

GRADE 1

Name of Unit: Establishing a Learning Environment

Grade Level: 1

Lessons: 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S4.E1.1 – Accepts personal responsibility by using equipment and space appropriately. S4.E2.1 – Follows the rules & parameters of the learning environment. S4.E3.1 – Responds appropriately to general feedback from the teacher. S4.E4.1 – Works independently with others in a variety of class environments (e.g., small and large groups). S4.E5.1 – Exhibits the established protocols for class activities. S4.E6.1 – Follows the teacher directions for safe participation and proper use of equipment without teacher reminder. S5.E2.1 – Recognized that challenges in physical activities can lead to success. S5.E3.1a – Describes positive feelings that result from participating in physical activities. S5.E3.1b – Discusses personal reasons (i.e., the “why”) for enjoying physical activities.</p> <p>Common Core Standard(s) N/A</p> <p>Social Justice Standards: Identity 1 I know and like who I am and can talk about my family and myself and name some of my group identities. Diversity 8 I want to know about other people and how our lives and experiences are the same and different.</p>	Transfer (T)	
	<p>Students will be able to participate safely while following classroom protocols independently and with others by the end of the unit.</p>	
	Meaning (M)	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Physical Education is fun when you are kind to others.</p> <p>Following expectations helps keep everyone safe.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>Why is following class protocol and expectations important? Why is safety important?</p> <p>Why is playing fair important?</p>
	Acquisition (A)	
<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>How to use equipment appropriately</p> <p>Classroom protocols.</p> <p>Classroom expectations.</p> <p>What cooperation means in PE.</p> <p>What safety means in PE.</p> <p>That moving safely is enjoyable.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Use equipment responsibly and space appropriately. Respond to teacher feedback.</p> <p>Work independently and with others</p> <p>Move in personal and general space safely.</p> <p>Practice classroom protocols.</p> <p>Model classroom expectations.</p> <p>Participate cooperatively.</p>	

Stage 2 Evidence	
Evaluative Criteria	Assessment Evidence
Standards Based: S4.E5.1 – Exhibits the established protocols for class activities.	
S4.E6.1 – Follows the teacher directions for safe participation and proper use of equipment without teacher reminder. Differentiated Assessment for ELL, Special Needs, or Advanced Learners:	
*	OTHER EVIDENCE:
Stage 3 Learning Plan	

LESSONS:

Lesson 1 – Focus: Intro to PE

Standard – S4.E5.1 – Exhibits the established protocols for class activities.

Activity – Teacher Designed Lesson: Nurse, Bathroom, Drinks, Fire Drill/lockdown, Names.

Lesson 2 – Focus: Expectations

Standards – S4.E5.1 – Exhibits the established protocols for class activities, S4.E2.1 – Follows the rules & parameters of the learning environment.

Activity – Teacher Designed Lesson: Safety, Start and Stop Signals, Enter/Exit, Boundaries, Behavior/Rules, Social Contract

Lesson 3 – Focus: Review Expectations

Standards – S4.E2.1 – Follows the rules & parameters of the learning environment.

Activity – Teacher Designed Lesson: Review of lessons 1-2

Lesson 4 – Focus: PE in practice.

Standards – S4.E5.1 – Exhibits the established protocols for class activities, S4.E2.1 – Follows the rules & parameters of the learning environment.

Activity – Teacher Designed Lesson: Cumulative Activity of lessons 1-4.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Visual supports for different areas within the learning environment, include activities with clear language and expectations (red light, green light), provide break space/ cool-down corner to support students requiring time to adjust to a large learning environment.

PD Modifications: Provide accessible routes during environment tour, include ample space and time during activities and transitions, have easy to access chairs for students that may not be able to sit on the floor/ include chairs for able-bodied students to see how their classmates with different abilities might participate in activities.

Visuals: bathroom, nurse, cool down corner, schedule strips

Name of Unit: Cooperative Learning

Grade Level: 1

Lessons: 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G)</p> <p>S4.E4.1 – Works independently with others in a variety of class environments (e.g., small and large groups). S5.E2.1 – Recognizes that challenge and physical activities lead to success.</p> <p>Common Core Standard(s) N/A</p> <p>Social Justice Standards: Justice 12 I know when people are treated unfairly. Diversity 6 I like being around people who are like me and different from me, and I can be friendly to everyone.</p>	Transfer (T)	
	Students will be able to work cooperatively in small and large groups striving towards a common goal by the end of the unit.	
	Meaning (M)	
	<table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Playing fair is fun.</p> <p>Activity is fun when you are kind to others. Trying your best helps you get better.</p> <p>Cooperating/respecting others makes learning fun.</p> </td> <td style="vertical-align: top;"> <p>ESSENTIAL QUESTIONS (Q)</p> <p>How do you want to be treated?</p> <p>Why is playing fair important?</p> <p>How should you treat others?</p> <p>Why should you try your best?</p> </td> </tr> </table>	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Playing fair is fun.</p> <p>Activity is fun when you are kind to others. Trying your best helps you get better.</p> <p>Cooperating/respecting others makes learning fun.</p>
<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Playing fair is fun.</p> <p>Activity is fun when you are kind to others. Trying your best helps you get better.</p> <p>Cooperating/respecting others makes learning fun.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>How do you want to be treated?</p> <p>Why is playing fair important?</p> <p>How should you treat others?</p> <p>Why should you try your best?</p>	
Acquisition (A)		

	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>How to involve others appropriately.</p> <p>What is means to play fairly.</p> <p>What cooperation means.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Play fairly.</p> <p>Work towards a common goal.</p> <p>Communicate with others appropriately.</p> <p>Cooperate effectively with their classmates.</p>
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Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
Standards Based: S4.E4.1 – Works independently with others in a variety of class environments (e.g., small and large groups). S5.E2.1 – Recognizes that challenge and physical activities lead to success.	

Differentiated Assessment for ELL, Special Needs, or Advanced Learners:	
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OTHER EVIDENCE:

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Inclusion and Shared Space
 Standard – S4.E4.1 – Works independently with others in a variety of class environments (e.g., small and large groups).
 Activity – Teacher Designed Lesson: Main Activity – Cooperative Game.

Lesson 2 – Focus: Communication
 Standard – S4.E4.1 – Works independently with others in a variety of class environments (e.g., small and large groups).
 Activity – Teacher Designed Lesson: Main Activity – Cooperative Game.

Lesson 3 – Focus: Teamwork
 Standard – S4.E4.1 – Works independently with others in a variety of class environments (e.g., small and large groups).
 Activity – Teacher Designed Lesson: Main Activity – Cooperative Game.

Lesson 4 – Focus: Problem Solving

Standard – S5.E2.1 – Recognizes that challenge and physical activities lead to success.

