Course Title: 1-PE

Subject: Physical Education

Grade Level: First Grade

Duration: Year Long

Prerequisite: None

Elective or Required: Required

Department Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners’ ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self-development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today’s world.
Course Description:
This course will prepare students to be health-literate and physically educated, allowing them to understand movement concept principles and apply them as they practice, assess, and refine movement skills in a variety of physical activities including games, sports, fitness and lifetime recreational pursuits. Knowledge of movement concepts and practice of skills, enhance the likelihood of independent learning and participation in physical activity throughout life.

Health-literate and physically educated students know the components of health related fitness: cardio respiratory endurance, muscular strength/endurance, flexibility, and body composition. Considering these components, students are able to meet their personal fitness needs by monitoring and adapting physical activity levels. Health-literate and physically educated students recognize that lifetime fitness activities contribute to wellness.

Author: Katie Stapp
Date Submitted: Summer 2014
Course Name
“Ready, Get Set, Go!”

Topic/Unit:
Movement Skills

Approximate # Of Weeks: 12 Weeks

Essential Questions:
Upon completion of this unit students will be able to:
1) What are locomotor skills?
2) What are non-locomotor skills?
3) Why do I have to understand concepts of movement when I can already perform the movement?
4) How does my use of movement influence others?

Upon completion of this unit students will be able to:
- Demonstrate different locomotor skills such as skipping, hopping, jumping, galloping, sliding, and walking (2.5.2.A.1, 2.5.2.A.2)
- Leap over objects on the ground (2.5.2.A.3)
- Gallop diagonally, alternation lead foot (2.5.2.A.3)
- Slide left and right and move up and down stretching, reaching, and bending (2.5.2.A.2, 2.5.2.A.3)
- Turn in a circle while skipping around the gym (2.5.2.A.3)
- Develop an understanding that a “Sequence” is a “movement sentence” with a beginning, a middle part, and an ending (2.5.2.A.2 2.5.2.A.3)
- Participate in activities such as tag games or relay races using different locomotor skills (2.5.2.A.1, 2.5.2.A.2)
- Modify locomotor and non locomotor patterns by adjusting speeds and direction quickly and safely (2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4)
- Move throughout the gym going over, under, and through stationary objects while moving (2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4)
- Transfer weight from one body part to another in a variety of ways (2.5.2.A.2)
- Perform a sequence of nonlocomotor movements (e.g., egg roll, log roll, forward roll to a stand, forward roll to a stand) (2.5.2.A.1)
- Travel and stop in a variety of ways (2.5.2.A.3)
- Demonstrate traveling forward and sideways on the ground or on their feet (2.5.2.A.3)
- Demonstrate the stationary balance of equipment in a balanced pose (2.5.2.A.2)
- Balance and combine the skill with different movement concepts (2.5.2.A.2)
- Balance on two body parts (e.g., two feet, one foot-one hand, two knees, etc.) (2.5.2.A.2)
• Balance on three body parts (e.g., two feet-one hand, two hands-one foot, two knees-one hand, etc.) (2.5.2.A.2)

• Balance on four body parts (two hands-two feet, two elbows-two knees, etc.) (2.5.2.A.2)

• Understand fundamental concepts related to dance and movement (2.5.2.A.2, 2.5.2.A.4)

• Utilize and use cooperative, respectful, and safe behaviors while maintaining personal space (2.5.2.A.1, 2.5.2.A.2)

• Work to keep their heart rate up through active participation throughout the activity (2.6.2.A.2)

• Explore space awareness concepts in a fun and interesting way (2.5.2.A.2)

• Demonstrate the ability to move in a straight, curved, and zigzag pathways (2.5.2.A.1, 2.5.2.A.2)

• Demonstrate the skills of chasing, feeling, and dodging safely (2.5.2.A.1, 2.5.2.A.2)

• Demonstrate how to move the jump rope over your head (2.5.2.A.3)

• Understand how to work with a partner and move the jump rope over another partner in the middle (2.5.2.A.3)

• Demonstrate the ability to adapt in relationship to objects, boundaries, and other friends throughout the gym (2.5.2.A.1)

• Set a goal for yourself and accomplish it (2.6.2.A.3)

• Movement skills with developmentally appropriate control in applied (game, sport/dance/ recreational) settings. (2.5.2.A.1)

• Movement skills with developmentally appropriate control in isolated (skill practice) settings (2.5.2.A.1)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

• Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

• Over/Under- Half of the students will go on the ground and either lay on their stomachs or make a bridge, while the other half of the students will either jump over or crawl under.

• 4 Corners- There will be 4 cones set up to make a big square in the gym. Each cone will have an activity for the students to do to the next cone.

• Locomotor Relays- Students will get into groups in 3 and one at a time will run to the mat across from them and run back. After a couple minutes the students will
perform different locomotor movements (skipping, hopping, jumping, galloping, leaping, sliding)

- **Obstacle Course**- The gym will be set up with different gym apparatuses, balance beams, and hula hoops. Students will have to go through the obstacle course and perform different activities.

- **Noodle Build**- Students will build different buildings at different levels with noodle pieces after they have a race to get them!

- **Everybody’s It**- Everyone in the gym is a tagger and they must dodge and stay away from the other students.

- **Never Ending Tag**- Students need to try to get past the other teams blue line without getting tagged.

