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# Physical Education Curriculum

School District of Seward

Implemented in the Fall of 2009  
410 South St. • Seward, NE • 68434



If we could give every individual the right amount of nourishment and exercise, not too little and not too much, we would have found the safest way to health.

—Hippocrates

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# Physical Education Program

## PHILOSOPHY, & GOALS

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*There are many facets to a comprehensive physical education curriculum.*

### Philosophy Guiding Our Physical Education Curriculum

A student who becomes skilled and knowledgeable in physical education is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his/her life. Among the health benefits outlined in the Surgeon General's Report on Physical Activity and Health report were reduced risk of premature death, lower risk of heart disease, colon cancer, hypertension, diabetes, osteoporosis, as well as improved mental health and physical fitness. In addition, physical activity improves strength and endurance; helps build healthy bones and muscles; helps control weight; reduces anxiety and stress; increases self-esteem, mood, and concentration; and may improve blood pressure and cholesterol levels. Our goal is to promote students' physical health and to develop lifelong attitudes toward healthy living as an adult. This philosophy applies to the major topics of our comprehensive Physical Education Program, including:

- 🏀 Motor skills development
- 🏀 The development of knowledge and skills related to various physical activities
- 🏀 Promotion of a physically active lifestyle

- Being familiar with factors that benefit a physically fit lifestyle and performance
- Exhibiting responsible personal and social behavior that respects self and others while valuing physical activity.

### **Goals of Our Physical Education Curriculum**

As a result of our curriculum, students will:

- demonstrate competency in a variety of movement forms and proficiency in a few to gain competence toward lifetime physical activity,
- demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities,
- exhibit a physically active lifestyle.
- show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance.
- exhibit responsible personal and social behavior that respects self and others while valuing physical activity for health, enjoyment, challenge, self-expression, and/or social interactions.

Evaluating the success of a Physical Education program is a difficult task. In addition to mastering information, it is our goal to assist students in the development of health enhancing lifestyles reflecting positive attitudes and behaviors. These outcomes are difficult to measure and often are not acted on until later in the students' lives.

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# Grades K-4 P.E. Curriculum

## GENERAL DESCRIPTION

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The elementary school physical education program provides the skills and knowledge students will need to be successful in middle school and high school physical education classes. The emphasis is on the development of fundamental locomotor, non-locomotor, and manipulative skills. Students practice the fundamental locomotor, non-locomotor, and manipulative skills in a variety of age-appropriate activities. All students use a variety of age-appropriate equipment so that they have multiple opportunities to practice skills. As skill level develops, students begin to understand the relationship between correct technique and practice.

Elementary physical education programs also emphasize the importance of physical activity and personal fitness. Fitness is developed through the activities in lessons which emphasize high amounts of physical activity, continuous movement, and challenges that involve overloading the major muscle groups. Students are provided with opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity.

Participation in physical activity also can be an important venue for the social, psychological, and emotional development of children. Social skills and personal responsibility skills are taught and learned with feedback. Physical education classes provide an ideal setting for students to learn and practice appropriate social interactions, suitable ways to express and control emotions, and desirable personal responsibility skills.



## Learning Objectives Framework- Kindergarten & 1<sup>st</sup> Grade

<b>Motor Skills</b>	<b>Knowledge/ Literacy</b>	<b>Physically Active</b>	<b>Fitness</b>	<b>Behavior Management</b>
<i>Goal: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence toward lifetime physical activity.</i>	<i>Goal: The learner will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</i>	<i>Goal: The learner will exhibit a physically active lifestyle.</i>	<i>Goal: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance.</i>	<i>Goal: The learner will exhibit responsible personal and social behavior that respects self and others while valuing physical activity for health, enjoyment, challenge, self-expression, and/or social interactions.</i>
<b>NASPE Standard 1</b>	<b>NASPE Standard 2</b>	<b>NASPE Standard 3</b>	<b>NASPE Standard 4</b>	<b>NASPE Standard 5 &amp; 6</b>
<ul style="list-style-type: none"> <li>• Demonstrate progress toward the mature form of locomotor and non-locomotor skills.</li> <li>• Demonstrate progress toward the mature form of selected manipulative skills.</li> <li>• Demonstrate progress toward the mature form of movement patterns and sequences.</li> <li>• Demonstrate the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the critical elements of basic movements using movement vocabulary.</li> <li>• Apply feedback to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education class.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate body control, coordination, agility, and flexibility.</li> <li>• Engage in moderate to vigorous physical activity.</li> <li>• Recognize the basic physiological indicators of physical activity.</li> <li>• Identify the basic components of health-related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates progress toward working cooperatively and interacting with other students regardless of differences.</li> <li>• Identify and model safety practices and class procedures.</li> <li>• Displays appropriate sportsmanship.</li> <li>• Express feelings about physical activities.</li> <li>• Attempt new activities.</li> </ul>

**Learning Objectives Framework - Grades 2 - 4**

<b>Motor Skills</b>	<b>Knowledge/ Literacy</b>	<b>Physically Active</b>	<b>Fitness</b>	<b>Behavior Management</b>
<i>Goal: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence toward lifetime physical activity.</i>	<i>Goal: The learner will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</i>	<i>Goal: The learner will exhibit a physically active lifestyle.</i>	<i>Goal: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance.</i>	<i>Goal: The learner will exhibit responsible personal and social behavior that respects self and others while valuing physical activity for health, enjoyment, challenge, self-expression, and/or social interactions.</i>
<b>NAPSE Standard 1</b>	<b>NAPSE Standard 2</b>	<b>NAPSE Standard 3</b>	<b>NAPSE Standard 4</b>	<b>NAPSE Standard 5 &amp; 6</b>
<ul style="list-style-type: none"> <li>• Demonstrate mature forms of locomotor patterns and non-locomotor skill combinations.</li> <li>• Demonstrate the mature forms of manipulative skills.</li> <li>• Demonstrate progress toward the mature form of movement patterns and sequences.</li> <li>• Demonstrate the ability to adapt and adjust a combination of movement skills in applied settings.</li> <li>• Demonstrate beginning skills of selected specialized movement forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and apply principles of skill development to improve and enhance performance.</li> <li>• Demonstrate basic strategies in non-complex settings.</li> <li>• Apply feedback to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in physical activity in both school and non-school settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in physical activities specifically related to each component of physical fitness.</li> <li>• Recognize and monitor physiological indicators that accompany moderate to vigorous physical activity and adjust activity accordingly.</li> <li>• Demonstrates mature patterns of body control, coordination, agility, and flexibility.</li> <li>• Identify the basic components of health-related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow activity-specific safe practices, rules, procedures, and etiquette during physical activity.</li> <li>• Work individually and cooperatively to develop an awareness of and appreciation for individual differences.</li> <li>• Recognize physical activity as a positive opportunity for social development and group interaction.</li> <li>• Displays appropriate sportsmanship.</li> <li>• Express feelings about physical activities.</li> <li>• Attribute success and improvement to effort and practice.</li> <li>• Attempt new activities.</li> </ul>

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# K - 1 Physical Education

Implemented Fall of 2009  
School District of Seward

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## K-1 SUGGESTED TIMELINE

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<u>Unit</u>	<u>Days</u>
Basketball	12
Body & Space Awareness	5
Directions, Pathways, Patterns, & Levels	10
Jump Rope	9
Locomotor Movements	10
Manipulatives	15
Parachute	8
Scooters	9
Soccer	16
<b>Total Days</b>	<b>94</b>

Comments:

## BASKETBALL

### Skills and Stations

Approximate length of time allotted for this unit - 12 sessions

Content	Standards	Concepts	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>1. Students will understand the basic rules of the game.</li><li>2. Students will demonstrate progress towards the appropriate techniques for dribbling, shooting, and passing.</li><li>3. Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li></ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"><li>1. Basic Skills<ul style="list-style-type: none"><li>- Demonstrate and have students practice:<ol style="list-style-type: none"><li>a. Dribbling</li><li>b. Passing</li><li>c. Shooting</li></ol></li></ul></li><li>2. Stations<ol style="list-style-type: none"><li>a. Practicing each skill again</li></ol></li></ol>	<p>NASPE 2</p> <p>NASPE 1</p> <p>NASPE 5 &amp; 6</p>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What are the critical elements to be able to dribble, shoot and pass a basketball?</li><li>• How do you shake hands at the end of a game?</li></ul> <p><b>Classroom Ideas:</b></p> <ul style="list-style-type: none"><li>• Demonstrate how to dribble with favorite and non-favorite hand, have students practice.</li><li>• Demonstrate chest and bounce pass, have students practice.</li><li>• Demonstrate how to shoot a ball, have students practice.</li></ul> <p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"><li>• Organize groups to include all abilities</li><li>• Practice a signal to stop, hold basketballs, and listen. “Hug it like you love it.”</li></ul>

***Kindergarten and 1<sup>st</sup> Grade Physical Education***

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Skill checklist during practice and games	
Questions to check for critical elements	

<b>Vocabulary</b>		
Dribble	Travel	Finger tips
Push	Double Dribble	Bounce Pass
Hands up	Pass	Chest Pass
Steal	Foul	
Step		

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Individual Techniques (dribble, pass and shooting)	9
Stations	3
<b>Total Days (approximate)</b>	12

## BODY AND SPACE AWARENESS

### Personal and General Space

Approximate length of time allotted for this unit - 5 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"><li>1. Students will understand and know what personal and general space are.</li><li>2. Students will demonstrate activities done in personal and general space.</li><li>3. Students will be able to work together to demonstrate the differences between the two types of space.</li></ol> <b>Content Outline:</b> <ol style="list-style-type: none"><li>1. Personal Space</li><li>2. General Space</li><li>3. Games incorporating personal and general space.</li></ol>	NAPSE 2  NAPSE 1  NAESP 5 & 6		<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What is personal and general space?</li><li>• How do you move in personal and general space?</li></ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"><li>• Explain what personal and general space are.</li><li>• Demonstrate how you can move in personal and general space.</li><li>• Explore moving in both personal and general space on different body parts.</li><li>• Have partners explore moving in personal and general space together.</li><li>• Play the game Scrambled eggs.</li></ul>

## ***Kindergarten and 1<sup>st</sup> Grade Physical Education***

### **Body and Space Awareness**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	

<b>Vocabulary</b>				
<b>Space</b>	<b>Personal</b>	<b>General</b>		

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Personal Space	1
General Space	1
Games incorporating both personal and general space	3
<b>Total Days (approximate)</b>	<b>5</b>



## DIRECTIONS, PATHWAYS, PATTERNS AND LEVELS

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"><li>Students will know different directions, pathways, patterns and levels.</li><li>Students will be able to demonstrate the different directions, pathways, patterns and levels.</li></ol> <b>Content Outline:</b> <ol style="list-style-type: none"><li>Directions<ol style="list-style-type: none"><li>Forward</li><li>Backward</li><li>Sideways</li><li>Diagonal</li></ol></li><li>Pathways<ol style="list-style-type: none"><li>Straight</li><li>Curved</li><li>Wavy</li><li>Zig-zag</li></ol></li><li>Patterns<ol style="list-style-type: none"><li>Circular</li><li>Square</li><li>Rectangular</li><li>Triangle</li></ol></li><li>Levels<ol style="list-style-type: none"><li>High</li><li>Medium</li><li>Low</li></ol></li><li>Combinations of these movements and games.</li></ol>	NAPSE 2  NAPSE 1		<b>Essential Questions:</b> <ul style="list-style-type: none"><li>What are different directions, pathways, patterns and levels?</li><li>How do you move in personal and general space to make different directions, pathways, patterns and levels?</li><li>What other pathways and patterns can you think of?</li></ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"><li>Explain and demonstrate all of the directions, pathways, patterns and levels.</li><li>Explore moving in other pathways and patterns.</li><li>Have partners explore moving in directions, pathways, patterns and levels together.</li><li>Combine different directions, pathways, patterns and levels.</li><li>Play games incorporating these ideas in the game.</li></ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"><li>Add previously learned skills to newly learned skills.</li><li>Use combinations of these together to make harder skills.</li><li>Let the kids explore to come up with their own pathways and patterns or combinations.</li></ul>

## ***Kindergarten and 1<sup>st</sup> Grade Physical Education***

### **Directions, Pathways, Patterns and Levels**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checklist for skills	

<b>Vocabulary</b>				
Directions	Wavy	Medium		
Forward	Zig-zag	Low		
Backward	Patterns			
Sideways	Circular			
Diagonal	Square			
Pathways	Rectangular			
Straight	Triangle			
Curved	Levels			
Diagonal	High			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Directions	2
Pathways	2
Patterns	1
Levels	1
Combinations and Games	4
<b>Total Days (approximate)</b>	<b>10</b>

## JUMP ROPE

### Jump Technique, Individual Jumps and Partner Jumps

Approximate length of time allotted for this unit - 9 sessions

Content	Standards	Concepts	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>1. Students will be able to know the four things needed to be a better jumper.</li><li>2. Students will be able to use the four things needed to be a better jumper to correctly demonstrate how to jump rope.</li><li>3. Students will be able to use what they learned about single person jumping and apply it to be able to jump with a partner.</li></ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"><li>1. Size of rope<ol style="list-style-type: none"><li>a. Fold in half and stand on it. It should come to about waist high.</li></ol></li><li>2. Jump Technique<ol style="list-style-type: none"><li>a. Small jumps</li><li>b. Elbows bent and keep close to body</li><li>c. Soft landings on balls of feet</li><li>d. Keep a steady rhythm</li></ol></li><li>3. Single Person<ol style="list-style-type: none"><li>a. Jumping Forward and Backward and Side to Side over a line in the gym</li><li>b. Jumping Forward and Backward and Side to Side over a rope on the floor</li><li>c. One Foot (forwards, backwards and side to side over a line then over the rope</li><li>d. Jump over the rope by catching under toes</li><li>e. Jumping forward and backward</li></ol></li><li>4. Partner<ol style="list-style-type: none"><li>a. Turns rope on the ground for them to jump</li></ol></li></ol>	<p>NASPE 2</p> <p>NASPE 1</p> <p>NASPE 5&amp;6</p>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What are the 4 things to be a better jumper?</li><li>• How do these 4 things help you become a better jumper?</li></ul> <p><b>Classroom Ideas:</b></p> <ul style="list-style-type: none"><li>• Explain and demonstrate the four things to be a better jumper.</li><li>• Demonstrate how to do each jump before you let the kids try them.</li><li>• Set up stations to practice each jump you have taught at the end of the jumping unit.</li></ul> <p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"><li>• Add previously learned skills to newly learned skills.</li><li>• Explain and demonstrate how to get out and put away the jump ropes.</li><li>• Show lots of different levels of tricks, because students will be at very different skill levels with jump rope skills.</li><li>• Let students try some of their own jumping tricks.</li></ul>

## ***Kindergarten and 1<sup>st</sup> Grade Physical Education***

### **Jump Rope**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for the four things to be a better jumper	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Jump	Elbows	Forward		
Rope	Balls of feet	Backward		
Jump rope	Soft landing	One foot		
Handles	Single bounce	Skiping		
Rhythm	Double bounce			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Jump Technique/single person	3
Partner	3
Stations	3
<b>Total Days (approximate)</b>	<b>9</b>

## LOCOMOTOR MOVEMENTS

Approximate length of time allotted for this unit - 15 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"><li>1. Students will be able to identify the critical elements to each locomotor movement.</li><li>2. Students will be able to demonstrate progress towards the mature form of locomotor movements.</li><li>3. Students will be able to work together to be able to perform the different locomotor movements.</li></ol> <b>Content Outline:</b> <ol style="list-style-type: none"><li>1. Walk</li><li>2. Run</li><li>3. Gallop</li><li>4. Side-step</li><li>5. Jump</li><li>6. Hop</li><li>7. Skip</li><li>8. Leap</li></ol>	NAPSE 2  NAPSE 1  NAPSE 5 & 6		<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What are the critical elements to each locomotor movement?</li><li>• How do you do the different locomotor movements?</li><li>• What are the differences between the different locomotor movements?</li></ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"><li>• Explain and demonstrate all of the locomotor movements.</li><li>• Have students incorporate the different movement patterns into the different locomotor patterns.</li><li>• Play games and activities incorporating these locomotor movements in the game.</li></ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"><li>• Add previously learned skills to newly learned skills.</li></ul>

## ***Kindergarten and 1<sup>st</sup> Grade Physical Education***

### **Locomotor Movements**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checklist for critical elements for each locomotor movement	

<b>Vocabulary</b>				
Locomotor	Movement	Walk	Run	Skip
Hop	Gallop	Jump	Leap	Side-step
Step	Side	Foot	Land	Take-off
2 feet	1 foot	Right	Left	Lead foot
Trail foot	Front	Behind	Side-ways	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Walk/Run	1
Gallop	2
Side-step	2
Jump	2
Hop	2
Skip	3
Leap	3
<b>Total Days (approximate)</b>	<b>10</b>

