkbox"/> Jumping |
| <input type="checkbox"/> Running | <input type="checkbox"/> Sidestepping |

Body Parts

- | | | | |
|--------------------------------|--------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> Hands | <input type="checkbox"/> Shins | <input type="checkbox"/> Hips | <input type="checkbox"/> Chest |
| <input type="checkbox"/> Feet | <input type="checkbox"/> Knees | <input type="checkbox"/> Shoulders | |

2. Introduction to Space

Areas

- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> General | <input type="checkbox"/> Personal |
|----------------------------------|-----------------------------------|

Levels

- | | | |
|-------------------------------|---------------------------------|------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Medium | <input type="checkbox"/> Low |
|-------------------------------|---------------------------------|------------------------------|

Extensions

- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Near to | <input type="checkbox"/> Far from |
|----------------------------------|-----------------------------------|

Directions

- | | | | | |
|----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|-----------------------------------|
| <input type="checkbox"/> Forward | <input type="checkbox"/> Backward | <input type="checkbox"/> Sideward | <input type="checkbox"/> upward | <input type="checkbox"/> Downward |
|----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|-----------------------------------|

Pathways

- | | | | |
|---------------------------------|------------------------------|---------------------------------|-----------------------------------|
| <input type="checkbox"/> Ground | <input type="checkbox"/> Air | <input type="checkbox"/> Curved | <input type="checkbox"/> Straight |
|---------------------------------|------------------------------|---------------------------------|-----------------------------------|

3. Introduction to Movement Quality (Effort)

Force

- | | |
|---------------------------------|--------------------------------|
| <input type="checkbox"/> Strong | <input type="checkbox"/> Light |
|---------------------------------|--------------------------------|

Speed

- | | |
|-------------------------------|-------------------------------|
| <input type="checkbox"/> Fast | <input type="checkbox"/> Slow |
|-------------------------------|-------------------------------|

Space

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> Small | <input type="checkbox"/> Large |
|--------------------------------|--------------------------------|

Educational Gymnastics

4. Introduction to the Body

Locomotor Activities

- ☐ Rocking ☐ Sliding ☐ Swinging ☐ Step-like actions
- ☐ Rolling ☐ Jumping ☐ Flight

5. Introduction to Space

Areas

- ☐ General ☐ Personal

Levels

- ☐ High ☐ Medium ☐ Low

Directions

- ☐ Forward ☐ Backward ☐ Sideward ☐ Up ☐ Down

Pathways

- ☐ Straight ☐ Curved ☐ Zigzag

6. Introduction to Time

Time

- ☐ Fast/Slow ☐ sudden/sustained
- ☐ Accelerating/Decelerating

7. Introduction to Relationships of Body Parts

Relationships of Body Parts to Each Other

- ☐ Above/Below ☐ Apart/Together
- ☐ Behind/In front of/Alongside ☐ Near/Far
- ☐ Over/Under

Relationships of Body Parts to Apparatus

- ☐ Over/Under ☐ Above/Below
- ☐ Near/Far ☐ Behind/In front of/Alongside
- ☐ Arriving on/Dismounting from

Roles Played by Body Parts

- ☐ Support Body ☐ Apply Force
- ☐ Lead Action ☐ Receive Force (weight)

Body Shapes

- ☐ angular/straight ☐ wide/round/twisted
- ☐ symmetrical/asymmetrical

Educational Dance

8. Introduction to the Body

Locomotor Activities

- ☐ walking ☐ skipping ☐ galloping ☐ stepping
- ☐ running ☐ Jumping ☐ leaping

Nonlocomotor Activities

- ☐ rising/sinking ☐ turning/spinning
- ☐ opening/closing

Body Parts

- ☐ leading body actions ☐ receiving weight
- ☐ supporting weight

9. Introduction to Weight & Time

Time

☐ sudden/sustained

Weight

☐ firm/fine touch

10. Introduction to Space

Areas

☐ General

☐ Personal

Directions

☐ Forward

☐ Backward

☐ Sideward

☐ Up

☐ Down

11. The Flow of Movement

Flow

☐ bound ☐ free

Space

☐ direct ☐ indirect

NOTES/COMMENTS:

INTERMEDIATE GRADES- MOVEMENT THEMES
CONTENT OVERVIEW (outline)

General-

1. Games
2. Gymnastics
3. Dance

Specific-

Educational Games

- | | | |
|--------------------------------------|------------------|---|
| a) Basic Body & Manipulative Control | b) Space | c) Movement Quality (Effort) |
| d) Movement Flow | e) Relationships | f) Advanced Body & Manipulative Control |
| g) Complex Relationships | | |

Educational Gymnastics

- | | | | |
|----------------------|----------------------------------|---------------------------|-------------------------------|
| a) Intro to the Body | b) Space | c) Time | d) Relationship of Body Parts |
| e) Intro to Weight | f) Flow & Continuity in Movement | g) Relationship to Others | |

Educational Dance

- | | | | |
|---------------------------|---------------------------------|----------|---------------------|
| a) Intro to the Body | b) Weight & Time | c) Space | d) Flow of Movement |
| e) Intro to Relationships | f) Instrumental use of the Body | | |
| g) Basic Effort Actions | | | |

Detailed:

Educational Games

1. Introduction to Basic Body & Manipulative Control

Manipulative Activities

- | | | |
|-----------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Striking | <input type="checkbox"/> Catching | <input type="checkbox"/> Carrying |
| <input type="checkbox"/> Throwing | <input type="checkbox"/> Collecting | <input type="checkbox"/> Dribbling (hand & foot) |

Locomotor Activities

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Traveling & Stopping | <input type="checkbox"/> Jumping |
| <input type="checkbox"/> Running | <input type="checkbox"/> Sidestepping |

Body Parts

- | | | | |
|--------------------------------|--------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> Hands | <input type="checkbox"/> Shins | <input type="checkbox"/> Hips | <input type="checkbox"/> Chest |
| <input type="checkbox"/> Feet | <input type="checkbox"/> Knees | <input type="checkbox"/> Shoulders | |