Activity – Teacher Designed Lesson: Main Activity – Cooperative Game.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide lesson-based visuals if verbal communication is required (stop/go cards), provide teacher model and skill break-down if activities include multi-step instructions, use floor lines or poly spots as color-based guide during activities, provide break space/ cool-down corner to support students requiring time to adjust to a large learning environment.

PD Modifications: Include ample space and time during activities and transitions, have easy to access chairs for students that may not be able to sit on the floor/ include chairs for able-bodied students to see how their classmates with different abilities might participate in activities, include upper body and lower body options during teamwork games.

Visuals: basic PE communication cards, stop/go cards

Name of Unit: Locomotor and Literacy (6 classes)

Grade Level: 1

Lessons: 6

Stage 1 Desired Results	
<p>ESTABLISHED GOALS (G)</p> <p>S1.E1.1 – Hops, gallops, jogs and slides using a mature pattern.</p> <p>S1.E3.1 – Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings.</p> <p>S1.E4.1 - Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane using 2-foot take-offs and landings. S4.E1.1 – Accepts personal responsibility by using equipment and space</p>	<i>Transfer (T)</i>
	<p>Students will be able to enhance gross motor skill development and social awareness through a variety of individual, small group and whole group movement experiences that primarily focus on traveling safely through general and shared space using a mature pattern when galloping, running, walking, hopping, and sliding.</p>
	<i>Meaning (M)</i>

<p>appropriately.</p> <p>S4.E2.1 – Follows the rules & parameters of the learning environment. S4.E3.1 – Responds appropriately to general feedback from the teacher. S4.E4.1 – Works independently with others in a variety of class environments.</p> <p>S4.E5.1 – Exhibits the established protocols for class activities.</p> <p>S4.E6.1 – Follows teacher directions for safe participation and proper use of equipment without teacher reminders.</p> <p>S5.E1.1 – Identifies physical activity as a component of good health. S5.E3.1a – Describes positive feelings that result from participating in physical activities.</p> <p>S5.E3.1b – Discusses personal reasons for enjoying physical activities. S3.E6.K – Recognizes that food provides energy for physical activity.</p> <p>Common Core Literacy Standard(s): CCSS.ELA-LITERACY.RF.1.3 – Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.1.3.B – Decode regularly spelled</p>	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>There are critical elements to performing locomotor skills correctly and efficiently.</p> <p>Gross motor skill development occurs at a different pace for every individual</p> <p>Practice and repetition improve locomotor/gross motor skill development</p> <p>The body can move in a variety of different ways and settings.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>What are the ways that you can move?</p> <p>What are the ways that you can modify how you move? How can you be a responsible participant in class? Why do you enjoy being physically active?</p> <p>What do you need to perform at your best?</p> <p>What are the benefits of being physically active?</p>
	<i>Acquisition (A)</i>	

<p>one-syllable words. CCSS.ELA-LITERACY.L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.1.5.D – Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. CCSS.ELA-LITERACY.L.1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.1.5.A – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Social Justice Standards: Diversity 7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. Action 20 I will join with classmates to make our classroom fair for everyone.</p>	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The difference between walking, running, skipping, hopping, jogging, galloping, jumping, leaping and sliding.</p> <p>The critical elements of jumping and landing.</p> <p>How to adjust the quality of movement based on the context or need.</p> <p>The expectations for traveling throughout personal and shared space with control, awareness and self-regulation.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Perform a hop, gallop, jog and slide in repetition using a mature pattern.</p> <p>Demonstrate 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings.</p> <p>Demonstrate 2 of the 5 critical elements for jumping and landing in a vertical plane using 2-foot take-offs and landings.</p>
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Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
<p>Standards Based: S1.E1.1 – Hops, gallops, jogs and slides using a mature pattern. S1.E4.1 - Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane using 2-foot take-offs and landings.</p>	

OTHER EVIDENCE:

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Intro to Locomotor Movements: Walking and Running – Moving with Control

Standard – S1.E1.1 – Hops, gallops, jogs and slides using a mature pattern.

ELA Standard – CCSS.ELA-LITERACY.RF.1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

Activity – Teacher Designed Lesson: Instant Activity – First Letter Of This Word; Main Activity – Quick Introduction of Locomotor Movements & Travel by Walk & Run.

Lesson 2 – Focus: Sliding and Leaping

Standard – S1.E1.1 – Hops, gallops, jogs and slides using a mature pattern.

ELA Standard – CCSS.ELA-LITERACY.RF.1.3.B – Decode regularly spelled one-syllable words.

Activity – Teacher Designed Lesson: Instant Activity – Site Word Fitness tag; Main Activity –Review Walk & Run, Introduce Slide & Leap.

Lesson 3 – Focus: Intro to Skipping and Galloping

Standard – S1.E1.1 – Hops, gallops, jogs and slides using a mature pattern.

ELA Standard – CCSS.ELA-LITERACY.RF.1.3.B – Decode regularly spelled one-syllable words.

Activity – Teacher Designed Lesson: Instant Activity – Site Word Memory Match; Main Activity – Review Slide & Leap, Introduce Skip & Gallop.

Lesson 4 – Focus: Intro Jumping, Hopping and Landing

Standard – S1.E1.1 – Hops, gallops, jogs and slides using a mature pattern, S1.E3.1 – Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings, S1.E4.1 - Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane using 2-foot take-offs and landings. ELA Standard –

CCSS.ELA-LITERACY.L.1.5.A – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Activity – Teacher Designed Lesson: Instant Activity – Word Sort (colors, places, animals, foods); Main Activity – Review Skil & Gallop, Introduce Jump, Hop, & Land.

Lesson 5 – Focus: Exploration Of All Locomotor Movements

Standard – S1.E1.1 – Hops, gallops, jogs and slides using a mature pattern, S1.E3.1 – Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings, S1.E4.1 - Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane using 2-foot take-offs and landings. ELA Standard –

CCSS.ELA-LITERACY.L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Activity – Teacher Designed Lesson: Instant Activity – “Short Story Tag;” Main Activity – Review Jump, Hop, & Land; Explore All Locomotor Movements.

Lesson 6 – Focus: Cumulative Lesson & Final Performance Assessment of All Skills

Standard – S1.E1.1 – Hops, gallops, jogs and slides using a mature pattern, S1.E3.1 – Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings, S1.E4.1 - Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane using 2-foot take-offs and landings. ELA Standard –

CCSS.ELA-LITERACY.L.1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Activity – Teacher Designed Lesson: Instant Activity: Define That Word (with a partner); Main Activity: Cumulative Lesson – Locomotor Locomotion & Final Performance Assessment.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Visual supports for different movements, teacher model provided before each movement is introduced, use floor markings for steps (alternating poly spots for skipping, poly spots 1 foot away from each other for hopping)

PD Modifications: Encourage using walls during balance activities if able to stand and require additional support, if seated provide alternative balance activities (balance a yarn ball on the knuckle side of your hand, hold your foot out and try to keep it as still as possible), alternative locomotor options below.