## MANIPULATIVES

Bean bags, Hula Hoops, Playground balls and Paddles

Approximate length of time allotted for this unit - 15 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"><li>Students will be able to know the critical elements to perform different non-locomotor skills with each manipulative.</li><li>Students will be able to demonstrate the different non-locomotor skills with each manipulative.</li><li>Students will be able to work with a partner to perform different non-locomotor skills?</li></ol> <b>Content Outline:</b> <ol style="list-style-type: none"><li>Bean Bags<ol style="list-style-type: none"><li>balancing</li><li>catching</li><li>throwing</li></ol></li><li>Hula Hoops<ol style="list-style-type: none"><li>Jumping</li><li>Rolling</li><li>Spinning</li></ol></li><li>Playground balls<ol style="list-style-type: none"><li>Rolling</li><li>Bouncing</li><li>Underhand throw</li><li>Overhand throw</li><li>Catching</li></ol></li><li>Paddles<ol style="list-style-type: none"><li>Balancing</li><li>Bouncing</li><li>Striking</li></ol></li></ol>	NASPE 2  NASPE 1  NASPE 5&6		<b>Essential Questions:</b> <ul style="list-style-type: none"><li>What critical elements do need to know to be able to do the different non-locomotor skills with each manipulative?</li><li>How do you perform the different non-locomotor skills with each manipulative?</li><li>How do using the different manipulatives affect how you do the each non-locomotor skill?</li></ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"><li>Explain and demonstrate all of the non-locomotor movements with each manipulative.</li><li>Play games and activities incorporating these non-locomotor movements in the game.</li></ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"><li>Add previously learned skills to newly learned skills.</li><li>Explain how to use each manipulative properly.</li><li>Explain and demonstrate how to get out and put away each different manipulative.</li></ul>

## ***Kindergarten and 1<sup>st</sup> Grade Physical Education***

### **Manipulatives**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checklist for critical elements for each non-locomotor movement	

<b>Vocabulary</b>				
Bean bags	Hula hoops	Playground balls	Paddles	Balance
Toss	Stand	Throw	Underhand	Overhand
Catch	Roll	Spin	Jump	Bounce
Strike	Hand	Eyes	Swing	Step
Side	Target	Aim	Turn	Twist

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Bean Bags	3
Hula Hoops	3
Playground Balls	3
Paddle	3
Games	3
<b>Total Days (approximate)</b>	<b>15</b>



## PARACHUTE

### Safety, Activities and Games

Approximate length of time allotted for this unit - 8 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"><li>1. Students will be able to know how to use the parachute safely.</li><li>2. Students will be able to name the safety rules with the parachute.</li><li>3. Students will be able to use the parachute to participate in activities and games.</li></ol> <b>Content Outline:</b> <ol style="list-style-type: none"><li>1. Safety<ol style="list-style-type: none"><li>a. Do not step on the parachute unless told to.</li><li>b. Move carefully and slowly when told to walk on the parachute.</li><li>c. Do not jerk on the parachute.</li><li>d. Let go when instructed to.</li></ol></li><li>2. Activities<ol style="list-style-type: none"><li>a. Waves</li><li>b. Mountain</li><li>c. Mushroom</li><li>d. Tent</li><li>e. Pinwheel</li><li>f. Reverse Pinwheel</li><li>g. Merry go round</li><li>h. Up, Up and Away</li><li>i. Moonwalk</li><li>j. Popcorn</li><li>k. Catch Ball</li></ol></li><li>3. Games<ol style="list-style-type: none"><li>a. Sharks</li></ol></li></ol>	NASPE 2  NASPE 2  NASPE 5&6		<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What are the rules to use the parachute safely?</li></ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"><li>• Explain and demonstrate how to pick up the parachute and how to hold it in your hands.</li><li>• Demonstrate each activity with the students help.</li><li>• Have one day where the students get to pick their favorite activities to do again in class.</li></ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"><li>• Add previously learned skills to newly learned skills.</li><li>• Explain and demonstrate how to hold on to the parachute and how to shake it.</li><li>• Let students make up their own activities or games with the parachute.</li></ul>

## ***Kindergarten and 1<sup>st</sup> Grade Physical Education***

### **Parachute**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for safety Rules	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Shake	Big	Trap	Catch	
Hold	Little	Air	Round	
Waves	Up	Stand		
Fast	Lift	Tight		
Slow	Pull	Pop		

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Safety and Activities	4
Games	4
<b>Total Days (approximate)</b>	<b>8</b>

## SCOOTERS

### Scooters

Approximate length of time allotted for this unit - 9 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know the rules to using scooters safely.</li> <li>Students will be able to demonstrate how to use the scooters correctly to perform the skills.</li> <li>Students will be able to demonstrate with a partner how to use the scooters correctly to perform the partner skills.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Safety <ol style="list-style-type: none"> <li>Do not stand on scooter</li> <li>Do not push unless someone is on scooter</li> <li>Watch fingers</li> <li>Use hands and feet to come to a complete stop before you get off.</li> </ol> </li> <li>Single Person <ol style="list-style-type: none"> <li>Sitting push with feet going forward and backward</li> <li>On knees push with hands forward and backward</li> <li>Lie on tummy push with hands and feet</li> <li>Hands on side and run get on and coast</li> </ol> </li> <li>Partner <ol style="list-style-type: none"> <li>Sitting on bottom push forward and backward</li> <li>Sitting on knees push forward and backward</li> <li>Lay on tummy push and pull with legs</li> <li>Sit back to back together and push with feet</li> </ol> </li> </ol>	<p>NASPE 2</p> <p>NASPE 1</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the 4 rules to using the scooters safely?</li> <li>How do you use your hands and feet to push or pull yourself on the scooters?</li> <li>How do you push or pull your partner when they are on the scooter?</li> <li>How do you safely stop your partner on the scooter?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate all the safety rules.</li> <li>Demonstrate how to do each skill before you let the kids try them.</li> <li>Play scooter games which incorporate what we have been practicing with the scooters. Scooter Tag Scooter Freeze Tag Scooter Pinball</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain and demonstrate how to get out and put away the scooters.</li> </ul>

## ***Kindergarten and 1<sup>st</sup> Grade Physical Education***

### **Scooters**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for the safety rules	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Scooter	Seat			
Push	Coast			
Pull	Run			
Handle	Crash			
Wheels	Stop			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Safety/Single Person	3
Safety/Partner	3
Games	3
<b>Total Days (approximate)</b>	<b>9</b>

## **SOCCER**

### **Dribbling, Passing and Receiving, Shooting and Goalie Skills and Games**

Approximate length of time allotted for this unit - 16 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"><li>1. Students will know and demonstrate the appropriate technique for dribbling, passing and receiving and shooting and goalie skills.</li><li>2. Students will be able to use those skills in modified games.</li><li>3. Students will develop appropriate sportsmanship, cooperation and respect for other participants.</li></ol> <b>Content Outline:</b> <ol style="list-style-type: none"><li>1. Dribbling<ol style="list-style-type: none"><li>a. Control and Speed</li><li>b. Using inside, outside or top of foot</li></ol></li><li>2. Passing and Receiving<ol style="list-style-type: none"><li>a. If ball is on the ground it is easier to pass and receive</li><li>b. Inside of foot</li><li>c. Outside of foot</li><li>d. Instep or Laces</li></ol></li><li>3. Shooting and Goalie Skills<ol style="list-style-type: none"><li>a. Use inside or laces kick</li><li>b. Aiming at the sides and corners of the goals</li><li>c. Goalies low and ready to move</li><li>d. Goalies in front of the goal line with hands ready</li><li>e. Goalies pick the ball up with hands when able to</li></ol></li><li>4. Games<ol style="list-style-type: none"><li>a. Poison Trees</li><li>b. Bubbles</li><li>c. Keep it in</li><li>d. Bull in the Ring</li><li>e. 1 on 1</li></ol></li></ol>	NASPE 1&2  NASPE 3, 4, 5&6  NASPE 5&6		<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What parts of your feet do you use in soccer?</li><li>• Can you use your hands in soccer, if so who and when can they use them?</li><li>• What are the steps to dribbling?</li><li>• What are the steps to passing and receiving?</li><li>• What are the steps to shooting a goal?</li></ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"><li>• Explain and demonstrate each skill and then have the students practice on their own.</li><li>• Play different modified games or activities to work on each of the skills in more of a game type situation.</li><li>• Play 1 on 1 games with the shooter vs. the goalie.</li></ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"><li>• Each day keep building more and more to each of the skills taught for soccer. The last couple days of teaching the skill play a game that incorporates the skill.</li><li>• When practicing each skill group the students based on ability level.</li><li>• Practice stopping on the whistle and sitting down with the ball in your lap and hands behind your back.</li></ul>

## ***Kindergarten and 1<sup>st</sup> Grade Physical Education***

### **Soccer**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checklist for each of the skills	Paper checklist with each student and key characteristics for each skill

<b>Vocabulary</b>				
Dribble	Laces	Control	Kick	Goal Line
Foot	Top	Speed	Shoot	Goalie Box
Inside	Toe	Pass	Goal	Trap
Outside	Tap	Receive	Goalie	Stop
Instep	Push	Slow down	Hands	Aim
Defense	Offense			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Dribbling	4
Passing and Receiving	4
Shooting and Goalie Skills	4
Games	4
<b>Total Days (approximate)</b>	<b>16</b>

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# 2nd Grade Physical Education

Implemented Fall of 2009  
School District of Seward

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## GRADE 2 SUGGESTED TIMELINE

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<u>Unit</u>	<u>Days</u>
Basketball	7
Floor Hockey	7
Jump Rope	9
Kickball	7
Manipulatives	15
Parachute	8
Scooters	9
Soccer	16
Volleyball	7
<b>Total Days</b>	<b>85</b>

Comments:



# BASKETBALL

## Rules, skills and techniques

Approximate length of time allotted for this unit - 7 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate progress towards the appropriate techniques for dribbling, shooting, and passing.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Basic Skills               <ul style="list-style-type: none"> <li>- Demonstrate and have students practice:                   <ol style="list-style-type: none"> <li>Dribbling</li> <li>Passing</li> <li>Shooting</li> </ol> </li> </ul> </li> <li>Team Strategies and techniques               <ul style="list-style-type: none"> <li>- Explain and demonstrate:                   <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> </ol> </li> </ul> </li> <li>Rules and Games</li> </ol>	  NAPSE 2  NAPSE 1  NAESP 1  NAESP 5 & 6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules of a basketball game?</li> <li>What are the critical elements to be able to dribble, shoot and pass a basketball?</li> <li>How do players on a team work together to play a game?</li> <li>How do you shake hands at the end of a game?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Demonstrate right and left hand and crossover dribbles, have students practice.</li> <li>Demonstrate chest and bounce pass, have students practice.</li> <li>Demonstrate how to shoot a ball (BEEF), have students practice.</li> <li>Demonstrate and discuss what to do when on offense and defense.</li> <li>Demonstrate games (mat ball) and form teams to play a game.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice a signal to stop, hold basketballs, and listen. "Hug it like you love it."</li> <li>During games have non-participants keep score, "officiate" games, or identify proper techniques</li> </ul>

## ***2<sup>nd</sup> Grade Physical Education***

### **Basketball**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Skill checklist during practice and games	
Questions to check for critical elements	

<b>Vocabulary</b>		
Dribble	Travel	Rebound
Backboard	Double Dribble	Sideline
Half court	Crossover	Endline
Free throw line	Foul	Full Court
Key or Paint	Pass	
Hands up	Chest pass	
Offense	Bounce pass	
Defense	Steal	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Individual Techniques (dribble, pass and shooting)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified basketball games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>

## FLOOR HOCKEY

Rules, skills techniques and games

Approximate length of time allotted for this unit - 7 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate progress towards the appropriate techniques for dribbling, shooting, passing and receiving a hockey puck.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Basic Skills               <ul style="list-style-type: none"> <li>- Demonstrate and have students practice:                   <ol style="list-style-type: none"> <li>Dribbling                       <ul style="list-style-type: none"> <li>Control</li> <li>Speed</li> </ul> </li> <li>Passing and Receiving</li> <li>Shooting and Goalie Skills                       <ul style="list-style-type: none"> <li>Slap shot</li> <li>Wrist shot</li> </ul> </li> </ol> </li> </ul> </li> <li>Team Strategies and techniques               <ul style="list-style-type: none"> <li>- Explain and demonstrate:                   <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> <li>Positions and staying spread out.</li> </ol> </li> </ul> </li> <li>Rules and Games</li> </ol>	NAPSE 2  NAPSE 1  NAESP 1  NAESP 5 & 6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules of floor hockey?</li> <li>What are the critical elements to be able to dribble, shoot and pass a the hockey puck?</li> <li>How do players on a team work together to play a game?</li> <li>What is the importance of staying spread out?</li> <li>How do you shake hands at the end of a game?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Demonstrate a control and speed dribble, have students practice.</li> <li>Demonstrate how to pass and receive with a partner, have students practice.</li> <li>Demonstrate how to shoot the puck, have students practice.</li> <li>Demonstrate how and what to do when you are a goalie, have students practice.</li> <li>Demonstrate and discuss what to do when on offense and defense.</li> <li>Demonstrate games (Sideline hockey) and form teams to play a game.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice a signal to stop and listen, put blade of stick on your toe.</li> <li>During games have non-participants keep score, “officiate” games, or identify proper techniques.</li> </ul>

## 2<sup>nd</sup> Grade Physical Education

### Floor Hockey

Assessment Plan	
Assessment	Comments
Skill checklist during practice and games	
Questions to check for critical elements	

Vocabulary		
Dribble	Handle	Slow down
Control	Tap	Control
Speed	Side to Side	Shoot
Stick	Pass	Wrist shot
Blade	Receive	Slap shot
Turn	Goalie Box	Strike
Goal line	Penalty	Offense
Hands up	Penalty Shot	Deffese

Unit at a Glance	
Learning Topics / Standards	# of days
Individual Techniques (dribble, passing and receiving and shooting/ goalie skills)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified hockey games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>

# JUMP ROPE

## Jump Technique, Individual Jumps and Partner Jumps

Approximate length of time allotted for this unit - 9 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know the four things needed to be a better jumper.</li> <li>Students will be able to use the four things needed to be a better jumper to correctly demonstrate how to jump rope.</li> <li>Students will be able to use what they learned about single person jumping and apply it to be able to jump with a partner.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Size of rope               <ol style="list-style-type: none"> <li>Fold in half and stand on it. It should come to about waist high.</li> </ol> </li> <li>Jump Technique               <ol style="list-style-type: none"> <li>Small jumps</li> <li>Elbows bent and keep close to body</li> <li>Soft landings on balls of feet</li> <li>Keep a steady rhythm</li> </ol> </li> <li>Single Person               <ol style="list-style-type: none"> <li>Single Bounce (forwards and backwards)</li> <li>Double Bounce (forwards and backwards)</li> <li>One Foot (forwards, backwards, single, double and skipping)</li> <li>Side swings and adding jump</li> <li>Crosses</li> </ol> </li> <li>Partner               <ol style="list-style-type: none"> <li>Face to face</li> <li>Side by side</li> <li>2 ropes side by side</li> <li>Long ropes</li> </ol> </li> </ol>	<p>NASPE 2</p> <p>NASPE 1</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the 4 things to be a better jumper?</li> <li>How do these 4 things help you become a better jumper?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate the four things to be a better jumper.</li> <li>Demonstrate how to do each jump before you let the kids try them.</li> <li>Set up stations to practice each jump you have taught at the end of the jumping unit.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain and demonstrate how to get out and put away the jump ropes.</li> <li>Show lots of different levels of tricks, because students will be at very different skill levels with jump rope skills.</li> <li>Let students try some of their own jumping tricks.</li> </ul>

## ***2<sup>nd</sup> Grade Physical Education***

### **Jump Rope**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for the four things to be a better jumper	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Jump	Elbows	Forward	Crosses	
Rope	Balls of feet	Backward	Long rope	
Jump rope	Soft landing	One foot		
Handles	Single bounce	Skipping		
Rhythm	Double bounce	Side swings		

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Jump Technique/single person	3
Partner	3
Stations	3
<b>Total Days (approximate)</b>	<b>9</b>