2. Introduction to Space

Areas

- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> General | <input type="checkbox"/> Personal |
|----------------------------------|-----------------------------------|

Levels

- | | | |
|-------------------------------|---------------------------------|------------------------------|
| <input type="checkbox"/> High | <input type="checkbox"/> Medium | <input type="checkbox"/> Low |
|-------------------------------|---------------------------------|------------------------------|

Extensions

- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Near to | <input type="checkbox"/> Far from |
|----------------------------------|-----------------------------------|

Directions

- | | | | | |
|----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|-----------------------------------|
| <input type="checkbox"/> Forward | <input type="checkbox"/> Backward | <input type="checkbox"/> Sideward | <input type="checkbox"/> upward | <input type="checkbox"/> Downward |
|----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|-----------------------------------|

Pathways

- | | | | |
|---------------------------------|------------------------------|---------------------------------|-----------------------------------|
| <input type="checkbox"/> Ground | <input type="checkbox"/> Air | <input type="checkbox"/> Curved | <input type="checkbox"/> Straight |
|---------------------------------|------------------------------|---------------------------------|-----------------------------------|

3. Introduction to Movement Quality (Effort)

Force

☐ Strong

☐ Light

Speed

☐ Fast

☐ Slow

Space

☐ Small

☐ Large

4. Movement Flow

Flow

☐ bound ☐ free

Space

☐ direct

☐ indirect

5. Introduction to Basic Relationships

Relationship of Individuals

☐ to objects, implements and equipment arrangements

☐ to individuals and small groups (2 or 3)

6. Advanced Body & Manipulative Control

Manipulative Activities combined with:

locomotion

☐ running

☐ sidestepping

☐ rolling

☐ jumping

☐ sliding

nonlocomotion

☐ extending

☐ twisting

☐ bending

7. Introduction to Complex Relationships

Relationships within the environment

☐ passing to spaces

☐ covering spaces

☐ creating spaces

Educational Gymnastics

8. Introduction to the Body

Locomotor Activities

☐ Rocking

☐ Sliding

☐ Swinging

☐ Step-like actions

☐ Rolling

☐ Jumping

☐ Flight

9. Introduction to Space

Areas

☐ General

☐ Personal

Levels

☐ High

☐ Medium

☐ Low

Directions

☐ Forward

☐ Backward

☐ Sideward

☐ Up

☐ Down

Pathways

☐ Straight

☐ Curved

☐ Zigzag

10. Introduction to Time

Time

- ☐ Fast/Slow
- ☐ Accelerating/Decelerating
- ☐ sudden/sustained

11. Introduction to Relationships of Body Parts

Relationships of Body Parts to Each Other

- ☐ Above/Below
- ☐ Behind/In front of/Alongside
- ☐ Over/Under
- ☐ Apart/Together
- ☐ Near/Far

Relationships of Body Parts to Apparatus

- ☐ Over/Under
- ☐ Near/Far
- ☐ Arriving on/Dismounting from
- ☐ Above/Below
- ☐ Behind/In front of/Alongside

Roles Played by Body Parts

- ☐ Support Body
- ☐ Lead Action
- ☐ Apply Force
- ☐ Receive Force (weight)

Body Shapes

- ☐ angular/straight
- ☐ symmetrical/asymmetrical
- ☐ wide/round/twisted

12. Introduction to Weight

Weight

- ☐ firm/strong/tension
- ☐ soft/slight/relaxed

13. Flow and Continuity in Movement

Flow

- ☐ bound/stoppable
- ☐ free/ongoing

14. Relationship to Others

Relationships of Partners and Small Groups

- ☐ contrasting/alternating/successive/canon
- ☐ mirroring/matching
- ☐ following/copying
- ☐ above/below
- ☐ behind/in-front of
- ☐ near/far
- ☐ over/under/alongside

Activities of the Body

- ☐ counterbalance/countertension

Educational Dance

15. Introduction to the Body

Locomotor Activities

- ☐ walking
- ☐ skipping
- ☐ galloping
- ☐ stepping
- ☐ running
- ☐ Jumping
- ☐ leaping

Nonlocomotor Activities

- ☐ rising/sinking
- ☐ turning/spinning
- ☐ opening/closing

Body Parts

- ☐ leading body actions
- ☐ receiving weight
- ☐ supporting weight

16. Introduction to Weight & Time

Time

☐ sudden/sustained

Weight

☐ firm/fine touch

17. Introduction to Space

Areas

☐ General

☐ Personal

Directions

☐ Forward

☐ Backward

☐ Sideward

☐ Up

☐ Down

18. The Flow of Movement

Flow

☐ bound ☐ free

Space

☐ direct ☐ indirect

19. Introduction to Relationships

Relationship of

☐ body parts to each other

☐ individuals and small groups to each other

20. Instrumental Use of the Body

Jumping

☐ one foot to the other/one foot to the same foot

☐ two feet to two feet/one foot to two feet/two feet to one foot

Body Shape

☐ straight/wide/twisted/round

Gesture

21. The Basic Effort Actions

Thrusting

☐ sudden/firm/direct

Slashing

☐ sudden/firm/indirect

Floating

☐ sustained/fine/indirect

Gliding

☐ sustained/fine/direct

Wringing

☐ sustained/firm/indirect

Pressing

☐ sustained/firm/direct

Flicking

☐ sudden/fine/indirect

Dabbing

☐ sudden/fine/direct

Unit: K-5 Dance

Overview/Rationale:

The basic or fundamental skills of rhythm and dance activities include locomotor steps (walking, running, jumping, etc.) and non-locomotor or axial movements (bending and stretching, twisting and turning, etc.). locomotor skills such as walking, hopping and leaping are the foundation upon which all dance steps are based. The objective of a K-5 dance unit is to learn and practice while working on these basic fundamental skills. (Refer to Movement Themes Unit (Educational Dance) and the Movement Framework, pp. 40-41 in the appendix.)