Please use your discretion and discuss with your school Physical Therapist and students’ guardians for additional input on the following options.

Jumping activities- if approved, encourage students to put their brakes on and place feet on ground and unbuckle seatbelt. Students can practice jumping movements in their wheelchair/ seat while the teacher is positioned in front of their body to prevent any falls. Remember to ensure the student’s seatbelt is clipped and secure following activities.

Hopping- encourage hopping near a wall for additional support if required, try steering wheelchair with only one hand to imitate moving on one side of the body

Skipping, galloping, sliding- encourage similar movements if using a wheelchair- long pushes for skipping, long then short for galloping, long then stop for sliding.

Visuals: locomotor- skip, run, hop, gallop, slide, wheelchair accessible movements

Name of Unit: Science of the Body/Nutrition

Grade Level: 1

Lessons: 10

Stage 1 Desired Results	
ESTABLISHED GOALS (G)	Transfer (T)

<p>S3.E1.1 – Discuss the benefits of being active, exercising, and/or playing</p> <p>S3.E3.1 – Identifies the heart is a muscle that grows stronger with exercise, play, and physical activity.</p> <p>S3.E6.1 – Differentiates between healthy and unhealthy foods.</p> <p>S5.E1.1 – Identifies physical activity as a component of good health.</p> <p>Common Core Standard(s) N/A</p> <p>Social Justice Standards: Justice 13 I know some true stories about how people have been treated badly because of their group identities, and I don't like it. Identity 2 I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p>	<p>Students will be able to demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. (SHAPE Standard 3)</p>	
	<p>Meaning (M)</p>	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Healthier makes you happier</p> <p>Physical activity positively impacts the brain. You are what you eat.</p> <p>Your heart is a muscle.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>Why is being physically active important?</p> <p>How does activity make you happy?</p> <p>Why is it important to eat healthy foods?</p> <p>Why is it important to stay healthy?</p> <p>How does your body feel after being physically active?</p>
	<p>Acquisition (A)</p>	
<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>That being physically active is fun.</p> <p>That eating nutritious foods keeps you healthy. That food gives us energy.</p> <p>Many ways to be physically active.</p> <p>That the heart grows stronger through physical activity</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Recognize when their heart is beating faster during physical activity.</p> <p>Recognize when they are breathing faster during physical activity.</p> <p>Recognize how their body feels before, during, and after physical activity.</p> <p>Identify foods that give them energy.</p>	

Stage 2 Evidence	
Evaluative Criteria	Assessment Evidence

Differentiated Assessment for ELL, Special Needs, or Advanced Learners:	
OTHER EVIDENCE:	
Stage 3 Learning Plan	

LESSONS:

Lesson 1 – Focus: Heart Health (Cardiovascular System)

Standard – S3.E3.1 – Identifies the heart is a muscle that grows stronger with exercise, play, and physical activity.

Activity – Teacher Designed Lesson: Main Activity – Activities About The Cardiovascular System.

Lesson 2 – Focus: Heart Health (Heart Structure and Lungs)

Standard – S3.E3.1 – Identifies the heart is a muscle that grows stronger with exercise, play, and physical activity.

Activity – Teacher Designed Lesson: Main Activity – Activities About The Heart and Lungs.

Lesson 3 – Focus: Heart Health (Heart Rate)

Standard – S3.E3.1 – Identifies the heart is a muscle that grows stronger with exercise, play, and physical activity.

Activity – Teacher Designed Lesson: Main Activity – Activities About Heart Rate.

Lesson 4 – Focus: Healthy Body (Skeletal System)

Standard – S5.E1.1 – Identifies physical activity as a component of good health.

Activity – Teacher Designed Lesson: Main Activity – Activities About the Skeletal System.

Lesson 5 – Focus: Healthy Body (Muscular System)

Standard – S5.E1.1 – Identifies physical activity as a component of good health, S3.E1.1 – Discuss the benefits of being active, exercising, and/or playing

Activity – Teacher Designed Lesson: Main Activity – Activities About the Muscular System.

Lesson 6 – Focus: Healthy Body (Nervous System)

Standard – S5.E1.1 – Identifies physical activity as a component of good health.

Activity – Teacher Designed Lesson: Main Activity – Activities About The Nervous System.

Lesson 7 – Focus: Nutrition (Energy into Food/Digestive System)

Standard – S3.E6.1 – Differentiates between healthy and unhealthy foods.

Activity – Teacher Designed Lesson: Main Activity – Activities About Turning Energy, Food, & the Digestive System.

Lesson 8 – Focus: Nutrition (Unhealthy/Healthy Foods)

Standard – S3.E6.1 – Differentiates between healthy and unhealthy foods.

Activity – Teacher Designed Lesson: Main Activity – Activities About Healthy & Unhealthy Foods.

Lesson 9 – Focus: Nutrition (Food Groups)

Standard – S3.E6.1 – Differentiates between healthy and unhealthy foods.

Activity – Teacher Designed Lesson: Main Activity – Activities About Food Groups (MyPlate)

Lesson 10 – Focus: Nutrition (Balanced Meals)

Standard – S3.E6.1 – Differentiates between healthy and unhealthy foods.

Activity – Teacher Designed Lesson: Main Activity – Activities About Balanced Meals (Utilize the school lunch menu for analyzing with students).

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide teacher/student model for how to find your heart beat, include different activities for slow, medium, fast heart beat, use visuals or tangible materials to identify different types of food (visuals, food toys, food bean bags)

PD Modifications: Provide alternative, seated options for increasing and decreasing heart rate, if student uses chest strap provide alternative ways to check your heart beat using wrist or neck, provide high level options if using food toys during floor-based games.