# KICKBALL

Rules, skills, techniques and games

Approximate length of time allotted for this unit - 5 sessions

Content	Standards	Concepts	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game and how it is similar to softball.</li> <li>Students will demonstrate progress towards the appropriate techniques for kicking a ball.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>Basic Rules <ol style="list-style-type: none"> <li>3 outs</li> <li>4 foul balls then out</li> <li>over run 1<sup>st</sup> base</li> <li>outfield positions</li> <li>foul ball – baseline</li> <li>fly ball – tagging up</li> <li>force out</li> <li>no stealing, sliding or leading off</li> </ol> </li> <li>Team strategies demonstrate: <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> </ol> </li> <li>Rules and Games</li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAESP 1</p> <p>NAESP 5 &amp; 6</p>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What are the basic rules of a kickball/softball game?</li> <li>How do you kick a kickball?</li> <li>How do players on a team work together to play a game?</li> <li>How do you shake hands at the end of a game?</li> </ul> <p><b>Classroom Ideas:</b></p> <ul style="list-style-type: none"> <li>Demonstrate how to kick the ball and run to first base.</li> <li>Show all the outfield positions and where they should stand when playing them.</li> <li>Demonstrate what a foul ball is.</li> <li>Demonstrate a fly ball and what the base runners do it is caught or not.</li> <li>Demonstrate what a force out is and talk about where the outfield should throw the ball if there is a force out or not.</li> <li>Demonstrate and discuss what to do when on offense and defense.</li> <li>Form teams and play games.</li> </ul> <p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"> <li>Younger grades you can have no outs. Just let all the players on one team kick and then switch.</li> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice how to switch from the kicking team to the outfield and how to line up when waiting to kick.</li> <li>During games have non-participants keep score, “officiate” games, or identify proper techniques.</li> </ul>

## ***2<sup>nd</sup> Grade Physical Education***

### **Kickball**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Skill checklist during practice and games	
Questions to check for critical elements	

<b>Vocabulary</b>		
Kick	Over run	Pitcher
Out	1 <sup>st</sup> Base	Catcher
Foul ball	2 <sup>nd</sup> Base	Foul Ball
Outfield	3 <sup>rd</sup> Base	Baseline
Infield	Home Base	Fly Ball
Tagging up	Steal	
Force Out	Slide	
Throw	Lead off	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Individual Techniques (dribble, pass and shooting)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified basketball games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>



## MANIPULATIVES

Bean bags, Hula Hoops, Playground balls and Paddles

Approximate length of time allotted for this unit - 15 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know the critical elements to perform different non-locomotor skills with each manipulative.</li> <li>Students will be able to demonstrate the different non-locomotor skills with each manipulative.</li> <li>Students will be able to work with a partner to perform different non-locomotor skills.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Bean Bags               <ol style="list-style-type: none"> <li>balancing</li> <li>catching</li> <li>throwing</li> </ol> </li> <li>Hula Hoops               <ol style="list-style-type: none"> <li>Jumping</li> <li>Rolling</li> <li>Spinning</li> </ol> </li> <li>Playground balls               <ol style="list-style-type: none"> <li>Rolling</li> <li>Bouncing</li> <li>Underhand throw</li> <li>Overhand throw</li> <li>Catching</li> </ol> </li> <li>Paddles               <ol style="list-style-type: none"> <li>Balancing</li> <li>Bouncing</li> <li>Striking</li> </ol> </li> </ol>	<p>NASPE 2</p> <p>NASPE 1</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What critical elements do need to know to be able to do the different non-locomotor skills with each manipulative?</li> <li>How do you perform the different non-locomotor skills with each manipulative?</li> <li>How do using the different manipulatives affect how you do the each non-locomotor skill?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate all of the non-locomotor movements with each manipulative.</li> <li>Play games and activities incorporating these non-locomotor movements in the game.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain how to use each manipulative properly.</li> <li>Explain and demonstrate how to get out and put away each different manipulative.</li> </ul>

## ***2<sup>nd</sup> Grade Physical Education***

### **Manipulatives**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checklist for critical elements for each non-locomotor movement	

<b>Vocabulary</b>				
Bean bags	Hula hoops	Playground balls	Paddles	Balance
Toss	Stand	Throw	Underhand	Overhand
Catch	Roll	Spin	Jump	Bounce
Strike	Hand	Eyes	Swing	Step
Side	Target	Aim	Turn	Twist

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Bean Bags	3
Hula Hoops	3
Playground Balls	3
Paddle	3
Games	3
<b>Total Days (approximate)</b>	<b>15</b>

## PARACHUTE

### Safety, Activities and Games

Approximate length of time allotted for this unit - 8 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know how to use the parachute safely.</li> <li>Students will be able to name the safety rules with the parachute.</li> <li>Students will be able to use the parachute to participate in activities and games.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Safety <ol style="list-style-type: none"> <li>Do not step on the parachute unless told too.</li> <li>Move carefully and slowly when told to walk on the parachute.</li> <li>Do not jerk on the parachute.</li> <li>Let go when instructed to.</li> </ol> </li> <li>Activities <ol style="list-style-type: none"> <li>Waves</li> <li>Mountain</li> <li>Mushroom</li> <li>Tent</li> <li>Pinwheel</li> <li>Reverse Pinwheel</li> <li>Merry go round</li> <li>Up, Up and Away</li> <li>Moonwalk</li> <li>Popcorn</li> <li>Catch Ball</li> </ol> </li> <li>Games <ol style="list-style-type: none"> <li>Sharks</li> <li>Cops and Robbers</li> <li>Dodge Em</li> </ol> </li> </ol>	<p>NASPE 2</p> <p>NASPE 2</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the rules to use the parachute safely?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate how to pick up the parachute and how to hold it in your hands.</li> <li>Demonstrate each activity with the students help.</li> <li>Have one day where the students get to pick their favorite activities to do again in class.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain and demonstrate how to hold on to the parachute and how to shake it.</li> <li>Let students make up their own activities or games with the parachute.</li> </ul>

## ***2<sup>nd</sup> Grade Physical Education***

### **Parachute**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for safety Rules	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Shake	Big	Trap	Catch	
Hold	Little	Air	Round	
Waves	Up	Stand		
Fast	Lift	Tight		
Slow	Pull	Pop		

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Safety and Activities	4
Games	4
<b>Total Days (approximate)</b>	<b>8</b>

## SCOOTERS

### Scooters

Approximate length of time allotted for this unit - 9 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know the rules to using scooters safely.</li> <li>Students will be able to demonstrate how to use the scooters correctly to perform the skills.</li> <li>Students will be able to demonstrate with a partner how to use the scooters correctly to perform the partner skills.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Safety               <ol style="list-style-type: none"> <li>Do not stand on scooter</li> <li>Do not push unless someone is on scooter</li> <li>Watch fingers</li> <li>Use hands and feet to come to a complete stop before you get off.</li> </ol> </li> <li>Single Person               <ol style="list-style-type: none"> <li>Sitting push with feet going forward and backward</li> <li>On knees push with hands forward and backward</li> <li>Lie on tummy push with hands and feet</li> <li>Hands on side and run get on and coast</li> </ol> </li> <li>Partner               <ol style="list-style-type: none"> <li>Sitting on bottom push forward and backward</li> <li>Sitting on knees push forward and backward</li> <li>Lay on tummy push and pull with legs</li> <li>Sit back to back together and push with feet</li> </ol> </li> </ol>	NASPE 2  NASPE 1  NASPE 5&6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the 4 rules to using the scooters safely?</li> <li>How do you use your hands and feet to push or pull yourself on the scooters?</li> <li>How do you push or pull your partner when they are on the scooter?</li> <li>How do you safely stop your partner on the scooter?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate all the safety rules.</li> <li>Demonstrate how to do each skill before you let the kids try them.</li> <li>Play scooter games which incorporate what we have been practicing with the scooters. Scooter Tag Scooter Freeze Tag Scooter Pinball</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain and demonstrate how to get out and put away the scooters.</li> </ul>

## ***2<sup>nd</sup> Grade Physical Education***

### **Scooters**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for the safety rules	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Scooter	Seat			
Push	Coast			
Pull	Run			
Handle	Crash			
Wheels	Stop			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Safety/Single Person	3
Safety/Partner	3
Games	3
<b>Total Days (approximate)</b>	<b>9</b>

# SOCCER

## Dribbling, Passing and Receiving, Shooting and Goalie Skills and Games

Approximate length of time allotted for this unit - 16 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will know and demonstrate the appropriate technique for dribbling, passing and receiving and shooting and goalie skills.</li> <li>Students will be able to use those skills in modified games.</li> <li>Students will develop appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Dribbling <ol style="list-style-type: none"> <li>Control and Speed</li> <li>Using inside, outside or top of foot</li> </ol> </li> <li>Passing and Receiving <ol style="list-style-type: none"> <li>If ball is on the ground it is easier to pass and receive</li> <li>Inside of foot</li> <li>Outside of foot</li> <li>Instep or Laces</li> </ol> </li> <li>Shooting and Goalie Skills <ol style="list-style-type: none"> <li>Use inside or laces kick</li> <li>Aiming at the sides and corners of the goals</li> <li>Goalies low and ready to move</li> <li>Goalies in front of the goal line with hands ready</li> <li>Goalies pick the ball up with hands when able to</li> </ol> </li> <li>Games <ol style="list-style-type: none"> <li>Poison Trees</li> <li>Bubbles</li> <li>Keep it in</li> <li>Bull in the Ring</li> <li>1 on 1</li> <li>Sideline Soccer</li> <li>Endline Soccer</li> </ol> </li> </ol>	<p>NASPE 1&amp;2</p> <p>NASPE 3, 4, 5&amp;6</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What parts of your feet do you use in soccer?</li> <li>Can you use your hands in soccer, if so who and when can they use them?</li> <li>What are the steps to dribbling?</li> <li>What are the steps to passing and receiving?</li> <li>What are the steps to shooting a goal?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate each skill and then have the students practice on their own.</li> <li>Play different modified games or activities to work on each of the skills in more of a game type situation.</li> <li>Play 1 on 1 games with the shooter vs. the goalie.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Each day keep building more and more to each of the skills taught for soccer. The last couple days of teaching the skill play a game that incorporates the skill.</li> <li>When practicing each skill group the students based on ability level.</li> <li>Practice stopping on the whistle and sitting down with the ball in your lap and hands behind your back.</li> </ul>

## ***2<sup>nd</sup> Grade Physical Education***

### **Soccer**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checklist for each of the skills	Paper checklist with each student and key characteristics for each skill

<b>Vocabulary</b>				
Dribble	Laces	Control	Kick	Goal Line
Foot	Top	Speed	Shoot	Goalie Box
Inside	Toe	Pass	Goal	Trap
Outside	Tap	Receive	Goalie	Stop
Instep	Push	Slow down	Hands	Aim

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Dribbling	4
Passing and Receiving	4
Shooting and Goalie Skills	4
Games	4
<b>Total Days (approximate)</b>	<b>16</b>



## VOLLEYBALL

Rules, skills, techniques and games

Approximate length of time allotted for this unit - 7 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate progress towards the appropriate techniques for passing, setting, and underhand serving.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Basic Skills               <ul style="list-style-type: none"> <li>- Demonstrate and have students practice:                   <ol style="list-style-type: none"> <li>Passing</li> <li>Setting</li> <li>Underhand Serve</li> </ol> </li> </ul> </li> <li>Team Strategies and techniques               <ul style="list-style-type: none"> <li>- Explain and demonstrate:                   <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> </ol> </li> </ul> </li> <li>Rules and Games</li> </ol>	NAPSE 2  NAPSE 1  NAESP 1  NAESP 5 & 6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules of a volleyball game?</li> <li>What are the critical elements to be able to pass, set and serve a volleyball?</li> <li>How do players on a team work together to play a game?</li> <li>How do you shake hands at the end of a game?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Demonstrate how to hold your arms and hands when passing a volleyball and let the students practice.</li> <li>Demonstrate how to hold your hands when you set a volleyball and have students practice.</li> <li>Demonstrate how to serve a volleyball underhand and let the students practice (Swing, Step and Strike).</li> <li>Demonstrate games (Three and over Volleyball) and form teams to play a game.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice a signal to stop, hold volleyballs, and listen. "Sit down with ball in your lap and hands behind your back."</li> <li>During games have non-participants keep score, "officiate" games, or identify proper techniques.</li> </ul>

## ***2<sup>nd</sup> Grade Physical Education***

### **Volleyball**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Skill checklist during practice and games	
Questions to check for critical elements	

<b>Vocabulary</b>		
Pass	Set	Swing
Bump	Window	Strike
Forearm	Fingertips	Heel of Hand
Platform	Arms	Opposite
Push	Straight	Follow through
Freeze	Forehead	Net
Target	Underhand Serve	Court

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Individual Techniques (pass, set and underhand serve)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified volleyball games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>

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# 3rd Grade Physical Education

Implemented Fall of 2009  
School District of Seward

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## GRADE 3 SUGGESTED TIMELINE

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<u>Unit</u>	<u>Days</u>
Basketball	7
Floor Hockey	7
Jump Rope	9
Kickball	7
Manipulatives	15
Parachute	8
Scooters	9
Soccer	16
Volleyball	7
<b>Total Days</b>	<b>85</b>

Comments:



### ***3rd Grade Physical Education***

#### **Basketball**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Skill checklist during practice and games	
Questions to check for critical elements	

<b>Vocabulary</b>		
Dribble	Travel	Rebound
Backboard	Double Dribble	Shot
Half court	Crossover	
Free throw line	Foul	
Key or Paint	Pass	
Hands up	Chest pass	
Offense	Bounce pass	
Defense	Steal	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Individual Techniques (dribble, pass and shooting)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified basketball games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>

## FLOOR HOCKEY

### Rules, skills techniques and games

Approximate length of time allotted for this unit - 7 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate progress towards the appropriate techniques for dribbling, shooting, passing and receiving a hockey puck.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAESP 1</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules of floor hockey?</li> <li>What are the critical elements to be able to dribble, shoot and pass a the hockey puck?</li> <li>How do players on a team work together to play a game?</li> <li>What is the importance of staying spread out?</li> <li>How do you shake hands at the end of a game?</li> </ul>
<b>Content Outline:</b> <ol style="list-style-type: none"> <li>Basic Skills               <ul style="list-style-type: none"> <li>- Demonstrate and have students practice:                   <ol style="list-style-type: none"> <li>Dribbling                       <ul style="list-style-type: none"> <li>Control</li> <li>Speed</li> </ul> </li> <li>Passing and Receiving</li> <li>Shooting and Goalie Skills                       <ul style="list-style-type: none"> <li>Slap shot</li> <li>Wrist shot</li> </ul> </li> </ol> </li> </ul> </li> <li>Team Strategies and techniques               <ul style="list-style-type: none"> <li>- Explain and demonstrate:                   <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> <li>Positions and staying spread out.</li> </ol> </li> </ul> </li> <li>Rules and Games</li> </ol>	<p>NAESP 5 &amp; 6</p>		<b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Demonstrate a control and speed dribble, have students practice.</li> <li>Demonstrate how to pass and receive with a partner, have students practice.</li> <li>Demonstrate how to shoot the puck, have students practice.</li> <li>Demonstrate how and what to do when you are a goalie, have students practice.</li> <li>Demonstrate and discuss what to do when on offense and defense.</li> <li>Demonstrate games (Sideline hockey) and form teams to play a game.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice a signal to stop and listen, put blade of stick on your toe.</li> <li>During games have non-participants keep score, “officiate” games, or identify proper techniques.</li> </ul>

### 3rd Grade Physical Education

#### Floor Hockey

Assessment Plan	
Assessment	Comments
Skill checklist during practice and games	
Questions to check for critical elements	

Vocabulary		
Dribble	Handle	Slow down
Control	Tap	Control
Speed	Side to Side	Shoot
Stick	Pass	Wrist shot
Blade	Receive	Slap shot
Turn	Goalie Box	Strike
Goal line	Penalty	Offense
Hands up	Penalty Shot	Deffese

Unit at a Glance	
Learning Topics / Standards	# of days
Individual Techniques (dribble, passing and receiving and shooting/ goalie skills)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified hockey games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>



# JUMP ROPE

## Jump Technique, Individual Jumps and Partner Jumps

Approximate length of time allotted for this unit - 9 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know the four things needed to be a better jumper.</li> <li>Students will be able to use the four things needed to be a better jumper to correctly demonstrate how to jump rope.</li> <li>Students will be able to use what they learned about single person jumping and apply it to be able to jump with a partner.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Size of rope               <ol style="list-style-type: none"> <li>Fold in half and stand on it. It should come to about waist high.</li> </ol> </li> <li>Jump Technique               <ol style="list-style-type: none"> <li>Small jumps</li> <li>Elbows bent and keep close to body</li> <li>Soft landings on balls of feet</li> <li>Keep a steady rhythm</li> </ol> </li> <li>Single Person               <ol style="list-style-type: none"> <li>Single Bounce (forwards and backwards)</li> <li>Double Bounce (forwards and backwards)</li> <li>One Foot (forwards, backwards, single, double and skipping)</li> <li>Side swings and adding jump</li> <li>Crosses</li> </ol> </li> <li>Partner               <ol style="list-style-type: none"> <li>Face to face</li> <li>Side by side</li> <li>2 ropes side by side</li> <li>Long ropes</li> </ol> </li> </ol>	<p>NASPE 2</p> <p>NASPE 1</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the 4 things to be a better jumper?</li> <li>How do these 4 things help you become a better jumper?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate the four things to be a better jumper.</li> <li>Demonstrate how to do each jump before you let the kids try them.</li> <li>Set up stations to practice each jump you have taught at the end of the jumping unit.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain and demonstrate how to get out and put away the jump ropes.</li> <li>Show lots of different levels of tricks, because students will be at very different skill levels with jump rope skills.</li> <li>Let students try some of their own jumping tricks.</li> </ul>