Essential Questions:

- What basic skills are necessary for _____ dancing?
- What safety considerations are needed for _____ dancing?

Learning Standards (performance indicators):

Students will....

- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Understand the relationship between physical activity and individual well being.
- Work constructively with others to accomplish a variety of goals and tasks.
- Demonstrate care, consideration, and respect of self and others during physical activity.
- Demonstrate the ability to apply the decision making process to physical activity.

(six lessons) Sample Block Plan-intermediate grades (Square Dance 2000)

<u>Day 1</u> Intro to rhythms Terminology Create sets	<u>Day 2</u> Review terminology Introduce dance #1 Introduce dance # 2	<u>Day 3</u> Review dances 2, 3
<u>Day 4</u> Review dance 3 Practice grand right & left Introduce dance #4	<u>Day 5</u> Review dance #4 Intro to creating own square dance	<u>Day 6</u> Square dance 2000 Work in groups to create own unique square dance

(Sample) Assessment:

Hellison, Graham rubric models

(grade 5) videotape analysis, followed by journal writing. (See “My Physical Education Journal” in appendix.)

Resources:

PE Central Dance Web Sites (www.pecentral.org/websites/dancesites.html)

For a comprehensive list of dance vocabulary try PE Zone website @
www.pezone/dance/dance_vocabulary.html

CONTENT OVERVIEW (outline)

- General-
- | | |
|------------------|--------------------|
| 1. Square Dance | 2. "Popular" Dance |
| 3. Aerobic Dance | 4. Creative Dance |

Specific-

- | | | |
|--------------------|---------------|------------------------|
| 1. Square Dance | a) movements | b) terminology |
| 2. "Popular" Dance | a) circle | b) line |
| 3. Aerobic Dance | a) exercise | b) fitness components |
| 4. Creative Dance | a) individual | b) group |
| 5. Knowledge | a) history | b) safety |
| | c) equipment | d) community resources |
-

Detailed:

1. Square Dance

Movements ☐

- | | |
|------------------------------------|---|
| <input type="checkbox"/> honor | <input type="checkbox"/> star |
| <input type="checkbox"/> swing | <input type="checkbox"/> into center |
| <input type="checkbox"/> do-si-do | <input type="checkbox"/> forward & back |
| <input type="checkbox"/> promenade | <input type="checkbox"/> allemande |
| <input type="checkbox"/> circle | <input type="checkbox"/> grand right and left |

Terminology ☐

- | | |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> set | <input type="checkbox"/> couple 1-4 |
| <input type="checkbox"/> home | <input type="checkbox"/> heads |
| <input type="checkbox"/> partner | <input type="checkbox"/> sides |
| <input type="checkbox"/> corner | <input type="checkbox"/> right |
| <input type="checkbox"/> opposite | <input type="checkbox"/> left |

2. "Popular" Dance

Circle ☐

- ☐ wedding
- ☐ ethnic

3. Aerobic Dance

Exercise ☐

- ☐ count
- ☐ 4 count
- ☐ 8 count

4. Creative Dance

Individual ☐

- ☐ with music
- ☐ without music
- ☐ using props

Group ☐

- ☐ with music
- ☐ without music
- ☐ using props

5. Knowledge

History ☐

- ☐ types of dance
- ☐ when they began
- ☐ ethnic origin

Rules ☐

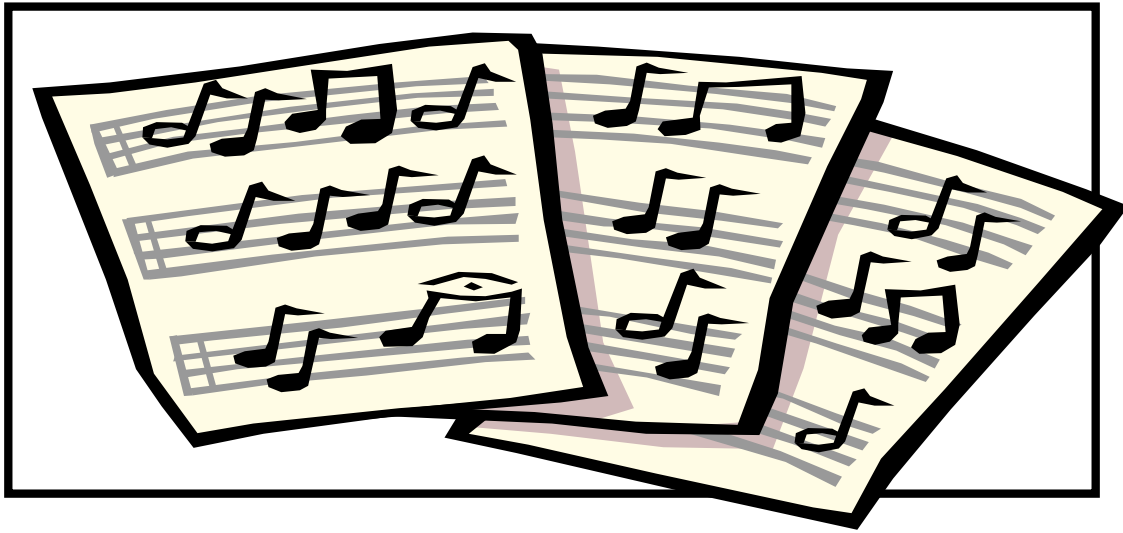
- ☐ space
- ☐ time
- ☐ force

Safety ☐

- ☐ individual
- ☐ others
- ☐ equipment

Equipment ☐

- ☐ use
- ☐ care
- ☐ where they can get it



MUSIC, MOVEMENT AND RHYTHMS

NAME _____ DATE _____

Did you enjoy this unit? **YES** **SORT OF** **NO**

This unit would be better if.... _____

The thing(s) I learned from this unit was/were... _____

My favorite part of this unit was ... _____

Unit: Lacrosse (K-5)

Overview/Rationale:

The purpose of this unit is to introduce the students to the game of Lacrosse. Lacrosse is probably the oldest American sport and is derived from a sport the Native Americans called Baggetaway. The name Lacrosse derives from the French la crosse, a reference to the fact that the sticks used in the native game somewhat resembled the bishop's crossier. This unit will allow the student's to work on basic fundamentals, which include: cradling, catching, scooping, shooting, and passing.