Visuals- food groups, where to find your heart beat

Name of Unit: Math and Movement Concepts

Grade Level: 1

Lessons: 9

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G)</p> <p>S2.E2.1a – Travels demonstrating low, middle and high levels. S2.E2.1b – Travels demonstrating a variety of relationships with objects (Over, under, around, through, on, off). S2.E3.1a – Differentiates between fast and slow speeds. S2.E3.1b – Differentiates between strong and light force. S4.E1.1 – Accepts personal responsibility by using equipment and space appropriately. S4.E2.1 – Follows the rules and parameters of the learning environment. S4.E4.1 – Works independently with others in a variety of class environments (small and large groups) S4.E6.1 – Follows teacher directions for safe participation and proper use of equipment without teacher reminders. S5.E2.1 – Recognizes that challenge in physical activities can lead to success. S5.E3.1a – Describes positive feelings that result from participating in physical activities.</p> <p>Common Core Math Standard(s): CCSS.MATH.CONTENT.1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. CCSS.MATH.CONTENT.1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship</p>	Transfer (T)	
	<p>Students will be able to enhance gross motor skill development and social awareness through a variety of individual, small group and whole group movement experiences that encompass traveling safely through shared and general space while exploring different levels, pathways, speeds, directions and relationships.</p>	
	Meaning (M)	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Humans, animals, and many other objects can travel at different levels</p> <p>Pathways impact speed and are a part of everyday life</p> <p>Controlling personal speed and changing directions is an important part of moving safely</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>How do you maintain or achieve stability with different bases of support and/or different shapes of your body?</p> <p>What are other aspects of your life in which you need to control your body movements?</p>
Acquisition (A)		

between	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The difference between fast, medium and slow</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Utilize fast, medium and slow speeds in a variety of</p>
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<p>addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>CCSS.MATH.CONTENT.1.NBT.C.6 – Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>CCSS.MATH.CONTENT.1.OA.C.5 – Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>CCSS.MATH.CONTENT.1.G.A.1 – Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>Social Justice Standards: Diversity 6 I like being around people who are like me and different from me, and I can be friendly to everyone. Diversity 8 I want to know about other people and how our lives and experiences are the same and different.</p>	<p>speeds</p> <p>What specific loco-motor movements can increase or decrease speed</p> <p>The difference between traveling at low, medium and high levels.</p> <p>When to change direction and move sideways, left, right, forward, backward, up and down.</p> <p>How to move in relationship with other people and objects</p>	<p>settings.</p> <p>Travel in curved, zig- zag and straight pathways</p> <p>Explore moving over, under, on, off, in, around and through a variety of different objects.</p> <p>Explore moving sideways, left, right, forward backward, up and down.</p> <p>Modify movement to be fast or slow as needed.</p> <p>Apply strong or light force as appropriate.</p>
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Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
<p>Standards Based: S2.E2.1a – Travels demonstrating low, middle and high levels. S2.E2.1b – Travels demonstrating a variety of relationships with objects (Over, under, around, through, on, off).</p> <p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>	
<p>*</p>	<p>OTHER EVIDENCE:</p>

LESSONS:

Lesson 1 – Focus: Intro to Movement Concepts: Exploring Levels

Standard – S2.E2.1a – Travels demonstrating low, middle and high levels.

Math Standard – CCSS.MATH.CONTENT.1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten

Activity – Teacher Designed Lesson: Instant Activity – Add Flash Card Frenzy; Main Activity – Intro to Movement Concepts & Exploring Levels (High, Medium, Low)

Lesson 2 – Focus: Exploring Pathways

Standard – Building from kindergarten outcomes.

Math Standard – CCSS.MATH.CONTENT.1.G.A.1 – Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Activity – Teacher Designed Lesson: Instant Activity – Shapes Memory Game; Main Activity – Review Levels & Explore Pathways (straight, curve, zig-zag)

Lesson 3 – Focus: Exploring Speeds

Standard – S2.E3.1a – Differentiates between fast and slow speeds.

Math Standard – Review of Kindergarten Math Standard

Activity – Teacher Designed Lesson: Instant Activity – Odds/Evens; Main Activity – Review Pathways & Explore Speeds (Fast, Medium, Slow)

Lesson 4 – Focus: Culminating Activity

Standard – S2.E2.1a – Travels demonstrating low, middle and high levels, S2.E3.1a – Differentiates between fast and slow speeds.

Activity – Teacher Designed Lesson: Main Activity – Review Speeds & Culminating Activity for Levels, Pathways & Speeds.

Lesson 5 – Focus: Exploring Directions

Standard – Building towards 3rd grade outcome.

Math Standard - CCSS.MATH.CONTENT.1.NBT.C.6 – Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Activity – Teacher Designed Lesson: Instant Activity – Solve the Equation; Main Activity – Explore Directions (Sideways, Right/Left, Forward/Backward, Up/Down).

Lesson 6 – Focus: Exploring Directions

Standard – Building towards 3rd grade outcome.

Math Standard – CCSS.MATH.CONTENT.1.NBT.C.6 – Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Activity – Teacher Designed Lesson: Instant Activity – Subtract Flash Card Frenzy; Main Activity – Exploring Directions (Sideways, right, left, forward, backward, up and down)

Lesson 7 – Focus: Exploring Relationships

Standard – S2.E2.1b – Travels demonstrating a variety of relationships with objects (Over, under, around, through, on, off).

Math Standard – CCSS.MATH.CONTENT.1.OA.C.5 – Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Activity – Teacher Designed Lesson: Instant Activity – Addition Relay; Main Activity – Review Directions & Explore Relationships (Over/Under, On/Off, In, Around & Through)

Lesson 8 – Focus: Culminating Activity

Standard – S2.E2.1a – Travels demonstrating low, middle and high levels, S2.E3.1a – Differentiates between fast and slow speeds, S2.E2.1b – Travels demonstrating a variety of relationships with objects (Over, under, around, through, on, off).

Activity – Teacher Designed Lesson: Main Activity – Review Relationships & Culminating Activity (Levels, Speeds, Pathways, Directions & Relationships)

Lesson 9 – Focus: Culminating Activity

Standard – S2.E2.1a – Travels demonstrating low, middle and high levels, S2.E3.1a – Differentiates between fast and slow speeds, S2.E2.1b – Travels demonstrating a variety of relationships with objects (Over, under, around, through, on, off).

Math Standard – CCSS.MATH.CONTENT.1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Activity – Teacher Designed Lesson: Instant Activity – Counting By Tens; Main Activity – Culminating Activity

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Visual supports for different movements within the learning environment, provide teacher/student model at the beginning of each activity, provide color-based start and finish (green poly spot to go, red poly spot to stop), include movement songs with verbal directions for movements (Kaboomers). Continue to use clear language and expectations, as well as break spaces.

PD Modifications: Provide ample space and time during activities and transitions, include alternative activities that continue to include spatial awareness and locations (examples below), provide teacher/student model of alternative options for able-bodied students to see how their classmates with different abilities might participate in activities.