- **“Tag games:” Fairy Godmother/Father Tag and Turtle Tag** - The students will chase, flee and dodge one another during the activity.

- **“Gymnastics Obstacle Course”** - The students will be given the chance to move in different directions, pathways and levels while performing gymnastic activities (e.g., forward roll, log roll, walking forward or backward on a low balance beam, etc.)

- **“Traveling to various rhythms”** - The students will react to changes in rhythm and tempo of a drum beat while walking, running, skipping, galloping, or sliding. The students will also hop in and out of hula hoops.

- **“The Chicken Dance”** - The students will have the chance to react to changes in tempo as they accelerate or decelerate their movements.

- **“Jump Rope for Heart”** - The students will practice jumping rope to the rhythm of music being played during Jump Rope for Heart.

- **Cats in a corner** - Class are divided into four groups, keep one person out to be the "it". Each group is given a corner, which is a safe area. To begin the game, the "It" will say: cats in the corner. On this signal the players must run to another corner before being tagged by the "it". Any players that get tagged while moving between corners is also an "it". The last player to be tagged is the winner and by be it the next game if he chooses.

- **Smugglers OR Goodies** - Scatter the hoops around the area in which you are working. Split the class in half - smugglers or 'goodies'. The goodies have a 30 second head start to place bean bags in their correct corresponding colored hoop. On the blow of the whistle, the smugglers 'steal' the bean bags from their correct hoops and place them incorrectly. Then switch!

- **Knock it Off** - Each player is given an object to balance on the back of their hand (patty). Have the students balance the object on the back of their hand, not fingers. I have students place their other hand behind their back. On the start of the game players must use their object hand to try to knock off the patty of the other players.

- **“Simon Says”** - The students will have the chance to identify body parts by responding to commands given to them by the teacher (Simon).

- **“Looby Lou”** - The students will join hands and form a large circle. They will first be taught the tunes and words to the song and then the actions will be added. The students will respond to the actions (e.g., “I put my right hand in, I put my right hand out, I give my hand a shake, shake, shake; and turn myself about.”
**Enrichment Activities:**
- Can you balance a bean bag on your head for 30 seconds?
- Can you perform all six locomotor movements traveling from one end of the gym to the other?
- While holding a balance pose on one foot for 5 seconds, can you go back and forth in between feet holding the pose?
- Can you run from one end of the gym to the other in 10 seconds?
- Can you jump rope in a row 100 times?
- Can you get through the obstacle course without knocking anything down?

**Methods of Assessments/Evaluation:**
- Peer Assessment
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- Self-Assessment
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- Teacher Assessment
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
- Pre-Assessment for SGO/Post Assessment for SGO

**Resources/Including Online Resources**
- Teacher Webpage
- PeCentral.com
- PeUniverse.com
Course Name
“Let’s Get the Ball Rolling!”

Topic/Unit:
Motor Skills

Approximate # Of Weeks: 12 Weeks

Essential Questions:
Upon completion of this unit students will be able to:
1) Why are learning skills important in a game setting?
2) How can I improve my skills throughout the activity?
3) How does ball handling improve your hand-eye coordination?
4) Why is safety important when participating in activities?
5) What different ways can the body move given a specific purpose?

Upon completion of this unit students will be able to:
- Understand the difference between overhand/underhand throw (2.5.2.A.1)
- Demonstrate throwing an object using overhand/underhand techniques toward targets (2.5.2.A.1)
- Demonstrate the correct overhand and underhand throwing techniques using force (2.5.2.A.1, 2.5.2.A.3)
- Demonstrate catching using properly placed hands (2.5.2.A.1)
- Demonstrate the ability to kick a ball (2.5.2.A.1)
- Understand the difference between an inside and outside of the foot kick (2.5.2.A.1)
- Demonstrate the ability to kick a ball with force while running (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Perform a kick and try to knock down an object about 10 feet away (2.5.2.A.1, 2.5.2.A.2)
- Demonstrate how to dribble a soccer ball from one side of the gym to the other (2.5.2.A.1, 2.5.2.A.2)
- Demonstrate one hand dribbling with a basketball (2.5.2.A.1, 2.5.2.A.2)
- Understand the cues of dribbling a basketball (2.5.2.A.1)
- Demonstrate the ability to attempt to shoot a basketball towards an appropriate size basket (2.5.2.A.1, 2.5.2.A.3)
- Dribble a ball with one hand in a forward direction through general space in a straight pathway as well as a winding pathway (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Dribble a ball with both feet in a straight pathway as well as a winding pathway through cones in general space (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Dribble a ball with a hand in a straight pathway as well as a winding pathway through cones in general space (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Dribble, carry or stick handle a puck with a long handled implement in general space without the puck hitting an object (e.g., cone, bowling pin, etc.) on the floor (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Dribble a ball (with hands or feet) in general space without the ball hitting an object (e.g., cone, bowling pin, etc.) on the floor in a straight and zig-zag pathway (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Demonstrate the ability to hold a baseball bat the right way (2.5.2.A.1, 2.5.2.A.4)
- Demonstrate the ability to strike ball off of a cone (2.5.2.A.1)
- Demonstrate the ability to strike a ball and then run to a base (2.5.2.A.1, 2.5.2.A.2)
- Recognize that as a result of practice, skills are learned and the games become safer to participate in (2.5.2.A.1, 2.5.2.A.4)
- Differentiate between correct and incorrect practice (2.5.2.A.1, 2.5.2.A.4)
- The learner with demonstrate constructive criticism when delivered by the teacher (2.5.2.A.4)
- Begin to perform the mechanics of hurdling (2.5.2.A.1, 2.5.2.A.2)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:
- **Obstacle Course**- The gym will be set up with different gym apparatuses, balance beams, and hula hoops. Students will have to go through the obstacle course and perform different activities.
- **Foot Tag**- Students get with a partner within the designate boundaries of the active space. Students may be in groups of three if necessary. On the cue from the instructor, students begin to attempt to throw their ball (some sort of soft ball), at their partner's (s') feet (ONLY FEET!). While one partner is throwing balls at their partner's feet, they are also trying to jump, dodge and avoid the throws at their own feet coming from their partner.
- **Straddleball**- The class will split up into two different groups. Each group will stand in a circle and spread their legs out in the letter “V” and hang their hands down in between their legs. When the teacher says one student will roll the ball on the ground and if the ball is coming towards you, hit it with your hands to hit the ball to another student. You don’t want the ball to go through your legs!
- **Bean Bag Toe Tag**- Students will be broken up into 2 different teams. On go students will slide the bean bag across the gym trying to hit someone’s feet on the other side. If your feet get hit you need to go to the side and do 10 jumping jacks and then come back into the game.
• **Noodle Duel** - Equipment: 1 noodle per student; How to Play: Each student will need a partner for this activity. Each partner will have their own noodle piece and stand facing their partner touching their noodle pieces end to end. When the game begins, one partner will count to 3 then say, “go”. Each partner will attempt to touch the other partner’s shoe first. When a shoe has been touched, the partners will get into start position again (end of noodle to end of noodle) and start another round. The game will continue until the teacher stops the activity. Teacher may also start each new round with a whistle so that the entire class Duels together. After each round have students rotate to a new partner.

