

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Physical Education

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Grade Level: K-2

Date of Board Approval: _____2021_____

Course Weighting: Physical Education

Participation	75%
Skill	15%
Safety and Sportsmanship	10%
Total	100%

Curriculum Map

Overview: Students in grades K-2 in the Delaware Valley School District will engage in a variety of units that introduce and promote practices and ideas of how to be a physically literate person. These units provide a foundation of basic every day and sport/fitness movements that can be built upon throughout their education. The units are based off of the Pennsylvania and National Physical Education standards.

Physical Education is a culmination of the social, emotional, and physical well-being of every individual. The blending of these domains will provide an opportunity to develop a healthy lifestyle. This in turn contributes to healthful communities where all individuals can maximize their true potential.

Goals:

The goals for the K-2 Physical Education Curriculum are:

- Teach and practice interpersonal skills
- Learn about safety for individuals, groups and communities
- Introduce and practice locomotor and non-locomotor movements
- Learn beginner skills to various sports and activities
- Introduce a variety of basic fitness components and ideas

Big Ideas: The big ideas for the K-2 Physical Education Curriculum are:

1. Safety impacts individual and community well-being.
2. Positive communication can reduce conflicts and injuries.
3. Basic understanding of movement skills is the foundation of a lifetime of movement.
4. Lifelong fitness can be achieved through light-vigorous exercises.

Suggested Supplemental Resources:

- Health Teacher Central (Facebook page and Website) <https://www.healthteachercentral.org/>
- Heidi Tremaine- <https://www.youtube.com/channel/UCZpxTgNDRR6mZQzgdD8ADFQ>
- Kent Hamilton- <https://www.youtube.com/channel/UCqDHPSViVdnsXfvdayiHbdg/feature>
- PE Central (Facebook Page and Website) <https://www.pecentral.org/>

- YouTube (<https://www.youtube.com/watch?v=YFdZXwE6fRE>,
<https://www.youtube.com/user/CosmicKidsYoga>)
- Twitter.com (Mike Graham @pe4everykid, Rob Pohlner @ForestLakesPE, Kiersten Penrod @CoachPenrod4)
- <https://copingskillsforkids.com/deep-breathing-exercises-for-kids>
- <https://www.andnextcomesl.com/2019/10/fall-leaf-deep-breathing-exercise.html>
- Heidi Tremaine- <https://www.youtube.com/channel/UCZpxTgNDRR6mZQzgdD8ADFO>
- Kent Hamilton-
<https://www.youtube.com/channel/UCqDHPSViVdnsXfvdayiHbdg/featured>

Curriculum Plan

Unit: Social Behaviors

Time/Days: 45 days

Standards:

PA Academic Standards: 10.2.3 D, 10.3.3 A, 10.3.3 C, 10.3.3 D, 10.4.3 F

National Standards: 1,2,4

Eligible Content:

- Space Awareness
- Gym Safety
- Equipment Safety
- Playground Safety
- Outdoor Safety
- Individual and Group Safety
- How to Make a Right/Safe Decision
- Positive Communication Skills
- Recognizing Conflicts and how to Address Them
- How to Cooperate in a Group Setting
- Concepts of Sharing

Objectives:

- The student will demonstrate space awareness through group activities. (DOK 2)
- The student will differentiate between a good decision and bad decision in a class setting. (DOK 3)
- The student will list the steps in a decision-making process. (DOK 1)
- The student will categorize safety hazards in a variety of settings. (DOK 2)
- The student will show how to resolve conflicts or disagreements through positive communication skills. (DOK 2)
- The student will apply the safety rules for the gymnasium during their activities. (DOK 4)
- The student will show how to effectively communicate with a person or small group through various activities. (DOK 2)
- The student will practice sharing equipment by evenly distributing the time of the equipment usage amongst the partner or group. (DOK 2)
- The student will demonstrate gym safety by following the rules set for class, respecting the equipment, and participating at a level that is safe for the student and for their peers. (DOK 2)
- The student will demonstrate equipment safety by using the equipment how the teacher instructs. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- **Rules of the Road-** Students are given a hula hoop which represents their car. At the teacher's command, the students will practice space awareness concepts and practice gym safety rules while playing the game. The hula hoops give students a visual about personal space and how to move in a shared space without causing injuries. Students

start/stop with the blow of the whistle, reinforce keeping space and not crashing their cars, stay within the boundaries etc.