Alternative activities/ equipment:

Activities within hula-hoop, use jump rope or poly-spot for lower impact

Activities with levels, up/down directions, use upper body movements if unable to safely move lower body, use volleyball net as elevated “under” option for students that can not safely crawl IF students are comfortable and parents/guardians have approved, support their movement- add padded mat under crawl tunnels/ on floor, provide ample time for floor-based activities

Visuals: directions, stop/go, pathways

Name of Unit: Literacy and Non-Manipulative Skills (including Jump Rope, Rhythmic Movement and Gymnastics)

Grade Level: 1

Lessons: 12

Stage 1 Desired Results	
<p>ESTABLISHED GOALS (G)</p> <p>S1.E5.1 – Combines locomotor and non-locomotor skills in a teacher designed dance.</p> <p>S1.E3.1 – Demonstrates 2 of the 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs & landings.</p> <p>S1.E4.1 – Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.</p> <p>S1.E7.1 – Maintains stillness on different bases of support with different body shapes.</p> <p>S1.E8.1 – Transfers weight from one body part to another in self-space in dance and gymnastics environments.</p> <p>S1.E9.1 – Rolls with either a narrow or curled body shape</p> <p>S1.E10.1 – Demonstrates twisting, curling, bending & stretching actions.</p>	<i>Transfer (T)</i>
	Students will be able to enhance gross motor skill development through the exploration of non-manipulative movement experiences that incorporate balancing, weight transfer, rolling, jumping and landing, rhythmic movement, gymnastics and dance.
	<i>Meaning (M)</i>

<p>S2.E1.1 – Moves in self-space and general space in response to designated beats/rhythms.</p> <p>Common Core Literacy Standard(s): CCSS.ELA-LITERACY.RF.1.3 – Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.1.3.B – Decode regularly spelled one-syllable words. CCSS.ELA-LITERACY.L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.1.5.D – Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. CCSS.ELA-LITERACY.L.1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.1.5.A – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Balancing improves concentration and attention span.</p> <p>Weight transfer is an important part of movement.</p> <p>There are many different ways and shapes that your body can move in</p> <p>Stillness can be maintained by using different bases of support with different body shapes.</p> <p>Rhythm and movement is a part of everyday life</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>What does it mean to balance?</p> <p>When does weight transfer occur?</p> <p>What does it mean to roll?</p> <p>Why is moving to the beat important?</p>
<p>Acquisition (A)</p>		
<p>Social Justice Standards: Justice 14 I know that life is easier for some people and harder for others and the reasons for that are not always fair. Diversity 8 I want to know about other people and how our lives and experiences are the same and different.</p>	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The difference between balancing on a wide and narrow base of support</p> <p>The role that balance plays in everyday movement</p> <p>How to transfer weight from one body part to another</p> <p>That balancing requires momentary stillness</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Use different body parts as bases of support</p> <p>Use wide and narrow bases of support to balance</p> <p>Balances, demonstrates momentary stillness in symmetrical and non-symmetrical shapes on a variety of body parts</p> <p>Maintain momentary stillness, bearing weight on a variety of different body parts</p>
	<p>How to use different bases of support and body shapes to maintain stillness and balance.</p> <p>How to stretching, curling, twist and turn their body</p> <p>How to move with a beat</p>	<p>Transfer weight by jumping and landing, sliding, slithering or creeping</p> <p>Stretch, curl and twist into transfers</p> <p>Transfer weight onto and off equipment using different body parts</p> <p>Transfer weight from hands to feet</p>

Evaluative Criteria	Assessment Evidence	
Standards Based: Differentiated Assessment for ELL, Special Needs, or Advanced Learners:		
OTHER EVIDENCE:		

LESSONS:

Lesson 1 – Focus: Balance

Standard – S1.E7.1 – Maintains stillness on different bases of support with different body shapes.

ELA Standard – CCSS.ELA-LITERACY.RF.1.3.B – Decode regularly spelled one-syllable words.

Activity – Teacher Designed Lesson: Instant Activity – Site Word Fitness Tag; Main Activity – Balancing on Different Bases of Support.

Lesson 2 – Focus: Balance

Standard – S1.E7.1 – Maintains stillness on different bases of support with different body shapes.

ELA Standard – CCSS.ELA-LITERACY.RF.1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

Activity – Teacher Designed Lesson: Instant Activity –First Letter of This Word; Main Activity – Balancing in Different Body Shapes.

Lesson 3 – Focus: Weight Transfer

Standard – S1.E8.1 – Transfers weight from one body part to another in self-space in dance and gymnastics environments.

ELA Standard – CCSS.ELA-LITERACY.RF.1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

Activity – Teacher Designed Lesson: Instant Activity – Site Word Memory Match; Main Activity – Transferring Weight From One Body Part To Another.

Lesson 4 – Focus: Transferring weight in self space in dance and gymnastics environments

Standard – S1.E8.1 – Transfers weight from one body part to another in self-space in dance and gymnastics environments.

ELA Standard – CCSS.ELA-LITERACY.L.1.5.A – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Activity – Teacher Designed Lesson:

Instant Activity –Word Sort; Main Activity – Transferring Weight From One Body Part To Another.

Lesson 5 – Focus: Rolling

Standard – S1.E9.1 – Rolls with either a narrow or curled body shape.

ELA Standard – CCSS.ELA-LITERACY.L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Activity – Teacher Designed Lesson:

Instant Activity – Short Story Tag; Main Activity – Rolling In Narrow & Curled Body Shapes.

Lesson 6 – Focus: Twisting, Curling, Bending, and Stretching

Standard – S1.E10.1 – Demonstrates twisting, curling, bending & stretching actions

ELA Standard – CCSS.ELA-LITERACY.L.1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Activity – Teacher Designed

Lesson: Instant Activity – Define That Word; Main Activity – Twisting, Curling, Bending & Stretching.

Lesson 7 – Focus: Jumping and Landing

Standard – S1.E3.1 – Demonstrates 2 of the 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs & landings. ELA Standard – CCSS.ELA-LITERACY.RF.1.3.B –

Decode regularly spelled one-syllable words.

Activity – Teacher Designed Lesson: Instant Activity – Sight Word Relay; Main Activity – Jumping & Landing in a Horizontal Plane.

Lesson 8 – Focus: Jumping and Landing

Standard – S1.E4.1 – Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.

ELA Standard – CCSS.ELA-LITERACY.RF.1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

Activity – Teacher Designed Lesson: Instant Activity – Letters Up and Down; Main Activity – Jumping & Landing in a Vertical Plane.

Lesson 9 – Focus: Culminating Gymnastics

Standard – S1.E7.1 – Maintains stillness on different bases of support with different body shapes, S1.E8.1 – Transfers weight from one body part to another in self-space in dance and gymnastics environments, S1.E9.1 – Rolls with either a narrow or curled body shape, S1.E10.1 – Demonstrates twisting, curling, bending & stretching actions. Activity – Teacher Designed Lesson: Main Activity – Gymnastics Activity (Including Rolling, Balancing, Twisting, Curling, Stretching, & Bending).