• **Clean your Backyard** - Students are evenly distributed on both sides of a net (two backyards). The instructor also evenly disperses numerous types of soft balls on both sides of the net. On the signal, students attempt to get as many balls to the other side of the net as quickly as possible. The instructor may put any type of restriction on how students can get the balls over the net (i.e. only underhand throws, between the leg hikes, etc.). At the end of the time, an instructor may or may not count the amount of balls on each side if a winner must be determined. Make sure students obey the type of throw to clean their backyard (toss extra balls on the side of a student who is not obeying!).

• **Ball Tag** - Choose 4 throwers (attackers) to stand on the sidelines across from each other with 3 balls, all balls should be on one side at a time. Players will line up at one end of the play area and they are to run to the other end of the field. If any player is hit they are out and can go to the sideline to become an additional thrower. Once all runners have come through have them go back again. Runners must only run one way until all the players are at the end. All throws should be below the chest or make them throw underhanded. The last person or two are the winners.

• **Bowling Pin defender** - Break the class up into two teams. One team will be on one side of the red line and the other will be on the other side. No team shall cross the line. Give each team a color pin. (red/white). Have the students move the pins where they want to. When each team is ready hand out the balls to each team. The object of the game is to try and knock down the opponents pins by rolling the ball. If a student’s wants to defend a pin on their side they may but they cannot touch it. After all pins are down on one side reset and start a new round. Once there is 5 minutes left in the class you can have them line up and get a drink and wait for their teacher in the hall.

• **House Hunters** - The students will be playing House Hunters. The students will work together in 4 different groups which will be split up by me. The students will go to their part of the gym sit down and listen for further directions. I will show the students once how to put together a Hula House. A hula house consists of 6 different hoops and you can build it into a little house. I will show them first and then I will have them try to do it themselves. After all of the teams have successfully built it I will tell them how to play the game. Each team needs to assign their players to different jobs. The jobs include the throwers, protectors, and gatherers. The throwers job is to stand on the polyspot in their team’s area and roll the gator balls at the other team’s houses. The throwers are not allowed to leave their polyspots. The protector’s job is to project their hula house from...
falling down. The gatherers job is to collect gator balls around the gym and bring them back to the throwers so the throwers can continue trying to knock down the teams houses. If a team's house gets knocked down then the whole team has to help put the house back together and once it is back up they can continue playing. For a team to get a point they would have to be the only ones not building their house back together. The three other teams would have to be building.

- **Continuous Kickball**: Essentially, the ball is rolled at the batter and they kick it and run the bases and go back to the end of the line. The outfielders retrieve the balls and put them back in the bucket. The pitcher is continuously rolling the balls so the game is moving quickly. The batters have to pay attention. If they miss the ball b/c they were not paying attention, they have to run the bases anyway. When the pitcher has no ball in the bucket that is when the pitcher stops pitching and the teams switch batters. We will could to see how many times the batting team went around the bases. The outfield receives the points on how many times the better touched home base.

- **Bucketball**: The gym is broken up into two sides. Each team has their own side. The Buckets are located on each side. They are diagonally place across from each other. Objective of the game is to get all of your team balls into the opposing teams bucket. Each team has 10 balls to get in. One team is orange and one team is yellow. Tagged- If you cross over to the other team’s side to try to get a ball into the bucket, you can get tagged. If you get tagged you must go to the side do 10 jumping jacks, go back to your team’s side, and try again!