- **Parachute-** Each student grabs an edge of the parachute and must work together to reach a common goal. (ex: Popcorn- see how many balls can stay on the parachute while it moves, See how high the ball can go when everyone brings the parachute up, then quickly bring it down to the ground etc.) Reinforce positive communication, cooperating within a group and safety concepts.
- **Tag Games-** Help reinforce the importance of moving in a shared space and being aware of classmates and surroundings (walls, boundary lines, equipment etc.) and how to interact with one another (properly tagging, not hitting someone etc.).
- **Red Light, Green Light-** Student will practice responding to teacher commands by moving in their space during “green light” and then stop in their space when the teacher says “red light”.
- **Safety Stations-** Take concepts from health and integrate into skill-based activity (ex: Fire Safety Stations- practice stop, drop and roll, practice jumping from height, identify fire hazards and helpers etc.) Reinforce taking turns, treating the equipment properly, positive communication.

Assessments:

Diagnostic:

- **Classroom Rules-** Ask students what are rules they think are in place for Physical Education class.
- **Safety Assessment:** Gauge student understanding of basic gym, playground and equipment safety through questions, or picture examples of correct/incorrect rules.

Formative:

- **Q&A Assessment:** Review materials taught during lesson and check for understanding.
- **Partner Work:** Split class into pairs or small groups for lessons and monitor their communication skills throughout the activity or lesson and see if common goal can be reached.

Summative:

- **Student Participation:** Students will receive an overall grade for the subject taught in each unit. Participation is based on: Completing the warm up and activity for each day to the best of their ability, following the directions of class and the specific activity for the day, wearing the proper shoes for class, and following the DV 5.
- **Gym Safety Assessment:** Written or verbal assessment of rules to follow in the gym.

Curriculum Plan

Unit: Basic Sport Movements

Time/Days: 45 days

Standards:

PA Academic Standards: 10.4.3 A, 10.4.3 D, 10.4.3 E, 10.4.3 F, 10.5.3 A, 10.5.3 B, 10.5.3 C, 10.5.3 E, 10.5.3 F

National Standards: 1,2,3,4,5

Eligible Content:

- Fitness Related Movements
- Beginner Soccer Skills (Dribbling, Trapping, Passing, Shooting)
- Beginner Basketball Skills (Dribbling, Passing, Shooting)
- Beginner Striking Skills (Ball & Bat, Bowling, Tennis, Hands)
- Locomotor and Non-Locomotor Movements
- Manipulative Skills (Over Hand Throwing, Under Hand Tossing, Rolling, etc.)

Objectives:

- The student will identify activities that can help keep a person healthy. (DOK 1)
- The student will relate practice to skill mastery by determining skill level prior to practice and skill level post practice. (DOK 2)
- The student will demonstrate sport skills using the proper cues and terminology. (DOK 2)
- The student will differentiate between and locomotor and non-locomotor movement. (DOK 3)
- The student will recall concepts of skill development through demonstrating key elements of a skill. (DOK 1)
- The student will list reasons why practice helps to improve skills and overall fitness. (DOK 1)
- The student will identify reasons as to why scientific principles, such as balance and force, may affect their movement and skills. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- **Sport Skill Stations-** Each station reinforces a skill component of sport. Examples may look like partner passing and trapping, overhead throws to a partner, shooting practice, dribbling through obstacles.
- **Overhand Throwing-** Set up targets for students to aim and accumulate points. Integrate math by having students add up points at the end of class.
- **Keep Up-** Students can work on hand-eye coordination and striking with hands by using balloons to slow down the speed and help focus on form. See how long students can keep the balloon in the air without it touching the floor. Students can use paddles to hit the balloons to introduce striking with an object.
- **Striking Variations-** Students can practice striking an object with different types of sports equipment (ex: hockey sticks, baseball bats, tennis racquets/paddles).

- **Tag Games-** Reinforce the various locomotor movements and social behavior concepts through tag variations. **Ex: Dental Tag** (Bringing health concepts into the gym) Choose 3-5 students to be the “plaque monsters” (taggers), and the rest of the students are teeth. If the teeth are tagged by the plaque monsters, they turn into a cavity by putting their arms over their heads and touching their hands. The only way cavities can return to the game is if one of the toothbrushes (3-5 students) come over and brush the tooth.
- **Moving in general space** while trying to control different objects with their hands, feet, knees, fingers etc.

Assessments:

Diagnostic:

- **Skill Analysis:** Before teaching proper cues about a skill (ex: dribbling a basketball, kicking a soccer ball), have students practice how they would normally do these skills and compare results (noted, but not used for grade) to rubric for summative assessment to see where student excels or needs improvement.