### ***3rd Grade Physical Education***

#### **JUMP ROPE**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for the four things to be a better jumper	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Jump	Elbows	Forward	Crosses	
Rope	Balls of feet	Backward	Long rope	
Jump rope	Soft landing	One foot		
Handles	Single bounce	Skipping		
Rhythm	Double bounce	Side swings		

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Jump Technique/single person	3
Partner	3
Stations	3
<b>Total Days (approximate)</b>	<b>9</b>

# KICKBALL

## Rules, skills, techniques and games

Approximate length of time allotted for this unit - 5 sessions

Content	Standards	Concepts	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game and how it is similar to softball.</li> <li>Students will demonstrate progress towards the appropriate techniques for kicking a ball.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>Basic Rules <ol style="list-style-type: none"> <li>3 outs</li> <li>4 foul balls then out</li> <li>over run 1<sup>st</sup> base</li> <li>outfield positions</li> <li>foul ball – baseline</li> <li>fly ball – tagging up</li> <li>force out</li> <li>no stealing, sliding or leading off</li> </ol> </li> <li>Team strategies demonstrate: <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> </ol> </li> <li>Rules and Games</li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAESP 1</p> <p>NAESP 5 &amp; 6</p>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What are the basic rules of a kickball/softball game?</li> <li>How do you kick a kickball?</li> <li>How do players on a team work together to play a game?</li> <li>How do you shake hands at the end of a game?</li> </ul> <p><b>Classroom Ideas:</b></p> <ul style="list-style-type: none"> <li>Demonstrate how to kick the ball and run to first base.</li> <li>Show all the outfield positions and where they should stand when playing them.</li> <li>Demonstrate what a foul ball is.</li> <li>Demonstrate a fly ball and what the base runners do it is caught or not.</li> <li>Demonstrate what a force out is and talk about where the outfield should throw the ball if there is a force out or not.</li> <li>Demonstrate and discuss what to do when on offense and defense.</li> <li>Form teams and play games.</li> </ul> <p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"> <li>Younger grades you can have no outs. Just let all the players on one team kick and then switch.</li> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice how to switch from the kicking team to the outfield and how to line up when waiting to kick.</li> <li>During games have non-participants keep score, “officiate” games, or identify proper techniques.</li> </ul>

### 3rd Grade Physical Education

#### KICKBALL

Assessment Plan	
Assessment	Comments
Skill checklist during practice and games	
Questions to check for critical elements	

Vocabulary		
Kick	Over run	Pitcher
Out	1 <sup>st</sup> Base	Catcher
Foul ball	2 <sup>nd</sup> Base	Foul Ball
Outfield	3 <sup>rd</sup> Base	Baseline
Infield	Home Base	Fly Ball
Tagging up	Steal	
Force Out	Slide	
Throw	Lead off	

Unit at a Glance	
Learning Topics / Standards	# of days
Individual Techniques (dribble, pass and shooting)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified basketball games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>

## MANIPULATIVES

Bean bags, Hula Hoops, Playground balls and Paddles

Approximate length of time allotted for this unit - 15 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know the critical elements to perform different non-locomotor skills with each manipulative.</li> <li>Students will be able to demonstrate the different non-locomotor skills with each manipulative.</li> <li>Students will be able to work with a partner to perform different non-locomotor skills.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Bean Bags               <ol style="list-style-type: none"> <li>balancing</li> <li>catching</li> <li>throwing</li> </ol> </li> <li>Hula Hoops               <ol style="list-style-type: none"> <li>Jumping</li> <li>Rolling</li> <li>Spinning</li> </ol> </li> <li>Playground balls               <ol style="list-style-type: none"> <li>Rolling</li> <li>Bouncing</li> <li>Underhand throw</li> <li>Overhand throw</li> <li>Catching</li> </ol> </li> <li>Paddles               <ol style="list-style-type: none"> <li>Balancing</li> <li>Bouncing</li> <li>Striking</li> </ol> </li> </ol>	NASPE 2   NASPE 1   NASPE 5&6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What critical elements do need to know to be able to do the different non-locomotor skills with each manipulative?</li> <li>How do you perform the different non-locomotor skills with each manipulative?</li> <li>How do using the different manipulatives affect how you do the each non-locomotor skill?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate all of the non-locomotor movements with each manipulative.</li> <li>Play games and activities incorporating these non-locomotor movements in the game.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain how to use each manipulative properly.</li> <li>Explain and demonstrate how to get out and put away each different manipulative.</li> </ul>

### 3<sup>rd</sup> Grade Physical Education

#### Manipulatives

Assessment Plan	
Assessment	Comments
Teacher observation of students	
Checklist for critical elements for each non-locomotor movement	

Vocabulary				
Bean bags	Hula hoops	Playground balls	Paddles	Balance
Toss	Stand	Throw	Underhand	Overhand
Catch	Roll	Spin	Jump	Bounce
Strike	Hand	Eyes	Swing	Step
Side	Target	Aim	Turn	Twist

Unit at a Glance	
Learning Topics / Standards	# of days
Bean Bags	3
Hula Hoops	3
Playground Balls	3
Paddle	3
Games	3
<b>Total Days (approximate)</b>	<b>15</b>

## PARACHUTE

### Safety, Activities and Game

Approximate length of time allotted for this unit - 8 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know how to use the parachute safely.</li> <li>Students will be able to name the safety rules with the parachute.</li> <li>Students will be able to use the parachute to participate in activities and games.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Safety <ol style="list-style-type: none"> <li>Do not step on the parachute unless told too.</li> <li>Move carefully and slowly when told to walk on the parachute.</li> <li>Do not jerk on the parachute.</li> <li>Let go when instructed to.</li> </ol> </li> <li>Activities <ol style="list-style-type: none"> <li>Waves</li> <li>Mountain</li> <li>Mushroom</li> <li>Tent</li> <li>Pinwheel</li> <li>Reverse Pinwheel</li> <li>Merry go round</li> <li>Up, Up and Away</li> <li>Moonwalk</li> <li>Popcorn</li> <li>Catch Ball</li> </ol> </li> <li>Games <ol style="list-style-type: none"> <li>Sharks</li> <li>Cops and Robbers</li> <li>Dodge Em</li> </ol> </li> </ol>	<p>NASPE 2</p> <p>NASPE 2</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the rules to use the parachute safely?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate how to pick up the parachute and how to hold it in your hands.</li> <li>Demonstrate each activity with the students help.</li> <li>Have one day where the students get to pick their favorite activities to do again in class.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain and demonstrate how to hold on to the parachute and how to shake it.</li> <li>Let students make up their own activities or games with the parachute.</li> </ul>

### ***3<sup>rd</sup> Grade Physical Education***

#### **Parachute**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for safety Rules	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Shake	Big	Trap	Catch	
Hold	Little	Air	Round	
Waves	Up	Stand		
Fast	Lift	Tight		
Slow	Pull	Pop		

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Safety and Activities	4
Games	4
<b>Total Days (approximate)</b>	<b>8</b>



## SCOOTERS

### Scooters

Approximate length of time allotted for this unit - 9 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know the rules to using scooters safely.</li> <li>Students will be able to demonstrate how to use the scooters correctly to perform the skills.</li> <li>Students will be able to demonstrate with a partner how to use the scooters correctly to perform the partner skills.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Safety               <ol style="list-style-type: none"> <li>Do not stand on scooter</li> <li>Do not push unless someone is on scooter</li> <li>Watch fingers</li> <li>Use hands and feet to come to a complete stop before you get off.</li> </ol> </li> <li>Single Person               <ol style="list-style-type: none"> <li>Sitting push with feet going forward and backward</li> <li>On knees push with hands forward and backward</li> <li>Lie on tummy push with hands and feet</li> <li>Hands on side and run get on and coast</li> </ol> </li> <li>Partner               <ol style="list-style-type: none"> <li>Sitting on bottom push forward and backward</li> <li>Sitting on knees push forward and backward</li> <li>Lay on tummy push and pull with legs</li> <li>Sit back to back together and push with feet</li> </ol> </li> </ol>	NASPE 2  NASPE 1  NASPE 5&6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the 4 rules to using the scooters safely?</li> <li>How do you use your hands and feet to push or pull yourself on the scooters?</li> <li>How do you push or pull your partner when they are on the scooter?</li> <li>How do you safely stop your partner on the scooter?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate all the safety rules.</li> <li>Demonstrate how to do each skill before you let the kids try them.</li> <li>Play scooter games which incorporate what we have been practicing with the scooters. Scooter Tag Scooter Freeze Tag Scooter Pinball</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain and demonstrate how to get out and put away the scooters.</li> </ul>

### ***3<sup>rd</sup> Grade Physical Education***

#### **Scooters**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for the safety rules	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Scooter	Seat			
Push	Coast			
Pull	Run			
Handle	Crash			
Wheels	Stop			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Safety/Single Person	3
Safety/Partner	3
Games	3
<b>Total Days (approximate)</b>	<b>9</b>

# SOCCER

## Dribbling, Passing and Receiving, Shooting and Goalie Skills and Games

Approximate length of time allotted for this unit - 16 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will know and demonstrate the appropriate technique for dribbling, passing and receiving and shooting and goalie skills.</li> <li>Students will be able to use those skills in modified games.</li> <li>Students will develop appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Dribbling               <ol style="list-style-type: none"> <li>Control and Speed</li> <li>Using inside, outside or top of foot</li> </ol> </li> <li>Passing and Receiving               <ol style="list-style-type: none"> <li>If ball is on the ground it is easier to pass and receive</li> <li>Inside of foot</li> <li>Outside of foot</li> <li>Instep or Laces</li> </ol> </li> <li>Shooting and Goalie Skills               <ol style="list-style-type: none"> <li>Use inside or laces kick</li> <li>Aiming at the sides and corners of the goals</li> <li>Goalies low and ready to move</li> <li>Goalies in front of the goal line with hands ready</li> <li>Goalies pick the ball up with hands when able to</li> </ol> </li> <li>Games               <ol style="list-style-type: none"> <li>Poison Trees</li> <li>Bubbles</li> <li>Keep it in</li> <li>Bull in the Ring</li> <li>1 on 1</li> <li>Sideline Soccer</li> <li>Endline Soccer</li> </ol> </li> </ol>	NASPE 1&2  NASPE 3, 4, 5&6  NASPE 5&6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What parts of your feet do you use in soccer?</li> <li>Can you use your hands in soccer, if so who and when can they use them?</li> <li>What are the steps to dribbling?</li> <li>What are the steps to passing and receiving?</li> <li>What are the steps to shooting a goal?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate each skill and then have the students practice on their own.</li> <li>Play different modified games or activities to work on each of the skills in more of a game type situation.</li> <li>Play 1 on 1 games with the shooter vs. the goalie.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Each day keep building more and more to each of the skills taught for soccer. The last couple days of teaching the skill play a game that incorporates the skill.</li> <li>When practicing each skill group the students based on ability level.</li> <li>Practice stopping on the whistle and sitting down with the ball in your lap and hands behind your back.</li> </ul>

### ***3rd Grade Physical Education***

#### **SOCCKER**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checklist for each of the skills	Paper checklist with each student and key characteristics for each skill

<b>Vocabulary</b>				
Dribble	Laces	Control	Kick	Goal Line
Foot	Top	Speed	Shoot	Goalie Box
Inside	Toe	Pass	Goal	Trap
Outside	Tap	Receive	Goalie	Stop
Instep	Push	Slow down	Hands	Aim

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Dribbling	4
Passing and Receiving	4
Shooting and Goalie Skills	4
Games	4
<b>Total Days (approximate)</b>	<b>16</b>

## VOLLEYBALL

Rules, skills, techniques and games

Approximate length of time allotted for this unit - 7 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate progress towards the appropriate techniques for passing, setting, and underhand serving.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Basic Skills               <ul style="list-style-type: none"> <li>- Demonstrate and have students practice:                   <ol style="list-style-type: none"> <li>Passing</li> <li>Setting</li> <li>Underhand Serve</li> </ol> </li> </ul> </li> <li>Team Strategies and techniques               <ul style="list-style-type: none"> <li>- Explain and demonstrate:                   <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> </ol> </li> </ul> </li> <li>Rules and Games</li> </ol>	NAPSE 2  NAPSE 1  NAESP 1  NAESP 5 & 6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules of a volleyball game?</li> <li>What are the critical elements to be able to pass, set and serve a volleyball?</li> <li>How do players on a team work together to play a game?</li> <li>How do you shake hands at the end of a game?</li> <li></li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Demonstrate how to hold your arms and hands when passing a volleyball and let the students practice.</li> <li>Demonstrate how to hold your hands when you set a volleyball and have students practice.</li> <li>Demonstrate how to serve a volleyball underhand and let the students practice (Swing, Step and Strike).</li> <li>Demonstrate games (Three and over Volleyball) and form teams to play a game.</li> <li></li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice a signal to stop, hold volleyballs, and listen. "Sit down with ball in your lap and hands behind your back."</li> <li>During games have non-participants keep score, "officiate" games, or identify proper techniques.</li> </ul>

### ***3<sup>rd</sup> Grade Physical Education***

#### **Volleyball**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Skill checklist during practice and games	
Questions to check for critical elements	

<b>Vocabulary</b>		
Pass	Set	Swing
Bump	Window	Strike
Forearm	Fingertips	Heel of Hand
Platform	Arms	Opposite
Push	Straight	Follow through
Freeze	Forehead	Net
Target	Underhand Serve	Court

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Individual Techniques (pass, set and underhand serve)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified volleyball games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>

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# 4th Grade Physical Education

Implemented Fall of 2009  
School District of Seward

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## GRADE 4 SUGGESTED TIMELINE

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<u>Unit</u>	<u>Days</u>
Basketball	7
Floor Hockey	7
Jump Rope	9
Kickball	7
Manipulatives	15
Parachute	8
Scooters	9
Soccer	16
Volleyball	7
<b>Total Days</b>	<b>85</b>

Comments:



# BASKETBALL

## Rules, skills and techniques

Approximate length of time allotted for this unit - 7 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate the appropriate techniques for dribbling, shooting, and passing.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAESP 1</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules of a basketball game?</li> <li>What are the critical elements to be able to dribble, shoot and pass a basketball?</li> <li>How do players on a team work together to play a game?</li> <li>How do you shake hands at the end of a game?</li> </ul>
<b>Content Outline:</b> <ol style="list-style-type: none"> <li>Basic Skills               <ul style="list-style-type: none"> <li>- Demonstrate and have students practice:                   <ol style="list-style-type: none"> <li>Dribbling</li> <li>Passing</li> <li>Shooting</li> </ol> </li> </ul> </li> <li>Team Strategies and techniques               <ul style="list-style-type: none"> <li>- Explain and demonstrate:                   <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> </ol> </li> </ul> </li> <li>Rules and Games</li> </ol>	<p>NAESP 5 &amp; 6</p>		<b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Demonstrate right and left hand and crossover dribbles, have students practice.</li> <li>Demonstrate a jump stop and pivot, have students practice.</li> <li>Demonstrate chest, bounce, overhead and baseball pass, have students practice.</li> <li>Demonstrate how to shoot a ball (BEEF), have students practice.</li> <li>Demonstrate and discuss what to do when on offense and defense.</li> <li>Demonstrate games (5 on 5, mat ball, trash ball and sideline basketball) and form teams to play a game.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice a signal to stop, hold basketballs, and listen. "Hug it like you love it."</li> <li>During games have non-participants keep score, "officiate" games, or identify proper techniques.</li> </ul>

## ***4th Grade Physical Education***

### **Basketball**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Skill checklist during practice and games	
Questions to check for critical elements	

<b>Vocabulary</b>			
Dribble	Lane	Foul	Steal
Backboard	3 Point Line	Pass	
Half court	Full Court	Chest pass	
Free throw line	Rebound	Bounce pass	
Key or Paint	Jump Stop	Steal	
Hands up	Travel	Rebound	
Offense	Double Dribble	Baseball pass	
Defense	Crossover	Shot	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Individual Techniques (dribble, pass and shooting)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified basketball games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>