Lesson 10 – Focus: Culminating Gymnastics

Standard – S1.E7.2a – Balances on different bases of support combining levels and shapes, S1.E7.2b – Balances in an inverted position with stillness and supportive base, S1.E8.2 – Transfers weight from feet to different body parts/bases of support for balance and/or travel, S1.E9.2 – Rolls in different directions with either a narrow or curled body shape, S1.E10.2 – Differentiates among twisting, curling, bending, and stretching actions, S1.E11.2 – Combines balances and transfers into a 3-part sequence, S2.E2.2 – Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.

ELA Standard –

Activity – Teacher Designed Lesson: Main Activity – Culminating Gymnastics

Lesson 11 – Focus: Culminating Creative Movement (Dance)

Standard – S1.E3.2 – Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1 and 2-foot take offs and landings, S1.E4.2 – Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane, S1.E5.2 – performs a teacher and or students designed rhythmic activity with correct response to simple rhythms, S1.E11.2 – Combines balances and transfers into a 3-part sequence, S2.E1.2 – Combines locomotor skills in general space to a rhythm, S2.E2.2 – Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.

ELA Standard –

Activity – Teacher Designed Lesson: Main Activity – Culminating Creative Movement (Dance), Jumping/Landing, Weight Transfer

Lesson 12 – Focus: Culminating Creative Movement (Dance), Jumping/Landing, Weight Transfer

Standard – S1.E3.2 – Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1 and 2-foot take offs and landings, S1.E4.2 – Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane, S1.E5.2 – performs a teacher and or students designed rhythmic activity with correct response to simple rhythms, S1.E11.2 – Combines balances and transfers into a 3-part sequence, S2.E1.2 – Combines locomotor skills in general space to a rhythm, S2.E2.2 – Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.

ELA Standard –

Activity – Teacher Designed Lesson: Main Activity – Culminating Creative Movement (Dance), Jumping/Landing, Weight Transfer.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Visual supports for different movements, teacher model provided before each movement is introduced, use floor markings for steps (alternating poly spots for skipping, poly spots 1 foot away from each other for hopping)

PD Modifications: Encourage using walls during balance activities if able to stand and require additional support, if seated provide alternative balance activities (balance a yarn ball on the knuckle side of your hand, hold your foot out and try to keep it as still as possible), Provide alternative, seated options if needed, provide gymnastics mat if student is comfortable and approved to attempt movements without their chair/walker, use pool noodle for soft impact to imitate jumping during obstacle courses, alternative locomotor options below.

Please use your discretion and discuss with your school Physical Therapist and students' guardians for additional input on the following options.

Jumping activities- if approved, encourage students to put their brakes on and place feet on ground and unbuckle seatbelt. Students can practice jumping movements in their wheelchair/ seat while the teacher is positioned in front of their body to prevent any falls. Remember to ensure the student's seatbelt is clipped and secure following activities.

Hopping- encourage hopping near a wall for additional support if required, try steering wheelchair with only one hand to imitate moving on one side of the body
 Skipping, galloping, sliding- encourage similar movements if using a wheelchair- long pushes for skipping, long then short for galloping, long then stop for sliding.
Visuals: locomotor- skip, run, hop, gallop, slide, wheelchair accessible movements

Name of Unit: Math and Manipulative Skills

Grade Level: 1

Lessons: 12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G)</p> <p>S1.E13.1 – Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>S1.E16.1a – Catches a soft object from a self-toss before it bounces.</p> <p>S1.E16.1b – Catches various sizes of balls self-tossed or tossed by a skilled thrower.</p> <p>S1.E17.1 – Dribbles continuously in self-space using the preferred hand.</p> <p>S1.E18.1 – Taps or dribbles a ball using the inside of the foot while walking in general space.</p> <p>S1.E21.1 – Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>S1.E22.1 – Volleys an object with an open palm, sending it upward.</p> <p>S1.E24.1 – Strikes a ball with a short-handled implement, sending it upward</p> <p>S1.E27.1a – Jumps forward or backward consecutively using a self-turned rope.</p> <p>S1.E27.1b – Jumps a long rope up to 5 times consecutively with teacher assisted turning.</p> <p>Common Core Math Standard(s):</p> <p>CCSS.MATH.CONTENT.1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>CCSS.MATH.CONTENT.1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>CCSS.MATH.CONTENT.1.NBT.C.6 – Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written</p>	Transfer (T)	
	Students will be able to use many forms of equipment to perform a variety of basic throwing, catching, kicking, dribbling, volleying, striking, and jumping skills by the end of the unit.	
	Meaning (M)	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>They can move objects with their hands, feet, and with an implement.</p> <p>Practicing proper techniques helps you get better.</p> <p>Respecting equipment keeps you safe.</p> <p>There are correct ways to use equipment.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>How do you find the right way?</p> <p>What is self-control?</p> <p>How does using equipment properly keep everyone safe? What is the correct way to use equipment?</p>
Acquisition (A)		

<p>method and explain the reasoning used. CCSS.MATH.CONTENT.1.OA.C.5 – Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). CCSS.MATH.CONTENT.1.G.A.1 – Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess</p> <p>Social Justice Standards: Identity 5 I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school, and other places that matter to me. Justice 14 I know that life is easier for some people and harder for others based on who they are and where they were born.</p>	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The difference between underhand and overhand throws</p> <p>The basic skills cues for underhand throw, catch, dribble, kick, volley and strike.</p> <p>How to use equipment safely.</p> <p>How being able to move objects contributes to their health.</p> <p>What their bodies need in order to be physically active.</p> <p>The benefits of being physically active.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Throw underhand stepping with the correct foot. Catch a large ball using correct form.</p> <p>Dribble a ball with hands and feet.</p> <p>Kick a stationary ball.</p> <p>Volley and strike a lightweight object in the air.</p> <p>Jump over a rope at least once by self-turned and teacher assisted turning ropes.</p>
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Stage 2 Evidence	
Evaluative Criteria	Assessment Evidence
Differentiated Assessment for ELL, Special Needs, or Advanced Learners:	
OTHER EVIDENCE:	
Stage 3 Learning Plan	

LESSONS:

Lesson 1 – Focus: Rolling & Collecting*

Standard – Building towards outcomes S1.E13.1 and S1.E16.1a.

Math Standard – CCSS.MATH.CONTENT.1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Activity – Teacher Designed Lesson: Instant Activity – Add Flash Card Frenzy; Main Activity – Rolling and Collecting a Ball.

Lesson 2 – Focus: Rolling & Collecting*

Standard – Building towards outcomes S1.E13.1 and S1.E16.1a.

Math Standard – CCSS.MATH.CONTENT.1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using

concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Activity – Teacher Designed Lesson: Instant Activity – Shapes Memory Game; Main Activity – Rolling and Collecting a Ball.