- **Lord of the rings**: I use this game as a warm up game and as a pre-game for soccer Steal the Treasure and Soccer Round-Up. Scatter the hula-hoops or goals randomly about the playing area. Each student is given a soccer ball. On the signal, students are given a set time (I use 60 seconds) to capture as many rings as possible. To capture a ring, players must dribble their ball to the ring and keep it trapped in the ring for 3 seconds.

- **Clown Ball**: There will be 2 teams on each side. Each team is going to pick 4 defenders and they are going to protect a cone with a ball on top of it. They will work on their goalie skills and protect the cone from having the ball fall off. If the ball falls off then you will go join your team and try to knock the other team’s ball off the cone. Use your soccer skills and try and knock down the other team’s balls off the cone.

- **Zone Soccer**: I am going to split the class into 4 different teams. I am also going to make the gym into 4 different zones. A person from each team is going to be in each zone. They will either be playing defense or offense. The goal of the game is to get the ball into another team’s zone and score in their goal. We will start off with one ball and then slowly add more as the game goes on.

- **Crossfire**: I will put a ball into the middle of the gym set up on a cone. The ball in the middle should be bigger than the rest of the balls. I will then split up the class into 4 different teams and each team will have their own side of the gym. I will put a bunch a balls everyone in the gym and the students will have to shoot from behind a line. If the big ball in the middle rolls to one teams side and passes that teams side then they get a point. YOU DON’T WANT A POINT. Just like in golf.
you are trying to get the lowest score. You are not allowed to touch the ball with any body part because that is a penalty. We will play this for a couple rounds.

- **Kicking Trap** - There will be 2 teams, one on each side. This game is all about practicing how to trap a ball. The object of the game is to get everyone on the other team out. To do this you have to kick the ball with the inside of your foot and hit somebodies leg on the other team with your gator ball. If their leg gets hit by a gator ball then they have to go to the side and line up behind a cone. To get back into the game someone from your team has to correctly trap a gator ball coming their way. If they do this correctly then that person who was lined up behind the cone can come back into the game.

- **Kickball Basketball** - In this game the class will be broken up in half. Half of the students will be up at bat while the other half is in the outfield. The half that is up at bat, one student will kick it and run around all the bases. The outfield will try to get the ball and shoot it in the basket before that batter gets to home base. If they get it in the basket then it is not scored as a run to the runner. Everyone in line will go and then I will have them switch.

- **Hockey Tag** - To play Hockey tag I am going to break up the class into 8 different teams with about 2 or 3 students in each group. Each person will have a ball or puck and a hockey stick. When the music turns on the first person will dribble their puck to the playing area and try to knock someone else’s puck out of the playing area. If your puck is knocked out you will switch with the next person on your team. If you knocked 2 pucks out then you will switch with the person next in line. After this I will teach the students how to pass and “catch” the ball in their stick.

- **Battleship** - The class will be broken up into 5 different teams. Each team will get on a mat; have a roller racer, and a couple of balls. As a team they have to stay on their mat and protect their bowling pins. One person from their team will go out and collect gator balls while their teammates will be throwing the balls to try and knock down the other teams bowling pins.

- **Hockey Steal** - There will be 8 different teams behind separate cones. In the middle of the gym there will be a bunch of fuzzy balls. When I say go one person will go to the middle to get a fuzzy ball with their hockey stick and dribble the ball back to their cone. Once a team has 5 fuzzy balls then the team can sit down. After each round I will take a couple fuzzy balls away after each round.

- **Ring Slide** - Students will all have a hockey still and will hold it upside down. I will place rings all over the gym and when the music is turned on I will have the students slide the rings with the top of their stick to the other side. After about 5 minutes we will count to see how many rings are on each side. Have the students get with a partner and practice passing with one another.
Enrichment Activities:
- Can you throw a ball with your non-dominant hand and knock down a bowling pin?
- Can you dribble to the other side of the gym with a soccer ball and back in 15 seconds?
- Can you dribble a soccer ball back and forth between your dominant foot and non-dominant foot?
- How many times can you hit a beach ball in the air in a row?

Methods of Assessments/Evaluation:
- Peer Assessment
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- Self-Assessment
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- Teacher Assessment
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
- Pre-Assessment for SGO/Post Assessment for SGO

Resources/Including Online Resources
- Teacher Webpage
- PeCentral.com
- PeUniverse.com
Course Name
“There’s no ‘I’ in Team!”

Topic/Unit:
Cooperative Games

Approximate # Of Weeks: 6 Weeks

Essential Questions:
1) What does teamwork mean to you?
2) Why is it important to come up with a plan with your team?
3) Why is it important to travel safely in the gym?
4) What is the most important thing to understand when working with your teammates?