Essential Questions:

- What basic skills are necessary for lacrosse?
- What safety considerations are needed for lacrosse?

Learning Standards (performance indicators):

Students will....

- Develop physical fitness skills through regular practice, effort, and perseverance.
- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.
- Work constructively with others to accomplish a variety of goals and tasks.
- Demonstrate care, consideration, and respect of self and others during physical activity.
- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time (Henrietta Recreation Lacrosse).

Sample Block Plan (blocks will usually vary by grade level)

<u>Day 1</u> History Terminology/Rules/Equipment Stick handling	<u>Day 2</u> Review Stick Handling Scooping Cradling	<u>Day 3</u> Review Moving with stick Scooping Cradling
<u>Day 4</u> Shooting Passing Scooping Modified Games (area LAX)	<u>Day 5</u> Shooting Passing Scooping Modified Games	<u>Day 6</u> Shooting Passing Scooping Modified Games

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)
Elementary Lacrosse skills assessment (see page 18)

Resources:

PE Central Unit Plan Sites (www.pecentral.org)

Content Overview (outline)

General-

- | | |
|-------------------|-------------------|
| 1. Scooping | 4. Catching |
| 2. Stick Handling | 5. Modified Games |
| 3. Throw/Pass | 6. Knowledge |

Specific-

- | | | | |
|-------------------|----------------|----------------|----------------------------|
| 1. Scooping | a) stationary | b) moving | c) vary equipment |
| 2. Stick Handling | a) carrying | b) cradling | |
| 3. Throw/Pass | a) stationary | b) moving | |
| 4. Catching | a) stationary | b) moving | |
| 5. Mod. Games | a) small group | b) large group | c) community opportunities |
| 6. Knowledge | a) history | b) rules | |
| | c) safety | d) equipment | |
-

Detailed:

1. Scooping

Stationary

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> vary speed | <input type="checkbox"/> vary location |
| <input type="checkbox"/> rolling ball | <input type="checkbox"/> bouncing ball |

Moving

- | | |
|---|--|
| <input type="checkbox"/> vary speed | <input type="checkbox"/> vary location |
| <input type="checkbox"/> rolling ball | <input type="checkbox"/> bouncing ball |
| <input type="checkbox"/> milk jug | <input type="checkbox"/> plastic spoon |
| <input type="checkbox"/> lacrosse stick | |

2. Stick Handling

Carrying

- | | |
|-------------------------------|-----------------------------------|
| <input type="checkbox"/> grip | <input type="checkbox"/> position |
|-------------------------------|-----------------------------------|

Cradling

- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> what is it? | <input type="checkbox"/> why do it? |
| <input type="checkbox"/> positioning | |

3. Throw / Pass

While Stationary

- | | |
|--|--|
| <input type="checkbox"/> stationary target | <input type="checkbox"/> moving target |
| <input type="checkbox"/> accuracy | <input type="checkbox"/> speed |

While moving

- | | |
|--|--|
| <input type="checkbox"/> stationary target | <input type="checkbox"/> moving target |
| <input type="checkbox"/> accuracy | <input type="checkbox"/> speed |

Stationary

- ☐ self-toss / throw
- ☐ vary throw speed

- ☐ from others
- ☐ vary throw location

While moving

- ☐ self-toss / throw
- ☐ vary throw speed

- ☐ from others
- ☐ vary throw location

5. Modified Games

Small Group

- ☐ 1 vs. 1
- ☐ 3 vs. 3

- ☐ 2 vs. 2

Large Group

- ☐ 1/2 the class

- ☐ entire class

Community Opportunities

- ☐ Mod. & H.S. opportunities
- ☐ Church, private leagues and camps

- ☐ Henrietta Recreation opportunities
- ☐ Local Professional Teams

6. Knowledge

History

- ☐ where it began
- ☐ when did it begin

- ☐ who began it

Rules

- ☐ for mod. Games

- ☐ for “real” games

Safety

- ☐ personal
- ☐ equipment

- ☐ others

Equipment

- ☐ use
- ☐ where they can get it

- ☐ care

NOTES/COMMENTS:

Name: _____

Class: _____

LACROSSE ASSESSMENT

SKILL	MECHANICS	SCORE
Scooping	A. Uses proper grip	
	B. Levels stick to the ground	
	C. Stick head touches ground before ball	
	D. Moves through the ball	
Cradling	A. Uses proper grip	
	B. Upright stick position	
	C. Top wrist used in cradling	
	D. Face to shoulder stick movement	
Throwing	A. Uses proper grip	
	B. Steps using opposition	
	C. Stick in proper position	
	D. Top hand pushes / follow through	

Scoring	3 = Excellent
	2 = Nice Job
	1 = Not Yet

Comments	

Adapted from Mark Foeder's Lacrosse Rubric – Victor School Dist.