## FLOOR HOCKEY

### Rules, skills techniques and games

Approximate length of time allotted for this unit - 7 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate progress towards the appropriate techniques for dribbling, shooting, passing and receiving a hockey puck.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAESP 1</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules of floor hockey?</li> <li>What are the critical elements to be able to dribble, shoot and pass a the hockey puck?</li> <li>How do players on a team work together to play a game?</li> <li>What is the importance of staying spread out?</li> <li>How do you shake hands at the end of a game?</li> </ul>
<b>Content Outline:</b> <ol style="list-style-type: none"> <li>Basic Skills               <ul style="list-style-type: none"> <li>- Demonstrate and have students practice:                   <ol style="list-style-type: none"> <li>Dribbling                       <ul style="list-style-type: none"> <li>Control</li> <li>Speed</li> </ul> </li> <li>Passing and Receiving</li> <li>Shooting and Goalie Skills                       <ul style="list-style-type: none"> <li>Slap shot</li> <li>Wrist shot</li> </ul> </li> </ol> </li> </ul> </li> <li>Team Strategies and techniques               <ul style="list-style-type: none"> <li>- Explain and demonstrate:                   <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> <li>Positions and staying spread out.</li> </ol> </li> </ul> </li> <li>Rules and Games</li> </ol>	<p>NAESP 5 &amp; 6</p>		<b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Demonstrate a control and speed dribble, have students practice.</li> <li>Demonstrate how to pass and receive with a partner, have students practice.</li> <li>Demonstrate how to shoot the puck, have students practice.</li> <li>Demonstrate how and what to do when you are a goalie, have students practice.</li> <li>Demonstrate and discuss what to do when on offense and defense.</li> <li>Demonstrate games (Sideline hockey) and form teams to play a game.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice a signal to stop and listen, put blade of stick on your toe.</li> <li>During games have non-participants keep score, "officiate" games, or identify proper techniques.</li> </ul>

## ***4th Grade Physical Education***

### **Floor Hockey**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Skill checklist during practice and games	
Questions to check for critical elements	

<b>Vocabulary</b>		
Dribble	Handle	Slow down
Control	Tap	Control
Speed	Side to Side	Shoot
Stick	Pass	Wrist shot
Blade	Receive	Slap shot
Turn	Goalie Box	Strike
Goal line	Penalty	Offense
Hands up	Penalty Shot	Deffese

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Individual Techniques (dribble, passing and receiving and shooting/ goalie skills)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified hockey games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>

## JUMP ROPE

### Jump Technique, Individual Jumps and Partner Jumps

Approximate length of time allotted for this unit - 9 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know the four things needed to be a better jumper.</li> <li>Students will be able to use the four things needed to be a better jumper to correctly demonstrate how to jump rope.</li> <li>Students will be able to use what they learned about single person jumping and apply it to be able to jump with a partner.</li> <li></li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Size of rope               <ol style="list-style-type: none"> <li>Fold in half and stand on it. It should come to about waist high.</li> </ol> </li> <li>Jump Technique               <ol style="list-style-type: none"> <li>Small jumps</li> <li>Elbows bent and keep close to body</li> <li>Soft landings on balls of feet</li> <li>Keep a steady rhythm</li> </ol> </li> <li>Single Person               <ol style="list-style-type: none"> <li>Single Bounce (forwards and backwards)</li> <li>Double Bounce (forwards and backwards)</li> <li>One Foot (forwards, backwards, single, double and skipping)</li> <li>Side swings and adding jump</li> <li>Crosses</li> </ol> </li> <li>Partner               <ol style="list-style-type: none"> <li>Face to face</li> <li>Side by side</li> <li>2 ropes side by side</li> <li>Long ropes</li> </ol> </li> </ol>	<p>NASPE 2</p> <p>NASPE 1</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the 4 things to be a better jumper?</li> <li>How do these 4 things help you become a better jumper.</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate the four things to be a better jumper.</li> <li>Demonstrate how to do each jump before you let the kids try them.</li> <li>Set up stations to practice each jump you have taught at the end of the jumping unit.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain and demonstrate how to get out and put away the jump ropes.</li> <li>Show lots of different levels of tricks, because students will be at very different skill levels with jump rope skills.</li> <li>Let students try some of their own jumping tricks.</li> </ul>

## ***4th Grade Physical Education***

### **Jump Rope**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for the four things to be a better jumper	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Jump	Elbows	Forward	Crosses	
Rope	Balls of feet	Backward	Long rope	
Jump rope	Soft landing	One foot		
Handles	Single bounce	Skipping		
Rhythm	Double bounce	Side swings		

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Jump Technique/single person	3
Partner	3
Stations	3
<b>Total Days (approximate)</b>	<b>9</b>

## KICKBALL

### Rules, skills, techniques and games

Approximate length of time allotted for this unit - 5 sessions

Content	Standards	Concepts	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game and how it is similar to softball.</li> <li>Students will demonstrate progress towards the appropriate techniques for kicking a ball.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>Basic Rules <ol style="list-style-type: none"> <li>3 outs</li> <li>4 foul balls then out</li> <li>over run 1<sup>st</sup> base</li> <li>outfield positions</li> <li>foul ball – baseline</li> <li>fly ball – tagging up</li> <li>force out</li> <li>no stealing, sliding or leading off</li> </ol> </li> <li>Team strategies demonstrate: <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> </ol> </li> <li>Rules and Games</li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAESP 1</p> <p>NAESP 5 &amp; 6</p>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What are the basic rules of a kickball/softball game?</li> <li>How do you kick a kickball?</li> <li>How do players on a teamwork together to play a game?</li> <li>How do you shake hands at the end of a game?</li> </ul> <p><b>Classroom Ideas:</b></p> <ul style="list-style-type: none"> <li>Demonstrate how to kick the ball and run to first base.</li> <li>Show all the outfield positions and where they should stand when playing them.</li> <li>Demonstrate what a foul ball is.</li> <li>Demonstrate a fly ball and what the base runners do it is caught or not.</li> <li>Demonstrate what a force out is and talk about where the outfield should throw the ball if there is a force out or not.</li> <li>Demonstrate and discuss what to do when on offense and defense.</li> <li>Form teams and play games.</li> </ul> <p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"> <li>Younger grades you can have no outs. Just let all the players on one team kick and then switch.</li> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice how to switch from the kicking team to the outfield and how to line up when waiting to kick.</li> <li>During games have non-participants keep score, “officiate” games, or identify proper techniques.</li> </ul>

#### ***4<sup>th</sup> Grade Physical Education***

##### **Kickball**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Skill checklist during practice and games	
Questions to check for critical elements	

<b>Vocabulary</b>		
Kick	Over run	Pitcher
Out	1 <sup>st</sup> Base	Catcher
Foul ball	2 <sup>nd</sup> Base	Foul Ball
Outfield	3 <sup>rd</sup> Base	Baseline
Infield	Home Base	Fly Ball
Tagging up	Steal	
Force Out	Slide	
Throw	Lead off	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Individual Techniques (dribble, pass and shooting)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified basketball games)	3
Assessment of skills	Through out the lessons
<b>Total Days (approximate)</b>	<b>7</b>



## MANIPULATIVES

Bean bags, Hula Hoops, Playground balls and Paddles

Approximate length of time allotted for this unit - 15 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know the critical elements to perform different non-locomotor skills with each manipulative.</li> <li>Students will be able to demonstrate the different non-locomotor skills with each manipulative.</li> <li>Students will be able to work with a partner to perform different non-locomotor skills.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Bean Bags               <ol style="list-style-type: none"> <li>balancing</li> <li>catching</li> <li>throwing</li> </ol> </li> <li>Hula Hoops               <ol style="list-style-type: none"> <li>Jumping</li> <li>Rolling</li> <li>Spinning</li> </ol> </li> <li>Playground balls               <ol style="list-style-type: none"> <li>Rolling</li> <li>Bouncing</li> <li>Underhand throw</li> <li>Overhand throw</li> <li>Catching</li> </ol> </li> <li>Paddles               <ol style="list-style-type: none"> <li>Balancing</li> <li>Bouncing</li> <li>Striking</li> </ol> </li> </ol>	NASPE 2   NASPE 1   NASPE 5&6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What critical elements do need to know to be able to do the different non-locomotor skills with each manipulative?</li> <li>How do you perform the different non-locomotor skills with each manipulative?</li> <li>How do using the different manipulatives affect how you do the each non-locomotor skill?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate all of the non-locomotor movements with each manipulative.</li> <li>Play games and activities incorporating these non-locomotor movements in the game.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain how to use each manipulative properly.</li> <li>Explain and demonstrate how to get out and put away each different manipulative.</li> </ul>

## 4th Grade Physical Education

### Manipulatives

Assessment Plan	
Assessment	Comments
Teacher observation of students	
Checklist for critical elements for each non-locomotor movement	

Vocabulary				
Bean bags	Hula hoops	Playground balls	Paddles	Balance
Toss	Stand	Throw	Underhand	Overhand
Catch	Roll	Spin	Jump	Bounce
Strike	Hand	Eyes	Swing	Step
Side	Target	Aim	Turn	Twist

Unit at a Glance	
Learning Topics / Standards	# of days
Bean Bags	3
Hula Hoops	3
Playground Balls	3
Paddle	3
Games	3
<b>Total Days (approximate)</b>	<b>15</b>

# PARACHUTE

## Safety, Activities and Games

Approximate length of time allotted for this unit - 8 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know how to use the parachute safely.</li> <li>Students will be able to name the safety rules with the parachute.</li> <li>Students will be able to use the parachute to participate in activities and games.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Safety <ol style="list-style-type: none"> <li>Do not step on the parachute unless told too.</li> <li>Move carefully and slowly when told to walk on the parachute.</li> <li>Do not jerk on the parachute.</li> <li>Let go when instructed to.</li> </ol> </li> <li>Activities <ol style="list-style-type: none"> <li>Waves</li> <li>Mountain</li> <li>Mushroom</li> <li>Tent</li> <li>Pinwheel</li> <li>Reverse Pinwheel</li> <li>Merry go round</li> <li>Up, Up and Away</li> <li>Moonwalk</li> <li>Popcorn</li> <li>Catch Ball</li> </ol> </li> <li>Games <ol style="list-style-type: none"> <li>Sharks</li> <li>Cops and Robbers</li> <li>Dodge Em</li> </ol> </li> </ol>	<p>NASPE 2</p> <p>NASPE 2</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the rules to use the parachute safely?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate how to pick up the parachute and how to hold it in your hands.</li> <li>Demonstrate each activity with the students help.</li> <li>Have one day where the students get to pick their favorite activities to do again in class.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain and demonstrate how to hold on to the parachute and how to shake it.</li> <li>Let students make up their own activities or games with the parachute.</li> </ul>

## ***4th Grade Physical Education***

### **Parachute**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for safety Rules	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Shake	Big	Trap	Catch	
Hold	Little	Air	Round	
Waves	Up	Stand		
Fast	Lift	Tight		
Slow	Pull	Pop		

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Safety and Activities	4
Games	4
<b>Total Days (approximate)</b>	<b>8</b>

## SCOOTERS

### Scooters

Approximate length of time allotted for this unit - 9 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will be able to know the rules to using scooters safely.</li> <li>Students will be able to demonstrate how to use the scooters correctly to perform the skills.</li> <li>Students will be able to demonstrate with a partner how to use the scooters correctly to perform the partner skills.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Safety <ol style="list-style-type: none"> <li>Do not stand on scooter</li> <li>Do not push unless someone is on scooter</li> <li>Watch fingers</li> <li>Use hands and feet to come to a complete stop before you get off.</li> </ol> </li> <li>Single Person <ol style="list-style-type: none"> <li>Sitting push with feet going forward and backward</li> <li>On knees push with hands forward and backward</li> <li>Lie on tummy push with hands and feet</li> <li>Hands on side and run get on and coast</li> </ol> </li> <li>Partner <ol style="list-style-type: none"> <li>Sitting on bottom push forward and backward</li> <li>Sitting on knees push forward and backward</li> <li>Lay on tummy push and pull with legs</li> <li>Sit back to back together and push with feet</li> </ol> </li> </ol>	<p>NASPE 2</p> <p>NASPE 1</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the 4 rules to using the scooters safely?</li> <li>How do you use your hands and feet to push or pull yourself on the scooters?</li> <li>How do you push or pull your partner when they are on the scooter?</li> <li>How do you safely stop your partner on the scooter?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate all the safety rules.</li> <li>Demonstrate how to do each skill before you let the kids try them.</li> <li>Play scooter games which incorporate what we have been practicing with the scooters. Scooter Tag Scooter Freeze Tag Scooter Pinball</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Add previously learned skills to newly learned skills.</li> <li>Explain and demonstrate how to get out and put away the scooters.</li> </ul>

## ***4th Grade Physical Education***

### **Scooters**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checking for the safety rules	Could be a paper assessment or just observation of the students

<b>Vocabulary</b>				
Scooter	Seat			
Push	Coast			
Pull	Run			
Handle	Crash			
Wheels	Stop			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Safety/Single Person	3
Safety/Partner	3
Games	3
<b>Total Days (approximate)</b>	<b>9</b>

# SOCCER

## Dribbling, Passing and Receiving, Shooting and Goalie Skills and Games

Approximate length of time allotted for this unit - 16 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will know and demonstrate the appropriate technique for dribbling, passing and receiving and shooting and goalie skills.</li> <li>Students will be able to use those skills in modified games.</li> <li>Students will develop appropriate sportsmanship, cooperation and respect for other participants.</li> </ol>	<p>NASPE 1&amp;2</p> <p>NASPE 3, 4, 5&amp;6</p> <p>NASPE 5&amp;6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What parts of your feet do you use in soccer?</li> <li>Can you use your hands in soccer, if so who and when can they use them?</li> <li>What are the steps to dribbling?</li> <li>What are the steps to passing and receiving?</li> <li>What are the steps to shooting a goal?</li> </ul>
<b>Content Outline:</b> <ol style="list-style-type: none"> <li>Dribbling <ol style="list-style-type: none"> <li>Control and Speed</li> <li>Using inside, outside or top of foot</li> </ol> </li> <li>Passing and Receiving <ol style="list-style-type: none"> <li>If ball is on the ground it is easier to pass and receive</li> <li>Inside of foot</li> <li>Outside of foot</li> <li>Instep or Laces</li> </ol> </li> <li>Shooting and Goalie Skills <ol style="list-style-type: none"> <li>Use inside or laces kick</li> <li>Aiming at the sides and corners of the goals</li> <li>Goalies low and ready to move</li> <li>Goalies in front of the goal line with hands ready</li> <li>Goalies pick the ball up with hands when able to</li> </ol> </li> <li>Games <ol style="list-style-type: none"> <li>Poison Trees</li> <li>Bubbles</li> <li>Keep it in</li> <li>Bull in the Ring</li> <li>1 on 1</li> <li>Sideline Soccer</li> <li>Endline Soccer</li> </ol> </li> </ol>			<b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Explain and demonstrate each skill and then have the students practice on their own.</li> <li>Play different modified games or activities to work on each of the skills in more of a game type situation.</li> <li>Play 1 on 1 games with the shooter vs. the goalie.</li> <li></li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Each day keep building more and more to each of the skills taught for soccer. The last couple days of teaching the skill play a game that incorporates the skill.</li> <li>When practicing each skill group the students based on ability level.</li> <li>Practice stopping on the whistle and sitting down with the ball in your lap and hands behind your back.</li> </ul>

## ***4th Grade Physical Education***

### **Soccer**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Teacher observation of students	
Checklist for each of the skills	Paper checklist with each student and key characteristics for each skill

<b>Vocabulary</b>				
Dribble	Laces	Control	Kick	Goal Line
Foot	Top	Speed	Shoot	Goalie Box
Inside	Toe	Pass	Goal	Trap
Outside	Tap	Receive	Goalie	Stop
Instep	Push	Slow down	Hands	Aim

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Dribbling	4
Passing and Receiving	4
Shooting and Goalie Skills	4
Games	4
<b>Total Days (approximate)</b>	<b>16</b>



## VOLLEYBALL

### Rules, skills, techniques and games

Approximate length of time allotted for this unit - 7 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate progress towards the appropriate techniques for passing, setting, and underhand serving.</li> <li>Students will develop a basic understanding of team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Basic Skills               <ul style="list-style-type: none"> <li>- Demonstrate and have students practice:                   <ol style="list-style-type: none"> <li>Passing</li> <li>Setting</li> <li>Underhand Serve</li> </ol> </li> </ul> </li> <li>Team Strategies and techniques               <ul style="list-style-type: none"> <li>- Explain and demonstrate:                   <ol style="list-style-type: none"> <li>Offensive and Defensive techniques</li> </ol> </li> </ul> </li> <li>Rules and Games</li> </ol>	NAPSE 2  NAPSE 1  NAESP 1  NAESP 5 & 6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules of a volleyball game?</li> <li>What are the critical elements to be able to pass, set and serve a volleyball?</li> <li>How do players on a team work together to play a game?</li> <li>How do you shake hands at the end of a game?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Demonstrate how to hold your arms and hands when passing a volleyball and let the students practice.</li> <li>Demonstrate how to hold your hands when you set a volleyball and have students practice.</li> <li>Demonstrate how to serve a volleyball underhand and let the students practice (Swing, Step and Strike).</li> <li>Demonstrate games (Three and over Volleyball) and form teams to play a game.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups to include all abilities</li> <li>Teams based on ability levels.</li> <li>Practice a signal to stop, hold volleyballs, and listen. "Sit down with ball in your lap and hands behind your back."</li> <li>During games have non-participants keep score, "officiate" games, or identify proper techniques.</li> </ul>

## ***4th Grade Physical Education***

### **Volleyball**

<b>Assessment Plan</b>	
<b>Assessment</b>	<b>Comments</b>
Skill checklist during practice and games	
Questions to check for critical elements	

<b>Vocabulary</b>		
Pass	Set	Swing
Bump	Window	Strike
Forearm	Fingertips	Heel of Hand
Platform	Arms	Opposite
Push	Straight	Follow through
Freeze	Forehead	Net
Target	Underhand Serve	Court

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Individual Techniques (pass, set and underhand serve)	3
Team Techniques & Strategies (offense and defense)	1
Skills Practice Rules and Games (modified volleyball games)	3
Assessment of skills	Through out the lesson
<b>Total Days (approximate)</b>	<b>7</b>

# Grades 5-8 Physical Education Curriculum

## GENERAL DESCRIPTION

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The physical education program for students in grades five through eight provides the opportunity to expand the student's performance and understanding of fundamental movement and motor skills to more specialized movement and motor skills used in a variety of content areas. A supportive environment that provides students with opportunities to successfully interact with their new environment and peers sets the stage for a positive middle school experience. Middle school physical education programs work most effectively when they are designed for student success and emphasize learning, enjoyment, conceptual knowledge, appropriate challenges, and cooperation.