Upon completion of this unit students will be able to:
- Demonstrate and explain strategies of game play (2.5.2.B.1)
- Demonstrate safety while participating in physical activity (2.5.2.C.2)
- Show good behaviors while working with teammates (2.5.2.B.3, 2.5.2.B.4)
- Participates in class activities cooperatively and enthusiastically (2.5.2.B.1, 2.5.2.B.4)
- Follows game and safety rules when playing with others (2.5.2.C.2)
- Demonstrates self-control in physical activity settings (2.5.2.B.3, 2.5.2.C.2)
- Shares and takes turns while participating in physical activities (2.5.2.B.3)
- Participates in class physical education activities with respect for the rights and feelings of others (2.5.2.B.3)
- Works cooperatively with others (2.5.2.B.1)
- Understands the difference between offense and defense (2.5.2.B.2)
- Demonstrates the ability to help other students in the class (2.5.2.B.3)
- Demonstrates that you can work with others to solve a problem (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4)
- Demonstrate the ability to show good sportsmanship and have a good attitude all over the school (2.5.2.B.3)
- Demonstrate the ability to take everyone on your team’s suggestions on how to achieve goals (2.5.2.B.4)
- Identify factors that lead to group success (2.5.2.B.4)
- Explain why good sportsmanship is important (to aid in the continuing development of character education—students are good citizens, fair, respectful, truthful, caring, etc.) (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4)
- Explain different ways to show good sportsmanship (e.g., Verbal positive statements -“good game, nice job, nicely done, excellent,” etc. Nonverbal positive interactions – “hand shake at end of game, smiling, high-five, clapping, etc.”) (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4)
- Recognize the need for fair play during competition (2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4)
- Explain how “B-E-S-T” is used in situations to avoid confrontations (2.5.2.B.1,2.5.2.B.3,2.5.2.B.4)
- Explain why following rules are important (e.g., to avoid injuries during activity, to keep the pace of the class moving as to avoid loss of valuable learning time, etc.) (2.5.2.C.2)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:
- **Ball Tag**: Choose 4 throwers (attackers) to stand on the sidelines across from each other with 3 fuzzy balls, all fuzzy balls should be on one side at a time. Players will line up at one end of the play area and they are to run to the other end of the field. If any player is hit they are out and can go to the sideline to become an additional thrower. Once all runners have come through have them go back again. Runners must only run one way until all the players are at the end. All throws should be below the chest or make them throw underhanded. The last person or two are the winners.
- **Bowling Pin defender**: Break the class up into two teams. One team will be on one side of the red line and the other will be on the other side. No team shall cross the line. Give each team a color pin. (red/white). Have the students move the pins where they want to. When each team is ready hand out the balls to each team. The object of the game is to try and knock down the opponents pins by rolling the ball. If a student’s wants to defend a pin on their side they may but they cannot touch it. After all pins are down on one side reset and start a new round. Once there is 5 minutes left in the class you can have them line up and get a drink and wait for their teacher in the hall.
- **House Hunters**: The students will be playing House Hunters. The students will work together in 4 different groups which will be split up by me. The students will go to their part of the gym sit down and listen for further directions. I will show the students once how to put together a Hula House. A hula house consists of 6 different hoops and you can build it into a little house. I will show them first and then I will have them try to do it themselves. After all of the teams have successfully built it I will tell them how to play the game. Each team needs to assign their players to different jobs. The jobs include the throwers, protectors, and gatherers. The throwers job is to stand on the polyspot in their team’s area and roll the gator balls at the other team’s houses. The throwers are not allowed to leave their polyspots. The protector’s job is to project their hula house from falling down. The gatherers job is to collect gator balls around the gym and bring
them back to the throwers so the throwers can continue trying to knock down the teams houses. If a team’s house gets knocked down then the whole team has to help put the house back together and once it is back up they can continue playing. For a team to get a point they would have to be the only ones not building their house back together. The three other teams would have to be building.

- **Continuous Kickball**- Essentially, the ball is rolled at the batter and they kick it and run the bases and go back to the end of the line. The outfielders retrieve the balls and put them back in the bucket. The pitcher is continuously rolling the balls so the game is moving quickly. The batters have to pay attention. If they miss the ball b/c they were not paying attention, they have to run the bases anyway. When the pitcher has no ball in the bucket that is when the pitcher stops pitching and the teams switch batters. We will could to see how many times the batting team went around the bases. The outfield receives the points on how many times the batters touched home base.

- **Bucketball**- The gym is broken up into two sides. Each team has their own side. The Buckets are located on each side. They are diagonally place across from each other. Objective of the game is to get all of your team balls into the opposing teams bucket. Each team has 10 balls to get in. One team is orange and one team is yellow. **Tagged**- If you cross over to the other team’s side to try to get a ball into the bucket, you can get tagged. If you get tagged you must go to the side do 10 jumping jacks, go back to your team’s side, and try again!

- **Clown Ball**- There will be 2 teams on each side. Each team is going to pick 4 defenders and they are going to protect a cone with a ball on top of it. They will work on their goalie skills and protect the cone from having the ball fall off. If the ball falls off then you will go join your team and try to knock the other team’s ball off the cone. Use your soccer skills and try and knock down the other team’s balls off the cone.

- **Zone Soccer**- I am going to split the class into 4 different teams. I am also going to make the gym into 4 different zones. A person from each team is going to be in each zone. They will either be playing defense or offense. The goal of the game is to get the ball into another team’s zone and score in their goal. We will start off with one ball and then slowly add more as the game goes on.

- **Crossfire**- I will put a ball into the middle of the gym set up on a cone. The ball in the middle should be bigger than the rest of the balls. I will then split up the class into 4 different teams and each team will have their own side of the gym. I will put a bunch a balls everyone in the gym and the students will have to shoot from behind a line. If the big ball in the middle rolls to one teams side and passes that teams side then they get a point. **YOU DON’T WANT A POINT.** Just like in golf you are trying to get the lowest score. You are not allowed to touch the ball with any body part because that is a penalty. We will play this for a couple rounds.