LACROSSE UNIT ASSESSMENT

Teacher:
of lessons taught / gr. Level

School:
Year:

<u>SCOOPING</u>	HIGH	MEDIUM	LOW
------------------------	-------------	---------------	------------

comments:

<u>THROW/PASS</u>	HIGH	MEDIUM	LOW
--------------------------	-------------	---------------	------------

comments:

<u>CATCHING</u>	HIGH	MEDIUM	LOW
------------------------	-------------	---------------	------------

comments:

<u>OFF. STRATEGY</u>	HGH	MEDIUM	LOW
-----------------------------	------------	---------------	------------

comments:

<u>DEF. STRATEGY</u>	HIGH	MEDIUM	LOW
-----------------------------	-------------	---------------	------------

comments:

<u>KNOWLEDGE</u>	HIGH	MEDIUM	LOW
-------------------------	-------------	---------------	------------

comments:

COMMENTS: (i.e. things that worked well, special games, ideas, difficulties, level of interest)

Unit: Whiffle Ball/Softball (K-5)

Overview/Rationale:

Softball skills for elementary school age children may be classified as hitting and fielding skills. Students will learn the basic fundamentals of throwing and catching (underhand/overhand throw, underhand/overhand catch, and catch on ground) as well as basic batting skills.

Essential Questions:

- What basic skills are necessary for whiffle/softball?
- What are the basic rules for whiffle/softball

Learning Standards (performance indicators):

Students will....

- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.
- Demonstrate care, consideration, and respect of self and others during physical activity.
- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.
- Demonstrate the ability to apply the decision making process to physical activity.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)
Elementary softball/whiffle ball skills assessment

Resources:

PE Central Unit Plan Sites (www.pecentral.org)

K-5 WHIFFLE BALL/SOFTBALL
CONTENT OVERVIEW (outline)

General-

- | | |
|-------------------|--------------|
| 1. Throwing | 4. Catching |
| 2. Batting | 5. Running |
| 3. Modifies Games | 6. Knowledge |

Specific-

- | | | |
|---------------|-------------------------|---|
| 1. Throwing | a) to stationary target | b) to moving target |
| 2. Catching | a) from self | b) from others |
| 3. Batting | a) stationary ball | b) moving ball |
| 4. Running | a) base path | b) strategies |
| 5. Mod. Games | a) small group | b) large group c) community opportunities |
| 6. Knowledge | a) history | b) rules |
| | c) safety | d) equipment |

Detailed:

1. Throwing

To Stationary Target

- | | |
|-----------------------------------|--------------------------------|
| <input type="checkbox"/> accuracy | <input type="checkbox"/> speed |
|-----------------------------------|--------------------------------|

To Moving Target

- | | |
|-----------------------------------|--------------------------------|
| <input type="checkbox"/> accuracy | <input type="checkbox"/> speed |
|-----------------------------------|--------------------------------|

2. Catching

From Self

- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> vary speed | <input type="checkbox"/> vary height |
|-------------------------------------|--------------------------------------|

From Others

- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> vary speed | <input type="checkbox"/> line drives |
| <input type="checkbox"/> grounders | <input type="checkbox"/> pop flies |

3. Batting

Stationary Ball

- | | |
|--|----------------------------------|
| <input type="checkbox"/> suspended from string | <input type="checkbox"/> off "T" |
|--|----------------------------------|

Moving Ball

- | | |
|---|---|
| <input type="checkbox"/> self toss | <input type="checkbox"/> underhand toss |
| <input type="checkbox"/> overhand throw | <input type="checkbox"/> vary speed |
| <input type="checkbox"/> vary location | |

4. Running

Base Path

- | | |
|---------------------------------|----------------------------------|
| <input type="checkbox"/> single | <input type="checkbox"/> double |
| <input type="checkbox"/> triple | <input type="checkbox"/> homerun |

Strategies

- | | |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> fly ball | <input type="checkbox"/> two outs |
|-----------------------------------|-----------------------------------|

5. Modified Games

Small Group

☐ 2

☐ 6

☐ 4

Large Group

☐ _ class

☐ entire class

Community Opportunities

☐ Mod. & H.S. opportunities

☐ Church, private leagues and camps

☐ Henrietta Recreation opportunities

☐ Local Professional Teams

6. Knowledge

History

☐ when did it begin

☐ where did it begin

☐ who started it

Rules

☐ for mod. games

☐ for “real” games

Safety

☐ personal

☐ equipment

☐ others

Equipment

☐ use

☐ where they can get it

☐ care

NOTES/COMMENTS:

Name: _____

Class: _____

WHIFFLE BALL SKILL ASSESSMENT

SKILL	MECHANICS	SCORE
Throwing	A. Wind up is initiated with downward motion of hand	
	B. Rotation of the hips and shoulders to face target	
	C. Weight transferred by foot opposite throwing hand	
	D. Throwing hand has a diagonal follow-through	
Catch	A. Prep. Phase - hands in front of body & elbows flexed	
	B. Eyes track the ball	
	C. Arms extend while reaching for the ball	
	D. Ball caught by hands / glove only	
Batting	A. Dominate hand grips bat above non-dominate	
	B. Non-pref. body side faces tosser with feet parallel	
	C. Hip and shoulder rotation during swing	
	D. Transfer body weight to front foot	
	E. Bat contacts the ball	

Scoring	1 = Yes they did it
	0 = Not Yet

Comments	

Adapted from D. Ulrich's Test of Gross Motor Development

WHIFFLE BALL / SOFTBALL UNIT ASSESSMENT

Teacher:
of lessons taught / gr. Level

School:
Year:

<u>THROWING</u>	HIGH	MEDIUM	LOW
------------------------	-------------	---------------	------------

comments:

<u>CATCHING</u>	HIGH	MEDIUM	LOW
------------------------	-------------	---------------	------------

comments:

<u>BATTING</u>	HIGH	MEDIUM	LOW
-----------------------	-------------	---------------	------------

comments:

<u>BASE RUNNING</u>	HGH	MEDIUM	LOW
----------------------------	------------	---------------	------------

comments:

<u>OFF. STRATEGY</u>	HIGH	MEDIUM	LOW
-----------------------------	-------------	---------------	------------

comments:

<u>DEF. STRATEGY</u>	HIGH	MEDIUM	LOW
-----------------------------	-------------	---------------	------------

comments:

<u>KNOWLEDGE</u>	HIGH	MEDIUM	LOW
-------------------------	-------------	---------------	------------

comments:

COMMENTS:_(i.e. things that worked well, special games, ideas, difficulties, level of interest)

Unit: Football (K-5)

Overview/Rationale:

Students will be exposed to football in the elementary schools, learning the basic skills necessary for successful participation. R-H students have been exposed to football through the NFL, college and the R-H high school teams. Elementary school-age boys have an opportunity to play in the Henrietta Recreation program. In the intermediate grades, students are exposed to touch/flag football games, with an emphasis on basic rules and strategies.