Lesson 3 – Focus: Underhand Throw

Standard – S1.E13.1 – Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.

Math Standard – CCSS.MATH.CONTENT.1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Activity – Teacher Designed Lesson: Instant Activity – Locomotor Numbers; Main Activity – Underhand Throw.

Lesson 4 – Focus: Underhand Throw

Standard – S1.E13.1 – Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.

Math Standard – CCSS.MATH.CONTENT.1.G.A.1 – Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Activity – Teacher Designed Lesson: Instant Activity – Locomotor Shapes; Main Activity – Underhand Throw.

Lesson 5 – Focus: Catching A Ball Bounced And Thrown To Themselves

Standard – S1.E16.1a – Catches a soft object from a self-toss before it bounces, S1.E16.1b – Catches various sizes of balls self-tossed or tossed by a skilled thrower.

Math Standard – Review of kindergarten math standards for greater, less than, or equal.

Activity – Teacher Designed Lesson: Instant Activity – More, Less, Or Equal; Main Activity – Catching A Ball Bounced & Thrown To Themselves.

Lesson 6 – Focus: Dribbling With Hands

Standard – S1.E17.1 – Dribbles continuously in self-space using the preferred hand.

Math Standard – CCSS.MATH.CONTENT.1.OA.C.5 – Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Activity – Teacher Designed Lesson: Instant Activity – Froggy; Main Activity – Dribbling With Hands.

Lesson 7 – Focus: Dribbling With Hands.

Standard – S1.E17.1 – Dribbles continuously in self-space using the preferred hand.

Math Standard – CCSS.MATH.CONTENT.1.NBT.C.6 – Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Activity – Teacher Designed Lesson: Instant Activity – Solve the Equation; Main Activity – Dribbling With Hands.

Lesson 8 – Focus: Dribbling With Feet.

Standard – S1.E18.1 – Taps or dribbles a ball using the inside of the foot while walking in general space.

Math Standard – CCSS.MATH.CONTENT.1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Activity – Teacher Designed Lesson: Instant Activity – Counting By Tens; Main Activity – Dribbling With Feet.

Lesson 9 – Focus: Kick a Stationary Ball

Standard – S1.E21.1 – Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.

Math Standard – CCSS.MATH.CONTENT.1.OA.C.5 – Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Activity – Teacher Designed Lesson: Instant Activity – Addition Relay; Throwing the Odds (And Evens); Main Activity – Kicking a Stationary Ball.

Lesson 10 – Focus: Volley With Hands

Standard – S1.E22.1 – Volleys an object with an open palm, sending it upward.

Math Standard – CCSS.MATH.CONTENT.1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Activity – Teacher Designed Lesson: Instant Activity – Number Madness; Main Activity – Volleying With Hands.

Lesson 11 – Focus: Strike With Short-Handled Implements

Standard – S1.E241 – Strikes a ball with a short-handled implement, sending it upward

Math Standard – CCSS.MATH.CONTENT.1.NBT.C.6 – Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Activity – Teacher Designed Lesson: Instant Activity – Subtraction Relay; Main Activity – Striking With Short-Handled Implements.

Lesson 12 – Focus: Jump Rope

Standard – S1.E27.1a – Jumps forward or backward consecutively using a self-turned rope, S1.E27.1b – Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

Math Standard – CCSS.MATH.CONTENT.1.OA.C.5 – Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Activity – Teacher Designed Lesson: Instant Activity – Skipping Through Numbers; Main Activity – Jump Rope: Self-Turned & Teacher Turned Rope.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide teacher/student model for each movement, provide larger ball for ball skills, provide larger target when working on aim, use beach ball during volley/ short-handed implement activities for longer periods for response times, slower spinning during jump rope activities for longer periods for response times.

PD Modifications: Provide ramps for rolling activities (can layer gymnastics mats on top of each other for ramp option), provided equipment support for throwing activities if grasp is too tight/ too loose (velcro handle that wraps around hand if grip is too loose to catch, upside down milk jug with cut bottom if grip is too tight to release while throwing), using cut jump rope and alternative movements (hands up rather than jumping), elevate ball using cone during stationary kicking activities

Visuals: kicking, throwing, catching

Name of Unit: Chasing, Fleeing, & Dodging

Grade Level: 1

Lessons: 8

Stage 1 Desired Results	
<p>ESTABLISHED GOALS (G)</p> <p>S2.E2.1a – Travels demonstrating low, middle and high levels.</p> <p>S2.E3.1a – Differentiates between fast and slow speeds.</p> <p>S4.E1.1 – Accepts personal responsibility by using equipment and space appropriately.</p> <p>S4.E2.1 – Follows the rules and parameters of the learning environment.</p> <p>S4.E6.1 – Follows teacher directions for safe participation and proper use of equipment without teacher reminders.</p> <p>S5.E2.1 – Recognizes that challenge in physical activities can lead to success. S5.E3.1a – Describes positive feelings that result from participating in physical activities.</p> <p>Common Core Standard(s)</p> <p>N/A</p>	<i>Transfer (T)</i>
	Students will be able to develop chasing, fleeing, and spatial awareness skills while participating in large and small group physical activities.
	<i>Meaning (M)</i>

<p>Social Justice Standards: Action 19 I will speak up or do something if people are being unfair, even if my friends do not. Action 16 I care about those who are treated unfairly.</p>	<p>UNDERSTANDINGS (U)</p> <p>Students will understand...</p> <p>It is important to be a good playmate.</p> <p>It is important to know their surroundings. That movement keeps you healthy.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>What makes a good playmate?</p> <p>Why is traveling safely important?</p> <p>How does movement keep you healthy?</p> <p>Why is staying safe important?</p>
	<p>Acquisition (A)</p>	
	<p>Knowledge (K)</p> <p>Students will know...</p> <p>What it means to chase, flee, and dodge.</p> <p>That it is important to know their surroundings in order to stay safe.</p> <p>That movement keeps them healthy.</p>	<p>Skills (S)</p> <p>Students will be able to...</p> <p>Chase a student or object.</p> <p>Flee from a student or object.</p> <p>Dodge a student or object.</p> <p>Utilize different speeds to chase and/or dodge.</p> <p>Utilize different levels to dodge.</p> <p>Maintain personal space by knowing their surroundings.</p>

Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
<p>S2.E2.1a – Travels demonstrating low, middle and high levels.</p> <p>S2.E3.1a – Differentiates between fast and slow speeds.</p>	

<p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>	
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OTHER EVIDENCE:

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Dodging in Response to a Signal

Standard – S2.E3.1a – Differentiates between fast and slow speeds.

Activity – Teacher Designed Lesson: Main Activity – Dodging in Response to a Signal

Lesson 2 – Focus: Fleeing from a Partner

Standard – S2.E3.1a – Differentiates between fast and slow speeds.