During middle school, students learn to refine, combine, and apply a variety of movement and motor skills in different physical activity settings. It is important that students have developmentally appropriate equipment and many practice opportunities throughout all their learning experiences. Middle school physical education programs continue to emphasize the importance of physical activity and personal fitness throughout the school year. Students are provided with opportunities to improve their fitness as well as to understand more advanced concepts related to physical fitness and physical activity.

Participation in physical activity also can be an important venue for the social, psychological, and emotional development of adolescents. Social skills and personal responsibility skills need to be taught and practiced and feedback given. Physical education classes provide an ideal setting for adolescents to learn and practice these skills.

***5th - 8th Grade Physical Education***

Scope and Sequence of Objectives

**GRADES 5-8 SUGGESTED TIMELINE**

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<u>Unit</u>	<u>Days</u>
Bases Unit	20
Basketball	10
Conditioning Workouts	8
Football	10
Soccer	10
Volleyball	10
Walking	17
<b>Total Days</b>	<b>85</b>

Comments:

***5th - 8th Grade Physical Education***

Notes:

## BASES UNIT

### Kickball, Softball, Baseball, Barneyball

#### Games, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 20 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand individual games of Barney, Base/Soft, Kickball.</li> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate appropriate techniques for throwing, catching, hitting/kicking.</li> <li>Students will understand a basic knowledge of individual and team strategies of each game.</li> <li>Students will develop appropriate sportsmanship, cooperation, and teamwork.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Rules               <ol style="list-style-type: none"> <li>Discuss Rules</li> <li>Model rules in a game setting</li> </ol> </li> <li>Basic Skills               <ol style="list-style-type: none"> <li>Demonstrate and Practice                   <ul style="list-style-type: none"> <li>Throwing</li> <li>Catching</li> <li>Fielding</li> <li>Hitting</li> <li>Kicking</li> </ul> </li> </ol> </li> <li>Team Strategies               <ol style="list-style-type: none"> <li>Explain and demonstrate                   <ul style="list-style-type: none"> <li>Force outs</li> <li>Tagging up</li> <li>Situations for 1, 2 outs.</li> <li>Batting order</li> </ul> </li> </ol> </li> </ol>	NAPSE 2  NAPSE 1  NAPSE 1  NAPSE 5		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules and skill sets in each game of bases?</li> <li>What is a defensive strategy?</li> <li>What is a strategy used on offense?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Have students practice throwing and catching.</li> <li>Partner throw and catch, stationary and jogging.</li> <li>Fielding drills.</li> <li>Practice throwing ball to base or at runner.</li> <li>Work on running the bases.</li> <li>Form teams and play games to improve skills and strategies.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups according to abilities.</li> <li>Organize teams and shift opponents two or three times during class period.</li> <li>Remind kids of how to hold bat, or how to be safe when kicking the ball or throwing it at an opponent.</li> </ul>

## ***5th - 8th Grade Physical Education***

### **Bases Unit**

<b>Assessment Plan</b>	
Assessment	Comments
Skills checklist during games/practice	
Observe skills/techniques during games/practice.	

<b>Vocabulary</b>				
Safe	Runner	Lead off	Slide	
Out	On Deck	Tag up	Force	
Hit	Pitcher	Double	Bases	
Homerun	Bases	Single	Strike	
Swing	Home	Grand Slam	Foul	
Field	Visitor	Triple	Walk	
Batter	Batting Order	Home Run	Bunt	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Rules of game	4
Individual/Partner Techniques	4
Team Techniques	6
Skills Practice	4
Assessment	2
Total	20



## BASKETBALL

### Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate appropriate techniques for passing, shooting, dribbling, defense.</li> <li>Students will understand a basic knowledge of individual and team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and teamwork.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Rules <ol style="list-style-type: none"> <li>Discuss Rules</li> <li>Model rules in a game setting</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and Practice <ul style="list-style-type: none"> <li>Passing</li> <li>Dribbling</li> <li>Shooting</li> <li>Rebounding</li> </ul> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Explain and demonstrate <ul style="list-style-type: none"> <li>Move without ball</li> <li>Defense</li> <li>Pick and Roll</li> <li>Give and Go</li> </ul> </li> </ol> </li> </ol>	 NAPSE 2  NAPSE 1  NAPSE 1  NAPSE 5		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules and skill sets in the game of basketball?</li> <li>What is a defensive strategy?</li> <li>What is a strategy used on offense?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Have students practice passing with a partner or off a wall.</li> <li>Groups of three on three working on passing and shooting.</li> <li>Work on dribbling while standing, walking, jogging, and running.</li> <li>Form teams and play games to improve skills and strategies.</li> <li></li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups according to abilities.</li> <li>Keep students from contacting each other on defense.</li> <li>Organize teams and shift opponents two or three times during class period.</li> <li>Games of 3 on 3 or 4 on 4 work well for more space.</li> </ul>

## ***5th - 8th Grade Physical Education***

### **Basketball**

<b>Assessment Plan</b>	
Assessment	Comments
Skills checklist during games/practice	
Observe skills/techniques during games/practice.	

<b>Vocabulary</b>			
Backboard	Chest Pass	Cut	Out of bounds
Half Court	Overhead pass	Outlet	Foul
Tip	Bounce pass	Guard	Screen
Rim	Dribble	Forward	
Key	Shot	Post	
Paint	Free throw	Zone	
	Steal	Man to Man	
Sideline	Press	Trap	
Baseline	Jump shot	Rebound	
3 pointline	Stance	Cross over	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Rules of game	2
Individual/Partner Techniques	2
Team Techniques	3
Skills Practice	2
Assessment	1
Total	10

## CONDITIONING WORKOUTS

Approximate length of time allotted for this unit - 8 sessions

Content	Standards	Concepts	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will develop a personal level of fitness.</li> <li>2. Students will show an appropriate level of understanding of workouts and participation.</li> <li>3. Students will demonstrate competence in skills needed to complete workouts</li> </ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>1. Cross Country Workout</li> <li>2. Run/Walk Workout</li> <li>3. Total Gym Workout</li> <li>4. 4 Station Workout</li> <li>5. 5 Station Workout</li> <li>6. Jump Rope Workout</li> <li>7. Exercise Equipment Workout</li> <li>8. 15 minute Run</li> </ol>	<p>NAPSE 4</p> <p>NAPSE 5</p> <p>NAPSE 1</p>		<p><b>Essential Questions:</b></p> <p>What are the various workout routines?</p> <p>What is the amount of time needed to complete workouts?</p> <p>What are the rotations when stations are used in workouts?</p> <p><b>Suggested Supplements:</b></p> <p><b>Teaching Notes:</b></p> <p>Equipment:</p> <ol style="list-style-type: none"> <li>1. cones</li> <li>2. cones</li> <li>3. cones</li> <li>4. jump ropes, ankle balls, cones</li> <li>5. jump ropes, cones, exercise equipment.</li> <li>6. Jump ropes</li> <li>7. Exercise equipment</li> <li>8. Cones</li> </ol>

## ***5th - 8th Grade Physical Education***

### **Conditioning Workouts**

<b>Assessment Plan</b>	
Assessment	Comments
Complete each workout	

<b>Vocabulary</b>				
Conditioning				
Workout				

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Each individual workout	1 day
Total	8 days
Total Days	

## FOOTBALL

### Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate appropriate techniques for throwing and catching and snapping.</li> <li>Students will understand a basic knowledge of individual and team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and teamwork.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Rules <ol style="list-style-type: none"> <li>Discuss Rules</li> <li>Model rules in a game setting</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and Practice <ul style="list-style-type: none"> <li>Throwing</li> <li>Catching</li> <li>Snapping</li> </ul> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Explain and demonstrate <ul style="list-style-type: none"> <li>Route Running</li> <li>Blocking</li> <li>Coverage</li> </ul> </li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules and skill sets in the game of football?</li> <li>What is a defensive strategy?</li> <li>What is a strategy used on offense?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Have students practice throwing and catching in pairs. Both stationary and running.</li> <li>Form teams and play games to improve skills and strategies.</li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li></li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups according to abilities.</li> <li>Practice putting away flags and other equipment.</li> <li>Organize teams and swift opponents two or three times during class period.</li> </ul>

## ***5th - 8th Grade Physical Education***

### **Football**

<b>Assessment Plan</b>	
Assessment	Comments
Skills checklist during games/practice	
Observe skills/techniques during games/practice.	

<b>Vocabulary</b>				
Flag	Touchdown			
Block	Tackle			
Down	2-point conversion			
Snap	Rush			
Yards	Sack			
Complete	Coverage			
Incomplete	Man-Man			
Lateral	Deflection			
End Zone	Loss			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Rules of game	2
Individual/Partner Techniques	2
Team Techniques	3
Skills Practice	2
Assessment	1
Total	10

## Soccer

### Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate appropriate techniques for passing, dribbling, kicking, and throw-ins.</li> <li>Students will understand a basic knowledge of individual and team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and teamwork.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Rules <ol style="list-style-type: none"> <li>Discuss Rules</li> <li>Model rules in a game setting</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and Practice <ul style="list-style-type: none"> <li>Passing</li> <li>Dribbling</li> <li>Kicking</li> <li>Throw-ins</li> </ul> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Explain and demonstrate <ul style="list-style-type: none"> <li>Move without ball</li> <li>Defense</li> <li>Passing</li> <li>Give and Go</li> </ul> </li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules and skill sets in the game of soccer?</li> <li>What is a defensive strategy?</li> <li>What is a strategy used on offense?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Have students practice passing with a partner or off a wall.</li> <li>Groups of three on three working on passing and shooting.</li> <li>Work on dribbling while standing, walking, jogging, and running.</li> <li>Form teams and play games to improve skills and strategies.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups according to abilities.</li> <li>Keep students from contacting each other on defense.</li> <li>Games of 3 on 3 or 4 on 4 work well for more space.</li> </ul>

## 5th - 8th Grade Physical Education

### Soccer

Assessment Plan	
Assessment	Comments
Skills checklist during games/practice	
Observe skills/techniques during games/practice.	

Vocabulary				
Dribble	Save	Offsides	Keeper	
Shot	Goalie	Hands		
Pass	Goal	Hand ball		
Kick	Strike	Indirect		
Throw in	Heel	Cross		

Unit at a Glance	
Learning Topics / Standards	# of days
Rules of game	2
Individual/Partner Techniques	2
Team Techniques	3
Skills Practice	2
Assessment	1
Total	10



## VOLLEYBALL

### Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will demonstrate appropriate techniques for passing, setting, hitting, and serving.</li> <li>Students will understand a basic knowledge of individual and team strategies.</li> <li>Students will develop appropriate sportsmanship, cooperation, and teamwork.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Rules <ol style="list-style-type: none"> <li>Discuss Rules</li> <li>Model rules in a game setting</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and Practice <ul style="list-style-type: none"> <li>Passing</li> <li>Setting</li> <li>Hitting</li> <li>Serving</li> </ul> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Explain and demonstrate <ul style="list-style-type: none"> <li>Rotations</li> <li>Coverage</li> </ul> </li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules and skill sets in the game of volleyball?</li> <li>What is a defensive strategy?</li> <li>What is a strategy used on offense?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Have students practice passing with a partner or off a wall.</li> <li>Groups of three-four playing pepper(pass, set, hit)</li> <li>Form teams and play games to improve skills and strategies.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Organize groups according to abilities.</li> <li>Practice serving underhand and overhand.</li> <li>Organize teams and shift opponents two or three times during class period.</li> </ul>

## ***5th - 8th Grade Physical Education***

### **Volleyball**

<b>Assessment Plan</b>	
Assessment	Comments
Skills checklist during games/practice	
Observe skills/techniques during games/practice.	

<b>Vocabulary</b>				
Serve	In	Spike		
Pass	Out			
Set	Overhand			
Hit	Underhand			
Net	Rotation			
Rally	Setter			
Ace	Kill			
Block	Line			
Out	Volley			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Rules of game	2
Individual/Partner Techniques	2
Team Techniques	3
Skills Practice	2
Assessment	1
Total	10

## WALKING

Approximate length of time allotted for this unit - 1 in every 5 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Students will be able to walk for 40 minutes at a 17 min. per mile pace.</li> <li>2. Students will understand the benefits of a regular lifetime walking routine.</li> <li>3. Students will display the appropriate cooperation and social interaction.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>A. Rules               <ol style="list-style-type: none"> <li>1. Stay ahead of leader's pace.</li> <li>2. No running</li> <li>3. Hands to self</li> <li>4. Stay on sidewalk of outside of cones</li> <li>5. Use appropriate language while walking</li> </ol> </li> </ol>	 NAPSE 4   NAPSE 2  NAPSE 5   NAPSE 5		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How far have they walked during a session?</li> <li>• What are the lifetime benefits of walking?</li> <li>• What are the appropriate behaviors while we walk?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>• Demonstate walking technique</li> </ul> <b>Suggested Supplements:</b>  <b>Teaching Notes:</b>

## ***5th - 8th Grade Physical Education***

### **Walking**

<b>Assessment Plan</b>	
Assessment	Comments
Walk with students	May increase pace

<b>Vocabulary</b>				
Pace				
Stride				
Arm Movement				
Body Lean				

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Introduce Rules	5 minutes
Walk with Students	Approx. 17 times

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# Grades 9-12 Physical Education Curriculum

## GENERAL DESCRIPTION

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The high school experience represents the culmination of physical education instruction for students in kindergarten through grade twelve. Throughout their school years, students have experienced a planned sequence of formal physical education instructional experiences. From kindergarten through fourth grade, the content is delivered incrementally to best enable student learning at the appropriate developmental level. In fifth through eighth grade, the content is consolidated and students' skills are refined, representing a natural progression of skill sophistication. When students reach ninth grade, they are ready to integrate all that they know with all that they can do. They become capable of higher-order thinking and of more skilled performance. The high school courses provide a blueprint for delivering content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood.