Essential Questions:

- What basic skills are necessary for football?
- What safety considerations are needed for football?

Learning Standards (performance indicators):

Students will....

- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Develop physical fitness skills through regular practice, effort, and perseverance.
- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.
- Work constructively with others to accomplish a variety of goals and tasks.
- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.
- Become discriminating consumers of fitness information, health related fitness activities in their communities, and fitness and sports equipment.
- Demonstrate the ability to apply the decision making process to physical activity.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources: PE Central (www.pecentral.org)

K-5 FOOTBALL
CONTENT OVERVIEW (outline)

General-

- | | |
|------------|-------------------------|
| 1. Passing | 2. Catching (receiving) |
| 3. Kicking | 4. Strategy 5. Games |

Specific-

- | | | | |
|-----------------------|----------------------|------------------|-----------|
| 1. Passing | a. Grip | b. Types | |
| 2. Catching | a. Hand position | b. Stationery | c. Moving |
| 3. Kicking | a. Types uses | | |
| 4. Offensive Strategy | a. Center snap | b. Pass patterns | |
| | c. Running with ball | d. Blocking | |
| 5. Defensive Strategy | a. Coverage | b. Intercepting | |
| 6. Game | a. Field | b. Rules | |
-

Detailed-

- | | | | |
|-------------------------|--|--|------------------------------------|
| 1. Passing | <input type="checkbox"/> Short | <input type="checkbox"/> Long | <input type="checkbox"/> Lateral |
| 2. Catching | <input type="checkbox"/> Above chest
<input type="checkbox"/> Lateral | <input type="checkbox"/> Below chest
<input type="checkbox"/> Stationery/moving | |
| 3. Kicking | <input type="checkbox"/> Punting | <input type="checkbox"/> Place kick | <input type="checkbox"/> Drop kick |
| 5. Pass Patterns | <input type="checkbox"/> Same patterns | <input type="checkbox"/> Combos | <input type="checkbox"/> Go |
| 4. Offensive Strategies | <input type="checkbox"/> With/without defense | | |
| 5. Defensive Strategies | <input type="checkbox"/> Open play | <input type="checkbox"/> Closed plays | |
| 6. Game | <input type="checkbox"/> Rules | <input type="checkbox"/> Penalties | <input type="checkbox"/> Positions |

NOTES/COMMENTS:

FOOTBALL UNIT ASSESSMENT

Teacher:
of lessons taught / gr. Level

School:
Year:

PASSING

HIGH

MEDIUM

LOW

comments:

CATCHING

HIGH

MEDIUM

LOW

comments:

PASS PATTERNS

HIGH

MEDIUM

LOW

comments:

PUNTING/KICKING

HGH

MEDIUM

LOW

comments:

OFF. STRATEGY

HGH

MEDIUM

LOW

Comments:

DEF. STRATEGY

HIGH

MEDIUM

LOW

comments:

KNOWLEDGE

HIGH

MEDIUM

LOW

comments:

COMMENTS: (i.e. things that worked well, special games, ideas, difficulties, level of interest)

Unit: Soccer (K-5)

Overview/Rationale:

Of all the major sports, soccer is played in more countries and probably by more people than any other sport in the world. Soccer is basically a kicking and running game. However, when played correctly, other skills such as dribbling, trapping and throwing are necessary for maximum success and enjoyment. R-H elementary students have an opportunity to play in the Henrietta Recreation program, along with the Henrietta Youth Soccer program.

Essential Questions:

- What basic skills are necessary for soccer?
- What safety considerations are needed for soccer?

Learning Standards (performance indicators):

Students will....

- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Develop physical fitness skills through regular practice, effort, and perseverance.
- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.
- Work constructively with others to accomplish a variety of goals and tasks.
- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.
- Become discriminating consumers of fitness information, health related fitness activities in their communities, and fitness and sports equipment.
- Demonstrate the ability to apply the decision making process to physical activity.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources: PE Central Unit Plan Sites (www.pecentral.org)

CONTENT OVERVIEW (outline)

General-

- | | | | |
|--------------|-------------|-------------|------------|
| 1. Dribbling | 2. Passing | 3. Trapping | 4. Heading |
| 5. Throwing | 6. Strategy | 7. Game | |

Specific-

- | | | |
|--------------|------------------|---------------------|
| 1. Dribbling | a. Ball handling | b. Types/variations |
| 2. Passing | a. Types | |
| 3. Trapping | a. Types | |
| 4. Heading | | |
| 5. Throwing | a. Grips | |
| 6. Game | a. Rules | b. Positions |
| | c. Fields | d. Fouls |
-

Detailed-

1. Dribbling ☐

Footwork

- ☐ In place ☐ Off foot, knees, etc.
- ☐ Moving with/without object

Variation/type

- ☐ Inside ☐ Outside
- ☐ Change speed

2. Passing ☐

- ☐ Inside/outside foot ☐ Shooting

3. Trapping ☐

- ☐ Foot ☐ Thigh ☐ Chest

4. Heading ☐

5. Throwing ☐

Mechanics

- ☐ Throw-in
- ☐ Goalie

6. Game ☐

- ☐ Field ☐ Goalie ☐ Positions
- ☐ Rules/fouls

Strategy

- 1. Offense
 - ☐ Movement with/without ball ☐ Into space
- 2. Defense
 - ☐ Player coverage

Overview/Rationale:

By the end of elementary school, R-H students should be able to apply to situations in their daily lives, as much as possible, the basic concepts, relating to physical fitness in general, which include: muscular strength and endurance, cardiorespiratory endurance, and flexibility.