Formative:

- **Skill Evaluation:** While practicing proper skill movements, students can track their effectiveness of a skill through various methods, then use their data to track improvements (ex: tallying how many times the student hits the target {throwing, kicking a soccer ball, basketball shot etc.}, coloring in which bowling pins got knocked down etc.).
- **Partner Check-** Students can pair up and check proper form for specific movements and provide feedback (monitor for positive communication.)

Summative:

- **Skill Test:** After practice on proper cues of a skill (ex: dribbling a basketball, kicking a soccer ball etc.), students will be graded on their execution of the skill based off of a rubric with key elements needed to properly perform the skill.
- **Student Participation:** Students will receive an overall grade for the subject taught in each unit. Participation is based on: Completing the warm up and activity for each day to the best of their ability, following the directions of class and the specific activity for the day, wearing the proper shoes for class, and following the DV 5.

Curriculum Plan

Unit: Physical Activity and Fitness

Time/Days: 90 days

Standards (by number):

PA Standards: 10.3.3 D, 10.4.3 A, 10.4.3 B, 10.4.3 C, 10.4.3 D, 10.5.3 A, 10.5.3 B, 10.5.3 C, 10.5.3D, 10.5.3 E

National Standards: 1,2,3,4,5

Eligible Content:

- Body's Reaction to Physical Activity
- Health Related Fitness Components
- Safe Practices for Individual (Warm Up, Cool Down, Stretching etc.)
- Positive/Negative effects of Regular Physical Activity
- Principles of Exercise (FITT)
- Promoting Lifelong Physical Activity
- The Importance of Stretching and Flexibility
- Non-Locomotor Movements (Bending, Stretching, Twisting)
- Balancing

Objectives:

- The student will practice safety through proper use of equipment and performance. (DOK 2)
- The student will identify different exercises and movements that promote physical fitness and health. (DOK 1)
- The student will analyze the difference of exercises and activities that are moderate or vigorous by the heart's reaction. (DOK 4)
- The student will recognize the changes that happen in the body during moderate to vigorous physical activity. (DOK 1)
- The student will demonstrate various movement skills and concepts through exercises and activities. (DOK 2)
- The student will recognize the importance of skill development through teacher feedback. (DOK 1)
- The student will understand the importance of practicing skills by applying their knowledge to their performance. (DOK 2)
- The student will apply the principles of exercise (frequency, intensity, time, type) to improve their performance. (DOK 4)
- The student will describe the importance of warming up and cooling down before and after exercise. (DOK 1)
- The student will recognize when scientific principles, such as balance and gravity, affect movement and skills. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- **Fitness Stations-** Set up stations that focus on a health related component of fitness (ex: cardiovascular fitness- set up track around the gym perimeter, muscular endurance- fitness poly spots and the students roll a dice to see how long they have to hold the exercise).

- **Warm Up/Cool Down-** Start each class with a light dynamic warm up and end each class with a static cool down- eventually work up to student leaders for each class.
- **Dance or Cardio Drumming-** Integrate various exercises with dance moves for a fun and interactive activity that works on rhythm and timing. Use pool noodles as drum sticks and large cones as the drum. Create a routine to a song and incorporate fitness concepts (lunges, jumping jacks, jogging in place) while learning to keep a beat with drumming. Video examples from Heidi Tremaine and Kent Hamilton on Youtube.
- **Balance Beam/Ladder-** Set up balance beams (high, low and floor tape) and ladders for students to practice the cues of balancing and moving while balancing. Add in challenges such as bean bags on heads and holding objects to adapt balancing. Closing eyes and going backwards can also challenge students.
- **Balancing Stations-** Set up various stations with different balancing activities (ex: balance beam, jump rope paths on ground, ladder laying on the ground to walk on the rungs and the frame etc.) *add equipment (hula hoops on arms, Frisbees on head) to challenge their balancing. Closing eyes and going backwards can also challenge students.

Assessments:

Diagnostic:

- **Body Changes-** Ask students how their body looks and feels relaxed, and how it feels during exercise, and why these changes happen.

Formative:

- **Pulse Check-** Students can monitor their heart rates by placing their hand on the left side of their chest, putting two fingers near the top of their neck by the head, or two fingers on the outside of their wrist (thumb side) and count how many times their heart beats. Do at the beginning and end of class to compare difference.
- **Self-Evaluation-** Students can monitor their performance by keeping track of their success with different fitness components (ex: jump rope- tally full rotations, hurdles- tally how many got knocked down).

Summative:

- **Student Participation:** Students will receive an overall grade for the subject taught in each unit. Participation is based on: Completing the warm up and activity for each day to the best of their ability, following the directions of class and the specific activity for the day, wearing the proper shoes for class, and following the DV 5.