*High school physical education is a culmination of skills learned in prior years and as a transition of these skills to remaining active as an adult.*

## LEARNING OBJECTIVE FRAMEWORK - 9-12<sup>TH</sup> GRADE

Motor Skills	Knowledge/ Literacy	Physically Active	Fitness	Behavior Management
<i>Goal: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence toward lifetime physical activity.</i>	<i>Goal: The learner will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</i>	<i>Goal: The learner will exhibit a physically active lifestyle.</i>	<i>Goal: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance.</i>	<i>Goal: The learner will exhibit responsible personal and social behavior that respects self and others while valuing physical activity for health, enjoyment, challenge, self-expression, and/or social interactions.</i>
NAPSE Standard 1	NAPSE Standard 2	NAPSE Standard 3	NAPSE Standard 4	NAPSE Standard 5 & 6
<ul style="list-style-type: none"> <li>Consolidate previously learned basic skills to improve physical performance</li> <li>Demonstrate strategies in a variety of games and sports</li> <li>Demonstrate competence in skills needed for individual physical activity</li> <li>Demonstrate hand eye coordination in a variety of game skills.</li> </ul>	<ul style="list-style-type: none"> <li>Apply advanced movement and game strategies</li> <li>Demonstrate understanding of basic game rules</li> <li>Show understanding of history and cultural background of selected activities</li> <li>Understand the link between physical activity and weight control</li> <li>Apply scientific/medical knowledge to exercise and injury prevention.</li> <li>Apply reading/writing skills to track personal development.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the basic benefits of lifetime wellness</li> <li>Appreciate the role of fitness in a healthy lifestyle</li> <li>Recognize the use of physical activity as a stress reliever</li> <li>Regulate physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of the school setting</li> <li>Understand the concepts of self-motivation and it's importance for a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate body control, coordination, agility, and flexibility.</li> <li>Demonstrate cardiovascular capability</li> <li>Demonstrate progress on individual fitness tests</li> <li>Complete a valid and reliable pre and post health-enhancing fitness assessment, examine the data and develop a plan to how personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart</li> <li>Demonstrate knowledge of the terms aerobic and anaerobic, body composition, cardiovascular endurance, flexibility, muscular strength, and endurance</li> <li>Develop a strategy to improve personal level of fitness within each of the five components</li> <li>Use technology to understand the benefits of cardiovascular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Shows acceptance of participants of all skill levels</li> <li>Displays respect for other students</li> <li>Exhibits the appropriate handling and care of equipment</li> <li>Displays appropriate sportsmanship</li> <li>Understands the rules and regulations and safety factors associated with regular participation.</li> <li>Shows cooperation with all participants</li> <li>Invites all students, regardless of ability, race, gender, etc. to participate in physical activity and displays sensitivity to the needs and feelings of others during physical activities</li> <li>Develops strategies to communicate ideas and feelings: body language, gestures, body movements, verbal comments</li> <li>Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment</li> <li>Engages in fair play and shows self-control by accepting a controversial decision</li> </ul>

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# 9th & 10th Grade Physical Education

Implemented Fall of 2009  
School District of Seward

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## GRADES 9 & 10 SUGGESTED TIMELINE

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<u>Unit</u>	<u>Days</u>
Badminton	10
Basketball	10
Pickleball	6
Soccer	10
Softball	10
Ultimate Sports	
Volleyball	10
<b>Total Days</b>	

Comments:



## BADMINTON

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for smash, drop, clear, and serve.</li> <li>Students will develop a basic understanding of basic single and double team strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> <li>Scoring</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Serve</li> <li>Drop</li> <li>Overhead Clear</li> <li>Smash</li> <li>Forehand</li> <li>Backhand</li> </ol> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Defending Strategy</li> <li>Offensive Strategy</li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic formations, rules and strategies of the game.</li> <li>Attacking strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Students display sportsmanship during team and individual play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> <li>Students will display proper strategy for singles and doubles games.</li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history handouts.</li> <li>Demonstrate officiating skills during game play.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students will be able to identify rule violations during game competition.</li> </ul>

## 9 - 10th Grade Physical Education

### Badminton

Assessment Plan	
Assessment	Comments
Pre-season tournament, regular and post-season tournament.	Game results will be recorded
Serving assessment	
Written assessment at the conclusion of the unit.	

Vocabulary				
Net	Shuttle Cock	Drop Shot	Clear	Drive
Smash	Flick	Balk	Hand In	Combination
Up-Back	Side-by-Side	Rally	Volley	

Unit at a Glance	
Learning Topics / Standards	# of days
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	2
Skill practice	5
Assessment	1
Total Days (Approximate)	10

## BASKETBALL

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for passing, shooting, dribbling, defending.</li> <li>Students will develop a basic understanding of basic team strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules               <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> <li>Scoring</li> </ol> </li> <li>Basic Skills               <ol style="list-style-type: none"> <li>Demonstrate and have students practice                   <ol style="list-style-type: none"> <li>Dribbling</li> <li>Passing</li> <li>Shooting</li> <li>Defending</li> <li>Rebounding</li> </ol> </li> </ol> </li> <li>Team Strategies               <ol style="list-style-type: none"> <li>Defending Strategy</li> <li>Offensive Strategy</li> <li>Screen</li> <li>Spacing</li> </ol> </li> </ol>	 NAPSE 2  NAPSE 1  NAPSE 1  NAPSE 5-6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic formations, rules and strategies of the game.</li> <li>Attacking strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Discuss scoring and strategies have changed the game.</li> <li>Students show an understanding of rules and signals when officiating.</li> <li>Students display sportsmanship during team play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> <li>Sideline basketball, 3v3 tournaments. 5v5 tournament, game modifications to students ability.</li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history handouts.</li> <li>Demonstrate officiating skills during game play.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students apply prior learning to officiating games.</li> </ul>

## 9 - 10th Grade Physical Education

### Basketball

Assessment Plan	
Assessment	Comments
Pre-season tournament, regular and post-season tournament.	Game results will be recorded
Shooting Contest	
Written assessment at the conclusion of the unit.	
Visual Assessment of students skill level and understanding of rules.	

Vocabulary				
Traveling	Double Dribble	Screen	Violation	Foul
Lane	Baseline	3-point line	Free throw	Field goal
Block	Charge	Carry	Full Court	Half-court
Press	Zone	Man	Over and Back	Elbow
Jump Ball	Basket			

Unit at a Glance	
Learning Topics / Standards	# of days
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	2
Skill practice	5
Assessment	1
Total Days (Approximate)	10

## PICKLE BALL

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 6 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for hitting and receiving.</li> <li>Students will develop a basic understanding of team and individual strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Hitting</li> <li>Receiving</li> <li>Serving</li> </ol> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Defensive Position Strategy</li> <li>Offensive Position Strategy</li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules and strategies of the game.</li> <li>Offensive strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Students display sportsmanship during team play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history of the game handouts.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students will be able to identify rule violations during game competition.</li> </ul>

## **9 - 10th Grade Physical Education**

### **Pickle Ball**

<b>Assessment Plan</b>	
Assessment	Comments
Game tournaments	Game results will be recorded
Visual assessment of students understanding of rules and skills.	
Written assessment at the conclusion of the unit.	

<b>Vocabulary</b>				
Balk	Clear	Smash	Drop	Serve
Double Bounce	Non-volley Zone			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	1
Skill practice	2
Assessment	1
Total Days (Approximate)	6

## SOCCKER

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for dribbling, passing, shooting, defending, receiving.</li> <li>Students will develop a basic understanding of the positions and team strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> <li>Positions</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Passing</li> <li>Dribbling</li> <li>Shooting</li> <li>Throw-in</li> <li>Goalie Play</li> <li>Defending</li> <li>Receiving</li> </ol> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Defending Strategy</li> <li>Offensive Strategy</li> <li>Goalie Play</li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic formations, positions, rules and strategies of the game.</li> <li>Attacking strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Students display sportsmanship during team play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> <li>Students display an understanding of positioning when defending with or without the ball.</li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history of the game handouts.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students will be able to identify rule violations during game competition.</li> <li>Sideline Soccer as a game activity</li> <li>Keep Away Games</li> </ul>

## 9 - 10th Grade Physical Education

### Soccer

Assessment Plan	
Assessment	Comments
Game tournaments	Game results will be recorded
Visual assessment of students understanding of rules and skills.	
Written assessment at the conclusion of the unit.	

Vocabulary				
Throw-in	Corner Kick	Newcomb Toss	Goalie	Forwards
Midfield	Defenders	Free Kick	Indirect Kick	Penalty Kick
Offense	Defense	Goal Kick	Goal Box	Off-Side

Unit at a Glance	
Learning Topics / Standards	# of days
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	2
Skill practice	5
Assessment	1
Total Days (Approximate)	10



## SOFTBALL

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for hitting, throwing, fielding.</li> <li>Students will develop a basic understanding of the positions and team strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> <li>Positions</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Batting</li> <li>Fielding</li> <li>Throwing</li> <li>Running</li> </ol> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Defensive Position</li> </ol> </li> </ol> <b>Strategy</b> <ol style="list-style-type: none"> <li>Batting Order</li> <li>Opposite Field</li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic positions, rules and strategies of the game.</li> <li>Offensive strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Students display sportsmanship during team play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> <li>Students display an understanding of defending positions, and batting order.</li> <li></li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history of the game handouts.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students will be able to identify rule violations during game competition.</li> <li>Students will know all defending positions on the field.</li> </ul>

## 9 - 10th Grade Physical Education

### Softball

Assessment Plan	
Assessment	Comments
Game tournaments	Game results will be recorded
Visual assessment of students understanding of rules and skills.	
Written assessment at the conclusion of the unit.	

Vocabulary				
Single	Double	Triple	Home Run	Error
Base Path	Infield	Outfield	Pitcher	Catcher
Short Stop	Second Base	First Base	Third Base	Foul Ball
Right Fielder	Left Fielder	Center Fielder	Rover	Chopped Ball
Home Team	Visiting Team	Sacrifice	Bunt	

Unit at a Glance	
Learning Topics / Standards	# of days
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	2
Skill practice	5
Assessment	1
Total Days (Approximate)	10

## ULTIMATE SPORTS

### Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules of the game.</li> <li>Students will develop a basic understanding of the team play.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>Rules <ol style="list-style-type: none"> <li>Develop an understanding of the game rules</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate an understanding of concepts and game skills</li> </ol> </li> <li>Games <ol style="list-style-type: none"> <li>Ultimate Gator Skin</li> <li>Capture the Ball</li> <li>Dodge Ball</li> <li>Ultimate Frisbee</li> <li>1 Base Softball Ball</li> </ol> </li> </ol>	 NAPSE 2  NAPSE 1   NAPSE 5-6		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules and strategies of the game?</li> <li>What skills or strategies are needed to be successful?</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Students display sportsmanship during the course of play.</li> </ul> <b>Suggested Supplements:</b>   <b>Teaching Notes:</b>

**9 - 10th Grade Physical Education**

Assessment Plan	
Assessment	Comments
Tournaments	Record will be recorded
Visual assessment of students understanding of rules, skills and effort.	

Vocabulary				

Unit at a Glance	
Learning Topics / Standards	# of days

## VOLLEYBALL

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for serving, bumping, setting, passing, digging, spiking and blocking.</li> <li>Students will develop a basic understanding of basic team strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> <li>Scoring</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Serving</li> <li>Bumping</li> <li>Setting</li> <li>Passing</li> <li>Digging</li> <li>Blocking</li> <li>Spiking</li> </ol> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Serving Rotation</li> <li>Front Row attack</li> <li>Back row attack</li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic formations, rules and strategies of the game.</li> <li>Attacking strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Discuss scoring and strategies have changed the game.</li> <li>Student's show understand of rules and signals when officiating.</li> <li>Students display sportsmanship during team play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> <li></li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history handouts.</li> <li>Demonstrate officiating skills during game play.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> <li></li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students apply prior learning to officiating games.</li> </ul>

## 9 - 10th Grade Physical Education

### Volleyball

Assessment Plan	
Assessment	Comments
Pre-season tournament, regular and post-season tournament.	Game results will be recorded
Serving assessment	
Written assessment at the conclusion of the unit.	

Vocabulary				
Bump	Set	Dig	Volley	Rotation
Spike	Pass	Carry	Foul	Violations
Jump Serve	Underhand Serve	Overhand Serve	Rally Scoring	Match
Game				

Unit at a Glance	
Learning Topics / Standards	# of days
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	2
Skill practice	5
Assessment	1
Total Days (Approximate)	10

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# Lifetime Sports Curriculum

Implemented Fall of 2009  
School District of Seward

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## LEARNING OBJECTIVES FRAMEWORK - LIFETIME SPORTS

<b>Motor Skills</b>	<b>Knowledge/ Literacy</b>	<b>Physically Active</b>	<b>Fitness</b>	<b>Behavior Management</b>
<i>Goal: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence toward lifetime physical activity.</i>	<i>Goal: The learner will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</i>	<i>Goal: The learner will exhibit a physically active lifestyle.</i>	<i>Goal: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance.</i>	<i>Goal: The learner will exhibit responsible personal and social behavior that respects self and others while valuing physical activity for health, enjoyment, challenge, self-expression, and/or social interactions.</i>
<b>NAPSE Standard 1</b>	<b>NAPSE Standard 2</b>	<b>NAPSE Standard 3</b>	<b>NAPSE Standard 4</b>	<b>NAPSE Standard 5 &amp; 6</b>
<ul style="list-style-type: none"> <li>Consolidate previously learned basic skills to improve physical performance</li> <li>Demonstrate strategies in a variety of games and sports</li> <li>Demonstrate competence in skills needed for individual physical activity</li> <li>Demonstrate hand eye coordination in a variety of game skills.</li> </ul>	<ul style="list-style-type: none"> <li>Apply advanced movement and game strategies</li> <li>Demonstrate understanding of basic game rules</li> <li>Show understanding of history and cultural background of selected activities</li> <li>Understand the link between physical activity and weight control</li> <li>Apply scientific/medical knowledge to exercise and injury prevention.</li> <li>Apply reading/writing skills to track personal development.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the basic benefits of lifetime wellness</li> <li>Appreciate the role of fitness in a healthy lifestyle</li> <li>Recognize the use of physical activity as a stress reliever</li> <li>Regulate physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of the school setting</li> <li>Understand the concepts of self-motivation and it's importance for a healthy lifestyle.</li> <li>Identify resources in the community that can be accessed to maintain a physically active lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate body control, coordination, agility, and flexibility.</li> <li>Demonstrate cardiovascular capability</li> <li>Demonstrate progress on individual fitness tests</li> <li>Complete a valid and reliable pre and post health-enhancing fitness assessment, examine the data and develop a plan to how personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart</li> <li>Demonstrate knowledge of the terms aerobic and anaerobic, body composition, cardiovascular endurance, flexibility, muscular strength, and endurance</li> <li>Develop a strategy to improve personal level of fitness within each of the five components</li> <li>Use technology to understand the benefits of cardiovascular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Shows acceptance of participants of all skill levels</li> <li>Displays respect for other students</li> <li>Exhibits the appropriate handling and care of equipment</li> <li>Displays appropriate sportsmanship</li> <li>Shows cooperation with all participants</li> <li>Invites all students, regardless of ability, race, gender, etc. to participate in physical activity and displays sensitivity to the needs and feelings of others during physical activities</li> <li>Develops strategies to communicate ideas and feelings: body language, gestures, body movements, verbal comments</li> <li>Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment</li> <li>Engages in fair play and shows self-control by accepting a controversial decision</li> </ul>



## K-1 SUGGESTED TIMELINE

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<u>Unit</u>	<u>Days</u>
Basketball	10
Bowling	6
Badminton	10
Golf	6
Soccer	10
Softball	10
Ultimate Sports	
Volleyball	10
<b>Total Days</b>	

Comments:

***Lifetime Sports***

Notes:

## BASKETBALL

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for passing, shooting, dribbling, defending.</li> <li>Students will develop a basic understanding of basic team strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> <li>Scoring</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Dribbling</li> <li>Passing</li> <li>Shooting</li> <li>Defending</li> <li>Rebounding</li> </ol> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Defending Strategy</li> <li>Offensive Strategy</li> <li>Screen</li> <li>Spacing</li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic formations, rules and strategies of the game.</li> <li>Attacking strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Discuss scoring and strategies have changed the game.</li> <li>Students show an understanding of rules and signals when officiating.</li> <li>Students display sportsmanship during team play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> <li>Sideline basketball, 3v3 tournaments. 5v5 tournament, game modifications to students ability.</li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history handouts.</li> <li>Demonstrate officiating skills during game play.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students apply prior learning to officiating games.</li> </ul>

## ***Lifetime Sports***

### **Basketball**

<b>Assessment Plan</b>	
Assessment	Comments
Pre-season tournament, regular and post-season tournament.	Game results will be recorded
Shooting Contest	
Written assessment at the conclusion of the unit.	
Visual Assessment of students skill level and understanding of rules.	

<b>Vocabulary</b>				
Traveling	Double Dribble	Screen	Violation	Foul
Lane	Baseline	3-point line	Free throw	Field goal
Block	Charge	Carry	Full Court	Half-court
Press	Zone	Man	Over and Back	Elbow
Jump Ball	Basket			

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	2
Skill practice	5
Assessment	1
Total Days (Approximate)	10

## BOWLING

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for stance, form, approach and delivery.</li> <li>Students will develop a basic understanding of the basic rules and etiquette.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Approach (3,4,5)</li> <li>Delivery, Straight, Back-up, Hook)</li> <li>Spot and Pin Bowling.</li> </ol> </li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules and strategies of the game.</li> <li>Proper Delivery Techniques.</li> <li>Proper aiming strategy.</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Students display sportsmanship during the course of play.</li> <li>Students will understand basic scoring.</li> <li>Written test will be administered to check for understanding.</li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history of the game handouts.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students will be able to follow the proper rules.</li> </ul>

## ***Lifetime Sports***

### **Bowling**

<b>Assessment Plan</b>	
Assessment	Comments
League Tournaments	Scores will be recorded
Visual assessment of students understanding of rules and skills.	
Written assessment at the conclusion of the unit.	