- **Kicking Trap**- There will be 2 teams, one on each side. This game is all about practicing how to trap a ball. The object of the game is to get everyone on the other team out. To do this you have to kick the ball with the inside of your foot and hit somebodies leg on the other team with your gator ball. If their leg gets hit by a gator ball then they have to go to the side and line up behind a cone. To get
back into the game someone from your team has to correctly trap a gator ball coming their way. If they do this correctly then that person who was lined up behind the cone can come back into the game.

- **Kickball Basketball** - In this game the class will be broken up in half. Half of the students will be up at bat while the other half is in the outfield. The half that is up at bat, one student will kick it and run around all the bases. The outfield will try to get the ball and shoot it in the basket before that batter gets to home base. If they get it in the basket then it is not scored as a run to the runner. Everyone in line will go and then I will have them switch.

- **Hockey Tag** - To play Hockey tag I am going to break up the class into 8 different teams with about 2 or 3 students in each group. Each person will have a ball or puck and a hockey stick. When the music turns on the first person will dribble their puck to the playing area and try to knock someone else’s puck out of the playing area. If your puck is knocked out you will switch with the next person on your team. If you knocked 2 pucks out then you will switch with the person next in line. After this I will teach the students how to pass and “catch” the ball in their stick.

- **Hockey Steal** - There will be 8 different teams behind separate cones. In the middle of the gym there will be a bunch of fuzzy balls. When I say go one person will go to the middle to get a fuzzy ball with their hockey stick and dribble the ball back to their cone. Once a team has 5 fuzzy balls then the team can sit down. After each round I will take a couple fuzzy balls away after each round.

- **Ring Slide** - Students will all have a hockey still and will hold it upside down. I will place rings all over the gym and when the music is turned on I will have the students slide the rings with the top of their stick to the other side. After about 5 minutes we will count to see how many rings are on each side. Have the students get with a partner and practice passing with one another.

  Group discussion where students will be asked: “Why is good sportsmanship important? Can you give an example of good sportsmanship? Have you ever seen an example of good sportsmanship and if so, where was it and what happened?” (e.g. At the end of the Stanly Cup Finals, the two teams line up and skate past the opposing team and shake hands with one another.)

- **“Peaceful Playgrounds” activities** - The activities provide a consistent set of rules as well as solutions to conflicts. Appropriate interaction requires that all students are taught skills for dealing with playground conflicts. For most situations, there are three options: Walk, Talk, or use Rock, Paper, and Scissors. (Activities may vary between Forest Avenue School and Linden Avenue School). Some examples of the activities include: Alphabet track, Ball Hopscotch, Bean Bag Four Square, Bean Bag Toss, etc.).

- **“Peaceful Playgrounds” activities** are designed to eliminate conflicts that occur during recess playtime. However, the activities may be used during regularly scheduled physical education classes.

  Group discussion and role play involving “B-E-S-T.” Best refers to a way of talking to someone without losing your cool or pushing them into losing their cool. Best is based upon the following four components of behavior:
- **Never Ending Tag**: In this warm up the class will be broken up into two teams. The object is to get your whole team passed the blue line behind the opposing team. If tagged then you must go to the opposing team's jail. To get out someone from your team has to come tag you back in and you may return to your side. The students have to work together and play offense and defense with each other.

- **Mat Switch**: The class is broken up into 2 teams and I will give each team 2 mats. The students have to work together to try and get from one side of the gym to the other without touching the ground. Whichever team gets there team to cross the finish line first gets a point.

- **Hoop Scrabble**: On the signal, each team will send one player to the center hoop to retrieve a tennis ball (letter). That player will then return the ball to the base and tag the next runner on their team who will go to the center and retrieve another ball. This will continue until all of the balls are gone from the center hoop. Once all of the balls are gone from the center, players may begin stealing ball from the opposing teams (1 ball at a time of course). This will continue until a team has won the game by creating a 5 letter word. Once a team has created a word, they need to yell stop immediately, and will be declared the winner. Please do not allow students to guard their hoop.

- **Mission Impossible**: the game is to get your entire group/ class from one side of the gym to the other side (from blue line to black line) without touching the floor in between. If a student touches the floor they must leave the equipment they're using where ever they touched the ground and go back to the very beginning. Their teammates must then struggle to go back and get that teammate. I give students 1 or 2 scooters to start with, and place equipment throughout the gym so they can acquire it and use it throughout the game (i.e. folded up mats, unfolded mats, carpet squares, spots, noodles, hockey sticks, hula hoops.). The coolest part is that once the students have completed the objective of making it all the way across you can change the task (i.e. blindfolding some students, playing without talking). The possibilities are really only limited by your imagination in this activity.

- **Scooter Ships**: The scooter ships are "built" by putting two scooter boards underneath a folded mat. Each ship has a team of 3-5 students. (Ideally, there should be four students per ship, but three or five students will also work.) Older students can "build" their own ship, and, by doing such, they will learn the best placement of the scooter boards to provide optimum rolling and balance for their ship.

- **Capture the Pins**: Students will separate into two teams and work together to take the other teams 3 bowling pins. After introductory split call into two groups and have each group opposite sides of the gym. Place 3 bowling pins on each side of the gym. After teacher has blown whistle students try to capture each other’s flags. If a student’s falls to retrieve a pin and gets caught that student must go to jail. The jail is located at the back of the gym. In order to get out of jail a teammate must run to the jail without getting caught then they are allowed to leave jail freely. First team to obtain all 6 pins wins the game.
Enrichment Activities:

- How many different strategies can you use in one activity with your team?
- Can you do a whole activity without talking to your teammates throughout the game?
- What if I take away an item that you may need for the game, do you think you can finish the game without this item?