Essential Questions:

- Why is being active important to your body?
- How many different ways can you be active?
- Physical fitness tests measure which part of your body's fitness level?

Learning Standards (performance indicators):

Students will....

- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Develop physical fitness skills through regular practice, effort, and perseverance.
- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition).
- Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness.
- Understand the relationship between physical activity and individual well being.
- Become discriminating consumers of fitness information, health related fitness activities in their communities, and fitness and sports equipment.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)
Fitnessgram, Personal Best

Resources:

PE Central Unit Plan Sites (www.pecentral.org)

Overview/Rationale:

Basketball has very broad applications: large groups of students can participate in both a competitive as well as recreational environment. At R-H, basketball is an extremely popular activity, with many students participating in PE classes, at home, in CYO leagues, as well as our interscholastic athletic program. Basketball presents the opportunity to learn ball skills, coordination, agility, and body control (see movement themes unit). Students can also gain improvement in their cardiovascular fitness levels. For these reasons, basketball is an attractive PE class activity and is an important part of our K-12 core curriculum.

Essential Questions:

- What basic skills are necessary for basketball?
- What safety considerations are needed for basketball?

Learning Standards (performance indicators):

Students will...

- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.
- Work constructively with others to accomplish a variety of goals and tasks.
- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources:

PE Central Unit Plan Sites (www.pecentral.org)

CONTENT OVERVIEW (outline)

General-

1. Pass 2. Dribble 3. Shooting 4. Rebounding 5. Knowledge

Specific-

- | | |
|--|---|
| 1. Passing & catching <input type="checkbox"/> | 6. Offensive Strategy <input type="checkbox"/> |
| 2. Dribbling <input type="checkbox"/> | 7. Modified Games <input type="checkbox"/> |
| 3. Lay-ups <input type="checkbox"/> | 8. Knowledge <input type="checkbox"/> |
| 4. Shooting <input type="checkbox"/> | 9. Community Resources <input type="checkbox"/> |
| 5. Defensive Skills/Rebounding Skills <input type="checkbox"/> | |

Detailed-

- | | |
|--|--|
| 1. Passing & Catching
<input type="checkbox"/> chest pass
<input type="checkbox"/> bounce pass
<input type="checkbox"/> two hand overhead pass
<input type="checkbox"/> one hand passes
<input type="checkbox"/> catching cues | 7. Modified Games
<input type="checkbox"/> knockout
<input type="checkbox"/> 3 on 3
<input type="checkbox"/> sideline |
| 2. Dribbling
<input type="checkbox"/> stationary
<input type="checkbox"/> rules
<input type="checkbox"/> alternate hands
<input type="checkbox"/> speed/change of speed | 8. Knowledge
<input type="checkbox"/> history
<input type="checkbox"/> deception/moves
<input type="checkbox"/> safety |
| 3. Lay-ups
<input type="checkbox"/> various angles | 9. Community Resource
<input type="checkbox"/> Henrietta Rec.
<input type="checkbox"/> Intramurals
<input type="checkbox"/> Summer teams |
| 4. Shooting
<input type="checkbox"/> foul shots
<input type="checkbox"/> set
<input type="checkbox"/> jump shots | |
| 5. Defensive Skills/Rebounding
<input type="checkbox"/> man to man
<input type="checkbox"/> box-out | |
| 6. Offensive Strategy
<input type="checkbox"/> cutting
<input type="checkbox"/> screening
<input type="checkbox"/> give & go | |

Unit: Gymnastics/Apparatus(K-5)

Overview/Rationale:

All parts of the body benefit from gymnastics. It promotes strength, agility, flexibility, coordination, kinesthetic sense, and balance. Mastery of a stunt or routine also helps to improve the student's self-image. At R-H, students participate in gymnastics in physical education classes, with the Henrietta Recreation program, and with the R-H Athletic Program (both boys' and girls' varsity gymnastics teams). Educational gymnastics is connects to the basic movement themes presented in the core curriculum.

Essential Questions:

- What basic skills are necessary for gymnastics?
- What safety considerations are needed for gymnastics?

Learning Standards (performance indicators):

Students will....

- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Develop physical fitness skills through regular practice, effort, and perseverance.
- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Understand the relationship between physical activity and individual well being.
- Demonstrate care, consideration, and respect of self and others during physical activity.
- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources:

PE Central (www.pecentral.org)

Unit: Volleyball (K-5)

Overview/Rationale:

William Morgan of Holyoke, Massachusetts invented volleyball, in 1895 as an alternative to basketball. It is a fast-paced, exciting activity that can accommodate many students. It is also a sport that requires high skill and practice. R-H offers Mod. B, JV, and Varsity Volleyball for boys and girls.

Essential Questions:

- What basic skills are necessary for volleyball?
- What safety considerations are needed for volleyball?

Learning Standards (performance indicators):

Students will...

- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.
- Work constructively with others to accomplish a variety of goals and tasks.
- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time

Sample Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources:

PE Central (www.pecentral.org)

CONTENT OVERVIEW (outline)

General-

1. Basic skills
2. Advanced skills
3. Defense/Offense
4. Court

Specific-

- | | | | |
|--------------------|-------------------|----------------|--------------------|
| 1. Basic skills | a. Forearm pass | b. Set | c. Underhand serve |
| 2. Advanced skills | a. Overhead serve | b. Spike | |
| | a. Block | b. Bump | |
| | c. Dink | d. Positioning | |
| 4. Court | a Court lines | b. Net play | c. Rules |
-

Detailed-

1. Forearm pass

- ☐ From toss ☐ To place ☐ Volleyed

2. Set

- ☐ Self ☐ To partner ☐ In group

3. Underhand Serve

- ☐ Without net ☐ With net

4. Overhead serve

- ☐ At net

5. Spike

- ☐ From toss ☐ From set

6. Block

- ☐ Without ball ☐ With toss
☐ From set

7. Dink

8. Positioning

- ☐ Rotation

9. Modified Games

- ☐ Newcomb

NOTES/COMMENTS:

Overview/Rationale:

Floor hockey is an activity that exposes students to similar skills required for success in ice hockey (with the obvious exception—ice-skating). It is an excellent way to involve large numbers of students in physical activity (running, dodging, eye-hand coordination).