<b>Vocabulary</b>				
Hook	Straight Ball	Back-up	Foul Line	Approach Area
Turkey	Spare	Strike	Split	Pocket
Lane	Frame	Gutter		

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	1
Skill practice	2
Assessment	1
Total Days (Approximate)	6

## BADMINTON

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for smash, drop, clear, and serve.</li> <li>Students will develop a basic understanding of basic single and double team strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> <li>Scoring</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Serve</li> <li>Drop</li> <li>Overhead Clear</li> <li>Smash</li> <li>Forehand</li> <li>Backhand</li> </ol> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Defending Strategy</li> <li>Offensive Strategy</li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic formations, rules and strategies of the game.</li> <li>Attacking strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Students display sportsmanship during team and individual play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> <li>Students will display proper strategy for singles and doubles games.</li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history handouts.</li> <li>Demonstrate officiating skills during game play.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students will be able to identify rule violations during game competition.</li> </ul>

## ***Lifetime Sports***

### **Badminton**

<b>Assessment Plan</b>	
Assessment	Comments
Pre-season tournament, regular and post-season tournament.	Game results will be recorded
Serving assessment	
Written assessment at the conclusion of the unit.	

<b>Vocabulary</b>				
Net	Shuttle Cock	Drop Shot	Clear	Drive
Smash	Flick	Balk	Hand In	Combination
Up-Back	Side-by-Side	Rally	Volley	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	2
Skill practice	5
Assessment	1
Total Days (Approximate)	10



## GOLF

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for hitting.</li> <li>Students will develop a basic understanding of the basic rules and etiquette.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules               <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> </ol> </li> <li>Basic Skills               <ol style="list-style-type: none"> <li>Demonstrate and have students practice                   <ol style="list-style-type: none"> <li>Chipping</li> <li>Putting</li> <li>Driving</li> </ol> </li> </ol> </li> <li>Team Strategies               <ol style="list-style-type: none"> <li>Driving, Chipping, Putting Positions. (for three person scrambles)</li> <li>Club Selection</li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic rules and strategies of the game.</li> <li>Equipment Choice</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Students display sportsmanship during the course of play.</li> <li>Students will understand basic scramble format.</li> <li>Written test will be administered to check for understanding.</li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history of the game handouts.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> </ul> <p>Students will be able to follow the proper rules.</p>

## ***Lifetime Sports***

### **Golf**

<b>Assessment Plan</b>	
Assessment	Comments
Tournaments	Scores will be recorded
Visual assessment of students understanding of rules and skills.	
Written assessment at the conclusion of the unit.	
Long Drive Contest, Putting Contest	

<b>Vocabulary</b>				
Chip	Putt	Fairway	Rough	Fore
Hook	Slice	Eagle	Birdie	Par
Bogey	Double bogey	Triple bogey	Shank	OB
Tee box	Fringe	Flagstick	Hole	Dogleg
Fade	Ace	Cup	Bunker	Hazard

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	1
Skill practice	2
Assessment	1
Total Days (Approximate)	6

## SOCCKER

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for dribbling, passing, shooting, defending, receiving.</li> <li>Students will develop a basic understanding of the positions and team strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> <li>Positions</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Passing</li> <li>Dribbling</li> <li>Shooting</li> <li>Throw-in</li> <li>Goalie Play</li> <li>Defending</li> <li>Receiving</li> </ol> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Defending Strategy</li> <li>Offensive Strategy</li> <li>Goalie Play</li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic formations, positions, rules and strategies of the game.</li> <li>Attacking strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Students display sportsmanship during team play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> <li>Students display an understanding of positioning when defending with or without the ball.</li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history of the game handouts.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students will be able to identify rule violations during game competition.</li> <li>Sideline Soccer as a game activity</li> <li>Keep Away Games</li> </ul>

## ***Lifetime Sports***

### **Soccer**

<b>Assessment Plan</b>	
Assessment	Comments
Game tournaments	Game results will be recorded
Visual assessment of students understanding of rules and skills.	
Written assessment at the conclusion of the unit.	

<b>Vocabulary</b>				
Throw-in	Corner Kick	Newcomb Toss	Goalie	Forwards
Midfield	Defenders	Free Kick	Indirect Kick	Penalty Kick
Offense	Defense	Goal Kick	Goal Box	Off-Side

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	2
Skill practice	5
Assessment	1
Total Days (Approximate)	10

## SOFTBALL

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for hitting, throwing, fielding.</li> <li>Students will develop a basic understanding of the positions and team strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> <li>Positions</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Batting</li> <li>Fielding</li> <li>Throwing</li> <li>Running</li> </ol> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Defensive Position</li> </ol> </li> </ol> <b>Strategy</b> <ol style="list-style-type: none"> <li>Batting Order</li> <li>Opposite Field</li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic positions, rules and strategies of the game.</li> <li>Offensive strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Students display sportsmanship during team play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> <li>Students display an understanding of defending positions, and batting order.</li> <li></li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history of the game handouts.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students will be able to identify rule violations during game competition.</li> <li>Students will know all defending positions on the field.</li> </ul>

## ***Lifetime Sports***

### **Softball**

<b>Assessment Plan</b>	
Assessment	Comments
Game tournaments	Game results will be recorded
Visual assessment of students understanding of rules and skills.	
Written assessment at the conclusion of the unit.	

<b>Vocabulary</b>				
Single	Double	Triple	Home Run	Error
Base Path	Infield	Outfield	Pitcher	Catcher
Short Stop	Second Base	First Base	Third Base	Foul Ball
Right Fielder	Left Fielder	Center Fielder	Rover	Chopped Ball
Home Team	Visiting Team	Sacrifice	Bunt	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	2
Skill practice	5
Assessment	1
Total Days (Approximate)	10

## ULTIMATE SPORTS

### Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"><li>1. Students will understand the basic rules of the game.</li><li>2. Students will develop a basic understanding of the team play.</li><li>3. Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li></ol> <b>Content Outline:</b> <ol style="list-style-type: none"><li>A. Rules<ol style="list-style-type: none"><li>1. Develop an understanding of the game rules</li></ol></li><li>B. Basic Skills<ol style="list-style-type: none"><li>1. Demonstrate an understanding of concepts and game skills</li></ol></li><li>C. Games<ol style="list-style-type: none"><li>1. Ultimate Gator Skin</li><li>2. Capture the Ball</li><li>3. Dodge Ball</li><li>4. Ultimate Frisbee</li><li>5. 1 Base Softball Ball</li></ol></li></ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What are the basic rules and strategies of the game?</li><li>• What skills or strategies are needed to be successful?</li></ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"><li>• Students display sportsmanship during the course of play.</li></ul> <b>Suggested Supplements:</b>  <b>Teaching Notes:</b>

## ***Lifetime Sports***

### **Ultimate Sports**

<b>Assessment Plan</b>	
Assessment	Comments
Tournaments	Record will be recorded
Visual assessment of students understanding of rules, skills and effort.	

<b>Vocabulary</b>				

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>



## VOLLEYBALL

### History, Rules, Skills and Techniques

Approximate length of time allotted for this unit - 10 sessions

Content	Standards	Concepts	Connections
<b>Objectives:</b> <ol style="list-style-type: none"> <li>Students will understand the basic rules and history of the game.</li> <li>Students will demonstrate the appropriate techniques for serving, bumping, setting, passing, digging, spiking and blocking.</li> <li>Students will develop a basic understanding of basic team strategies.</li> <li>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</li> </ol> <b>Content Outline:</b> <ol style="list-style-type: none"> <li>History and Rules <ol style="list-style-type: none"> <li>Games origination</li> <li>Basic rules</li> <li>Scoring</li> </ol> </li> <li>Basic Skills <ol style="list-style-type: none"> <li>Demonstrate and have students practice <ol style="list-style-type: none"> <li>Serving</li> <li>Bumping</li> <li>Setting</li> <li>Passing</li> <li>Digging</li> <li>Blocking</li> <li>Spiking</li> </ol> </li> </ol> </li> <li>Team Strategies <ol style="list-style-type: none"> <li>Serving Rotation</li> <li>Front Row attack</li> <li>Back row attack</li> </ol> </li> </ol>	<p>NAPSE 2</p> <p>NAPSE 1</p> <p>NAPSE 1</p> <p>NAPSE 5-6</p>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the basic formations, rules and strategies of the game.</li> <li>Attacking strategies</li> <li>Defensive strategies</li> </ul> <b>Classroom Ideas:</b> <ul style="list-style-type: none"> <li>Discuss scoring and strategies have changed the game.</li> <li>Student's show understand of rules and signals when officiating.</li> <li>Students display sportsmanship during team play.</li> <li>Students will understand basic tournament play</li> <li>Written test will be administered to check for understanding.</li> <li></li> </ul> <b>Suggested Supplements:</b> <ul style="list-style-type: none"> <li>Rules and history handouts.</li> <li>Demonstrate officiating skills during game play.</li> <li>Students will use technology to find history, rules and summarize the document in essay form.</li> <li></li> </ul> <b>Teaching Notes:</b> <ul style="list-style-type: none"> <li>Use different strategies when choosing teams.</li> <li>Students apply prior learning to officiating games.</li> </ul>

## ***Lifetime Sports***

### **Volleyball**

<b>Assessment Plan</b>	
Assessment	Comments
Pre-season tournament, regular and post-season tournament.	Game results will be recorded
Serving assessment	
Written assessment at the conclusion of the unit.	

<b>Vocabulary</b>				
Bump	Set	Dig	Volley	Rotation
Spike	Pass	Carry	Foul	Violations
Jump Serve	Underhand Serve	Overhand Serve	Rally Scoring	Match
Game				

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
History and basic rules	1
Individual technique (bump, set, spike, dig, serve, block)	1
Team techniques and strategies	2
Skill practice	5
Assessment	1
Total Days (Approximate)	10

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# Strength Training Curriculum

Implemented Fall of 2009  
School District of Seward

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**LEARNING OBJECTIVES FRAMEWORK- STRENGTH TRAINING**

<b>Motor Skills</b>	<b>Knowledge/ Literacy</b>	<b>Physically Active</b>	<b>Fitness</b>	<b>Behavior Management</b>
<i>Goal: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence toward lifetime physical activity.</i>	<i>Goal: The learner will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</i>	<i>Goal: The learner will exhibit a physically active lifestyle.</i>	<i>Goal: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance.</i>	<i>Goal: The learner will exhibit responsible personal and social behavior that respects self and others while valuing physical activity for health, enjoyment, challenge, self-expression, and/or social interactions.</i>
<b>NAPSE Standard 1</b>	<b>NAPSE Standard 2</b>	<b>NAPSE Standard 3</b>	<b>NAPSE Standard 4</b>	<b>NAPSE Standard 5 &amp; 6</b>
<ul style="list-style-type: none"> <li>• Consolidate previously learned basic skills to improve physical performance</li> <li>• Demonstrate strategies in a variety of Stretches and Lifts</li> <li>• Demonstrate competence in skills needed for individual physical activity</li> <li>• Learn new skills- applies scientific principles to learning and improving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Apply normal movement and lifting strategies</li> <li>• Demonstrate understanding of basic strength training concepts</li> <li>• Understand the link between physical activity and weight control</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the basic benefits of lifetime wellness</li> <li>• Appreciate the role of fitness and nutrition in a healthy lifestyle</li> <li>• Identify resources in the community that can be accessed to maintain a physically active lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate body control, coordination, agility, and flexibility.</li> <li>• Recognize the risk and safety factors associated with the regular participation in strength training</li> <li>• Demonstrate cardiovascular capability</li> <li>• Develop a program to improve personal level of fitness</li> <li>• Demonstrate progress on individual weight programs</li> <li>• Self assessment, using an individual weight program developed for each student</li> <li>• Demonstrate knowledge of the terms essential to Strength Training and fitness associated with the class</li> </ul>	<ul style="list-style-type: none"> <li>• Shows acceptance of participants of all skill levels</li> <li>• Displays respect for other students</li> <li>• Exhibits the appropriate handling and care of equipment</li> <li>• Displays appropriate behavior in the weight room</li> <li>• Shows cooperation with all participants</li> <li>• Invites all students, regardless of ability, race, gender, etc. to participate in physical activity</li> <li>• Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment</li> </ul>

STRENGTH TRAINING SUGGESTED TIMELINE

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<u>Unit</u>	<u>Days</u>
<b>Total Days</b>	

Comments:

***Strength Training- Grades 10-12***

Notes:

## ORIENTATION AND CLASS RULES

Approximate length of time allotted for this unit - 2 or 3 sessions

Content	Standards	Concepts	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>1. Clarify the goals and objectives of the strength and conditioning program.</li><li>2. Understand appropriate administrative decisions that lead to a safe and effective program.</li></ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"><li>1. Mission Statement and Program Goals</li><li>2. Program Objectives<ul style="list-style-type: none"><li>• Touring the Strength and Conditioning Facility</li><li>• Approved Exercises, Techniques, Spotting Guidelines, and Safety Issues</li><li>• Testing Procedures and Schedule</li><li>• Workout Sheet</li><li>• Journals</li><li>• Grading</li></ul></li><li>3. Requirement for Students/Athlete<ul style="list-style-type: none"><li>• Telephone and Music System Use</li><li>• Facility Rules and Guidelines</li></ul></li><li>4. Emergency Procedures<ul style="list-style-type: none"><li>• Building Evacuation Plan</li><li>• Accidents and Injuries</li><li>• Fire</li><li>• Tornadoes and Severe Weather</li><li>• First Aid Kit</li></ul></li><li>5. Conclusion</li></ol>	<p>NAPSE 3</p> <p>NAPSE 5 &amp; 6</p>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• Why are you enrolled in Strength Training</li></ul> <p><b>Classroom Ideas:</b></p> <ul style="list-style-type: none"><li>• Expose the student to the class expectations and rules associated with Strength Training</li></ul> <p><b>Suggested Supplements:</b></p> <ul style="list-style-type: none"><li>• Syllabus</li><li>• Journal</li><li>• Lift sheet</li><li>• Text Book (Advanced Strength Training)</li></ul> <p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"><li>• Students should realize the importance of a safe and disciplined weight room environment</li></ul>

## ***Strength Training- Grades 10-12***

### **Orientation and Class Rules**

<b>Assessment Plan</b>	
Assessment	Comments
Students will read and sign the Class Rules sheet, and hand it in to the instructor	

<b>Vocabulary</b>				

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># Of days</b>
Class Rules	1 to 2
Class Expectations	
Safety Issues	
Grading	



## PREPARING WORKOUT AND DAILY ROUTINE

Ongoing throughout the term

Content	Standards	Concepts	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>1. After exposure to proper lifts and techniques, the student will develop a personal lifting program.</li><li>2. The student will safely and effectively use their program to achieve their fitness goals.</li><li>3. Documentation will be used to adjust and revise the student's personal fitness goals.</li></ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"><li>1. Maxing Procedures<ul style="list-style-type: none"><li>• Demonstrate proper technique.</li><li>• Warm-up, then Max.</li><li>• Record maxes, run off programs.</li></ul></li><li>2. Daily Objectives<ul style="list-style-type: none"><li>• Warm-up</li><li>• Complete daily exercise using lifting program.</li><li>• Journal</li></ul></li></ol>	<p>NAPSE 1-3</p> <p>NAPSE 4</p> <p>NAPSE 5 &amp; 6</p>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• Did the student use proper form and technique to get a good Max for each lift?</li></ul> <p><b>Classroom Ideas:</b></p> <ul style="list-style-type: none"><li>• Have students pair-up with a lifting partner that will challenge and support them.</li><li>• Keep the lifting environment of the room professional and safe.</li><li>• Use a check sheet with the lifting program to keep track of daily progress.</li></ul> <p><b>Suggested Supplements:</b></p> <ul style="list-style-type: none"><li>• Fitness Equipment</li><li>• Water</li><li>• Text Book (Advanced Strength Training)</li></ul> <p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"><li>• Students should realize the importance of a safe and disciplined weight room environment.</li><li>• After 5-6 weeks students should re-max, and print new weight programs.</li><li>• Teacher should circulate around room and be aware of students capabilities and progress.</li></ul>

## ***Strength Training- grades 10-12***

### **Preparing Workout and Daily Routine**

<b>Assessment Plan</b>	
Assessment	Comments
Successfully keeping a daily Journal	
Attaining a prescribed weight in their daily lifting progression.	

<b>Vocabulary</b>				
Reps	Collars	Bench	Squats	Weight Program
Sets	Center of Gravity	Incline Bench	Back Hyperextensions	
Loads	Supplements	Curls	Leg Press	
Tempo	Nutrition	Lat-Pulldowns	Hack Squat	
Eccentric	Weights	Bent-over Rows	Leg Extension	
Concentric	Equipment	Up-right Rows	Leg Curl	
Rest		Military Press	Dead Lift	
Max		Crunches	Step-ups	
Spotter			Lunges	

<b>Unit at a Glance</b>	
<b>Learning Topics / Standards</b>	<b># of days</b>
Class Rules	ongoing
Class Expectations	ongoing
Safety Issues	ongoing
Grading	ongoing
Lifts and exercises	ongoing
Journals	ongoing

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# Appendix

School District of Seward

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