Methods of Assessments/Evaluation:

- Peer Assessment
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- Self-Assessment
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- Teacher Assessment
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
- Pre-Assessment for SGO/Post Assessment for SGO

Resources/Including Online Resources

- Teacher Webpage
- PeCentral.com
- PeUniverse.com
Course Name
“Let’s Get Fit!”

Topic/Unit:
Fitness

Approximate # Of Weeks: 6 Weeks

Essential Questions:
1) Why do we want to exercise or participate in physical activity?
2) How much exercise do you need a day
3) How does your body react to exercise?
4) How does this make us feel healthy?

Upon completion of this unit students will be able to:
- Identify why exercise is so important for our bodies (2.6.2.A.1, 2.6.2.A.2)
- Understand the importance of getting at least 30 minutes of exercise a day (2.6.2.A.1, 2.6.2.A.2)
- Identify personal strengths and weaknesses when participating in physical activity (2.6.2.A.1, 2.6.2.A.2)
- Identify signs of moderate physical activity to the body including sweating, increased heart rate, and heavy breathing (2.6.2.A.1, 2.6.2.A.2)
- Understand that physical activity is good for personal fitness (2.6.2.A.1, 2.6.2.A.2)
- Engage in moderate physical fitness that develops all components of fitness (2.6.2.A.1, 2.6.2.A.2)
- Identify how to get your own heart rate (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
- Perform aerobic, strength, endurance, and flexibility fitness activities (2.6.2.A.1, 2.6.2.A.2)
- Associate the different health-related fitness components: cardiovascular fitness, flexibility, and muscular strength/endurance (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
- Identify that a heart rate is the number of times your heart beats in one minute (2.6.2.A.1, 2.6.2.A.2)
- Identify that everyone has a different heart rate (2.6.2.A.1, 2.6.2.A.2)
- Identify where on the body a pulse can be located (e.g. carotid artery-at the side of the neck and the radial artery-at the lateral aspect of the wrist, above the thumb) to monitor heart rate before, during and after exercise. The students will also be informed of other locations on the body where a pulse may be monitored (e.g., the temple, behind the knees, and on top of the foot) (2.6.2.A.1, 2.6.2.A.2)
- Identify how to locate their pulse (At the wrist: Place the tips of your index, second, and third fingers on the palm side of your other wrist and press lightly below the base of the thumb; At the neck: Use very light pressure and place the tips of your index and second fingers on your lower neck, on either side of the

...
Adam’s apple, in the soft hollow area. Another option could be to place the tips of your index and second fingers on either side of the front of the neck just below the angle of the jaw.) (2.6.2.A.1, 2.6.2.A.2)

- Find their pulse and count the beats. (With assistance from the teacher, the students’ heart rate will be calculated--beats counted for 10 seconds then multiplied by 6 to get the heart rate. E.g. 12 beats x 6 = 72 beats per minute.) (2.6.2.A.1, 2.6.2.A.2)
- Identify that the heart rate will be lower when the body is at rest (2.6.2.A.1, 2.6.2.A.2)
- Identify that the heart rate will be higher when exercising (2.6.2.A.1, 2.6.2.A.2)
- Identify that the rate of breathing will be lower when the body is at rest (2.6.2.A.1, 2.6.2.A.2)
- Identify that the rate of breathing will be higher (heavier) when exercising(2.6.2.A.1, 2.6.2.A.2)
- Identify a goal and monitor your progress towards achievement (2.6.2.A.3)
- Support his/her body weight for a minimum of 15 seconds (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

- **Joker Fitness**- This Fitness activity will have students working together and getting students in shape. On each of the walls around the gym there will be a poster with a card color and shape on it. It could either be diamonds, hearts, Spades, or Clubs. In the middle of the gym there will be about 2 decks of cards. The student will look at the color of the card and what shape it has on it and then go to the correct wall. They will then look at the poster and find the number that they have on their card on the poster. Next to the number there will be an exercise that the student has to perform. After about 10 minutes the students will stop and at the point will have a good workout.

- **Food Delivery**- Have students get in groups of 4 and have them stay behind the cone. When the teacher says go the first student will run through the cones, through the hula hoop, and step on the polyspots to get to the other side. Located on the other side there will be tennis balls and food products. The student will take one item, put it on their tray, and go back to their team. When he/she gets back they will hand the tray off to the next person in line and so on. If you drop the products on the tray at any point just pick them back up and put them on the tray.
**Animal Stations** - The gym will be divided into 6 stations. At each station, students will act out the movement of an animal. Make sure to give enough room for students at the same station to move simultaneously. Students should be at each station for a minute and then rotate. Frog: jump from lily pad to lily pad (poly spots), Caterpillar: put each foot on a bean bag and slide feet into hands like a caterpillar inching along, Flamingo: balance on one foot, stretching the quads. Note: This could be used as a "rest" station. Students may need a wall nearby to assist with balance. Snake: slither like a snake under hurdles (or jump ropes hung from cones), Horse: gallop and leap over the hurdles, Fish: lay on a scooter, abdomen down, and pretend to swim.

**Obstacle Course** - The gym will be set up with different gym apparatuses, balance beams, and hula hoops. Students will have to go through the obstacle course and perform different activities.