Essential Questions:

- What basic skills are necessary for floor hockey?
- What safety considerations are needed for floor hockey?

Learning Standards (performance indicators):

Students will....

- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.
- Work constructively with others to accomplish a variety of goals and tasks.
- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources:

PE Central (www.pecentral.org)

APPENDIX

Teacher: _____

Location of learning environment: _____

School: _____ Grade: _____

Safety Considerations: _____

Unit: _____

Equipment needs: _____

Lesson # _____ Date: _____

New York State Learning Standards

- **Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.** This is evident when students:

☐
☐
☐

Health Related

Cardiovascular Endurance

- ☐ 0 -5
- ☐ 6 – 10
- ☐ 11 – 20

Flexibility

- ☐ Upper body
- ☐ Mid-section
- ☐ Lower body

Muscular Strength & Endurance

- ☐ Upper body
- ☐ Mid-section
- ☐ Lower body

Performance Related

- ☐ Balance
- ☐ Coordination
- ☐ Agility
- ☐ Reaction time
- ☐ Speed
- ☐ Power

Psychomotor Outcomes (Skills/Techniques):

- **A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.** This is evident when students:

☐
☐
☐

Self Reliance

- ☐ Self control
- ☐ Self expression
- ☐ Self accountability
- ☐ Courage

Social Skills

- ☐ Respect for others
- ☐ Respect for individual differences
- ☐ Communication
- ☐ Collaboration
- ☐ Cooperation / Teamwork
- ☐ Competition
- ☐ Leadership / Followership
- ☐ Trust

Personal Management Skills

- ☐ Safety
- ☐ Decision making
- ☐ Problem Solving
- ☐ Honesty / Fairness
- ☐ Ethics
- ☐ Conflict Resolution
- ☐ Diligence
- ☐ Perseverance
- ☐ Initiative

Affective Outcomes (Social/Emotional Behavior):

- **Resource Management: Students will understand and be able to manage their personal and community resources.** This is evident when students:

☐
☐

Cognitive Outcomes (Knowledge/Problem Solving):

Lesson:

Time	Instruction	Organization / Formation	Equipment
Introduction			
Lesson			
Closure			

Assessment

Adjustments / Refinements / Comments

Elementary Tasks K-5

Standard 1

- Demonstrate basic motor skills (run, climb, hop), manipulative skills (throw, catch, strike), and non-locomotor skills (balance, weight transfer) using mature motor patterns while engaged in a variety of activities.
- Apply the concepts and principles of human movement to the development of new skills (e.g., catching objects while moving, throwing objects using opposition).
- Adjust performance of skill as a result of monitoring or assessing previous performance (e.g., moves closer to target or throws at altered angle of release following toss that falls short).
- Do push-ups each day to improve upper body strength, additional stretches to improve flexibility, and additional running to develop cardiorespiratory fitness.
- Engage in physical activity and monitoring of pulse rate.
- Perform appropriate warm-up and cool-down exercises before and after vigorous activity to avoid muscle injury.
- Set a personal physical activity goal and track progress toward its achievement.

Standard 2

- Handle equipment safely.
- Wear proper attire and protective gear as necessary.
- Demonstrate appropriate skill in fundamental movement tasks (e.g., lifting, carrying, climbing).
- Properly use facilities with attention to safety hazards.
- Modify a game so that individuals with less ability may participate more.
- Demonstrate self-control and the ability to cope with success and failure.
- Take turns in playing various roles in games.
- Follow directions and rules to perform safely and correctly.
- Accept teammates regardless of ability and treat opponents with respect and courtesy.
- Know and demonstrate practices necessary to insure safe conditions for physical activity.
- Demonstrate responsible personal and social behavior while engaged in physical activities.

Standard 3

- Identify community facilities for recreational activities, such as parks, swimming pools, and skating rinks.
- Identify community programs, such as Henrietta Recreation, YMCA/YWCA, Scholastic Intramurals, Youth Sport Leagues.
- Describe how the family influences one's physical activity.
- Identify community agencies that advocate for physically active individuals, families, and communities.
- Identify programs which benefit community residents who are in need of assistance by participating in events such as: Jump Rope for Heart (American Heart Assn.), Asset Building Activities.

Unit: _____ **(K-5)**

Overview/Rationale:

Essential Questions:

Learning Standards (performance indicators):

Students will....

<u>Block Plan</u>		
<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>

(Sample) Assessment:

Resources:

Unit:_____

Overview/Rationale:

Essential Questions:

Learning Standards (performance indicators):

Students will...

Sample Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment

Resources:

Performance Indicators: Elementary (K-5)

Standard 1

- Participate in physical activities (games, sports, exercise) that provide conditioning for each fitness area.
- Develop physical fitness skills through regular practice, effort, and perseverance.
- Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.
- Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition).
- Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness.
- Understand the relationship between physical activity and individual well being.

Standard 2

- Contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.
- Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.
- Work constructively with others to accomplish a variety of goals and tasks.
- Know how injuries from physical activity can be prevented or treated.
- Demonstrate care, consideration, and respect of self and others during physical activity.

Standard 3

- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.
- Become discriminating consumers of fitness information, health related fitness activities in their communities, and fitness and sports equipment.
- Demonstrate the ability to apply the decision making process to physical activity.

The Movement Framework/Concepts (Logson, Allemean, Straits, Belka, and Clark)