**Human Obstacle Course** - For students to be physically active. Materials Needed: 2 sets of colored poly spots (10-12 poly spots total, depending on class size), 2 hula hoops. Before class, the color bean bags around the gym, rotating colors such as orange, blue, red, purple, yellow, green (repeat pattern). Be sure there is plenty of space in between each spot. When students are in a group, explain that half of them will be an obstacle and half will be moving around them, and then they will switch. Explain each of the obstacles to students as follows; have a child demonstrate. Be sure to point out safety concerns (noted) while demonstrating. Orange lies down with stomach or back on the poly spot (don't put hands up in air!) Blue makes a tunnel by putting legs in a wide shape (don't make your tunnel too little!) Red holds a hula hoop up on the floor (keep hoop on the floor!) Purple holds body in a crab stance (don't collapse!) Yellow kneels on the floor with hands, knees, and legs on floor (keep muscles tight when person goes over!) Green squats down like a frog with knees, legs, and arms on floor (keep head down!) The other half of the class performs the activity by working through these human obstacles. Each student starts at a different spot, and has to maneuver around, over, under the obstacles in various ways.

**Nutrition Nascar** - Can be used to teach or reinforce a variety of nutrition concepts. Identifying food groups, nutrients, calories per serving, daily calories, serving size, servings per day (see page 2)… Students are paired up with a driving partner. Students take turns moving around the Nascar Track, picking up food cards (fuel) and delivering the fuel to their pit stop.

**Single Jump Rope** - Students will have their own jump rope and do whatever they want with it for about 5 minutes.

**Long Jump Rope** - Students will practice with groups of 3 with the long rope and see how long they can jump for and then rotate.

**Super Long Rope** - I will hold one side of the rope and the other side will be attached to the cart. The students will run through it starting with a partner and will go up from there.

**Superhero Fitness** - Begin by telling the students how the Superheroes of the Universe have heard how the children on Earth watch too much TV, eat too much junk food and don't get enough exercise. They have decided to save the children by demonstrating how to get more exercise. The Superheroes are Kid
Cardio, Mr. Flex and Miss Muscle. Choose 3 students to be the Superheroes. When the game starts, the Superheroes will try to tag the children from Earth in an effort to help them break away from the television. If a student is tagged by Kid Cardio (s) he must do an exercise for cardiovascular fitness before returning to the game. If a student is tagged by Mr. Flex that student must perform a stretch, and, when a student is tagged by Miss Muscle (s) he must do a strength exercise. For younger students, a pre-designated exercise works well, such as jog 2 laps, V-sit Stretch or 5 curl-ups. The older students will be given index cards noting different exercises to perform. When the student gets tagged by Kid Cardio, (s) he goes to the teacher to get a pink card, performs the exercise and then returns the card to the teacher. The students will receive a blue card when tagged by Mr. Flex and they will receive an orange card when tagged by Miss Muscle.

- Horton Hatches an egg - Scatter the hula hoops throughout general space and place one poly spot in the middle of each hoop. Explain to the students that they are going to pretend that they are Horton the Elephant and that their goal is to hatch as many eggs as possible! Students get inside the hula hoop and hatch an egg (sit on a poly spot). Before the student moves to hatch another egg (sit on poly spot), they have to complete a set of 3-5 fitness activities chosen by the teacher (jumping jacks, sit-ups, push-ups, jog in place, etc.)

- Heart Power Tag - The American Heart Association has a motto for having a healthy heart. It is: “You can have a healthy heart; it’s as easy as 1, 2, and 3! Eat healthy stuff, move around enough, and live tobacco-free.” This tag game reinforces the three important ways of keeping the heart healthy. The first discussion revolves around eating healthy stuff. The taggers are the unhealthy foods that one wants to stay away from. If tagged, the student jogs in place with his/her hand over the heart. Two persons running around join hands over the tagged person. (i.e. like playing "London Bridge") They say, “Eat healthy stuff.” and the tagged person are now free. The second round is played focusing on the theme of “move around enough.” Discussion takes place about how important exercise is for the heart. The taggers represent "Couch Potatoes." During this round the students unfreezing the child jogging in place, join hands and say, “Move around enough. “In the third round the class discusses living tobacco-free. The taggers represent cigarettes that one should stay away from. The children unfreezing the tagged students say, "Live tobacco free."

- Walking Willie - Measure off an area of your field or gym. Use a measuring wheel to determine how many times around it is equal to one mile. Have students walk this area for a given amount of time (you can start off with a few minutes and progress -- my students build up to a ten minute time limit). As each student completes a lap around the area, hand them one of the paper markers. At the end of the time period, have students stop and count the markers. Determine how many miles the total class has walked (may need to do this later if time is a problem; if it's not, this is a good "counting" activity for the class). I post the miles students have walked by using a "Walking Willie Worm" -- he grows a segment by each mile that has been walked.
Enrichment Activities:
- How many minutes can you exercise a week?
- Can you write in a log for one week, writing down every exercise you did?
- How many different fitness components can you perform a day?

Methods of Assessments/Evaluation:
- Peer Assessment
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- Self-Assessment
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- Teacher Assessment
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
- Pre-Assessment for SGO/Post Assessment for SGO

Resources/Including Online Resources
- Teacher Webpage
- PeCentral.com
- PeUniverse.com