Activity – Teacher Designed Lesson: Main Activity – Fleeing from a Partner

Lesson 3 – Focus: Dodging the Obstacles

Standard – S2.E2.1a – Travels demonstrating low, middle and high levels.

Activity – Teacher Designed Lesson: Main Activity – Dodging the Obstacles

Lesson 4 – Focus: Dodging with Quick Changes of Direction

Standard – S2.E3.1a – Differentiates between fast and slow speeds, S2.E2.1a – Travels demonstrating low, middle and high levels.

Activity – Teacher Designed Lesson: Main Activity – Dodging with Quick Changes of Direction

Lesson 5 – Focus: Overtaking a Fleeing Person

Standard – S2.E3.1a – Differentiates between fast and slow speeds.

Activity – Teacher Designed Lesson: Main Activity – Overtaking a Fleeing Person

Lesson 6 – Focus: Fleeing a Chaser

Standard – S2.E3.1a – Differentiates between fast and slow speeds.

Activity – Teacher Designed Lesson: Main Activity – Fleeing a Chaser

Lesson 7 - Focus: Cumulative Chasing, Fleeing, & Dodging Activity

Standard – S2.E3.1a – Differentiates between fast and slow speeds, S2.E2.1a – Travels demonstrating low, middle and high levels.

Activity – Teacher Designed Lesson: Main Activity – Cumulative Chasing, Fleeing, & Dodging Activity

Lesson 8 - Focus: Cumulative Chasing, Fleeing, & Dodging Activity

Standard – S2.E3.1a – Differentiates between fast and slow speeds, S2.E2.1a – Travels demonstrating low, middle and high levels.

Activity – Teacher Designed Lesson: Main Activity – Cumulative Chasing, Fleeing, & Dodging Activity

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide teacher/student model for activities, provide stationary objects to dodge prior to moving objects to establish understanding of dodging

PD Modifications: Provide ample space for dodging, if using flag belts can attach to arm or more accessible area if waist is not an option due to seated position, use noodles attached to chair/walker for chasing activities to reduce risk of colliding.

Visuals: dodging- stationary cones, cones with balls on top, balls on floor



CAMBRIDGE
PUBLIC SCHOOLS

**HEALTH, PHYSICAL EDUCATION,
AND WELLNESS DEPARTMENT**

JK-2 PHYSICAL EDUCATION CURRICULUM GUIDE

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Unit: Establishing the Learning Environment

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>JK/K: Students will be able to participate safely while following classroom protocols independently and with others by the end of the unit.</p>	<p>JK/K: Teacher/peer modeling of expected behavior that respects self and others</p> <p>PE expectations/rules posted</p>	<p>JK/K: Expectations, name pronunciation, fair ≠ equal</p> <p>Start and stop signals</p> <p>Answer: "Why are we here?"</p>	<p>JK/K: Tour the space (gym, bathroom, water fountain, safe spaces)</p> <p>Recognizes the established protocol for class activities. (S4.E5.K)</p>
	<p>1st: Students will be able to participate safely while following classroom protocols independently and with others by the end of the unit.</p>	<p>1st: Teacher/peer modeling of expected behavior that respects self and others</p> <p>PE expectations/rules posted</p>	<p>1st: Expectations, names, start/stop signals</p> <p>"Fair ≠ equal"</p> <p>Answer: "Why are we here?"</p>	<p>1st: Tour the space, practice start/stop signals</p> <p>Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)</p>
	<p>2nd: Students will be able to participate safely while following classroom protocols independently and with others by the end of the unit.</p>	<p>2nd: Teacher/peer modeling of expected behavior that respects self and others</p> <p>PE expectations/rules posted</p>	<p>2nd: Peers identifying expectations for the space (student-driven expectations)</p> <p>"Fair ≠ equal"</p>	<p>2nd: Practice start/stop signals</p> <p>Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)</p>
<p>Social Justice Anchor:</p> <p>Identity 1 I know and like who I am and can talk about my family and myself and name some of my group identities.</p>	<p>JK/K: Justice 11 I know my friends have many identities but they are still just themselves.</p>	<p>JK/K: Visuals with a wide representation of different identities and backgrounds</p> <p>High expectations = all students' success</p> <p>Visuals: Fair ≠ equal</p>	<p>JK/K: Personal stories from people from different identities and backgrounds (books, guests, videos)</p> <p>Inclusive vocabulary / encouraging language</p>	<p>JK/K: Complete movement-based personal survey</p> <p>Get to know you games (eg. 4 corners)</p> <p>Give examples of why fair ≠ equal</p>
	<p>1st: Diversity 8 I want to know about other people and how our lives and experiences are the same and different.</p>	<p>1st: Visuals with a wide representation of different identities and backgrounds</p> <p>High expectations = all students' success</p> <p>Visuals: Fair ≠ equal</p>	<p>1st: Personal stories from people from different identities and backgrounds</p> <p>Inclusive vocabulary / encouraging language</p>	<p>1st: Complete movement-based personal survey</p> <p>Get to know you games (eg. puzzle piece game)</p> <p>Give examples of why fair ≠ equal</p>
	<p>2nd: Action 20 I will join with classmates to make our classroom fair for everyone.</p>	<p>2nd: Visuals with a wide representation of different identities and backgrounds</p> <p>Visuals: Fair ≠ equal</p>	<p>2nd: Personal stories from people from different identities and backgrounds</p> <p>Inclusive vocabulary / encouraging language</p>	<p>2nd: Create class expectations that make the classroom fair for everyone</p> <p>Complete personal survey and icebreakers</p> <p>Give examples of why fair ≠ equal</p>

Unit: Locomotors and Literacy

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>JK/K: Students will be able to differentiate and perform locomotor movements with proper skill cues and balance by the end of the unit.</p>	<p>JK/K: Teacher/peer modeling and visuals of movements (e.g. animal references)</p> <p>Visuals of people of varying abilities successfully performing locomotor movements</p>	<p>JK/K: Locomotor vocabulary, cues for practicing the skills</p> <p>Encouragement: peers and teachers assisting and encouraging others</p>	<p>JK/K: Stations and group games- taking turns</p> <p>Practicing various locomotor skills, skill-building, and persevering through setbacks</p>
	<p>1st: Students will be able to enhance gross motor skill development and social awareness through a variety of individual, small group, and whole group movement experiences.</p>	<p>1st: Modeling and visuals of movements (e.g. animal references)</p> <p>Visuals of people of varying abilities successfully performing locomotor movements</p>	<p>1st: Locomotor vocabulary, cues for practicing the skills</p> <p>Encouragement: peers and teachers assisting and encouraging others</p>	<p>1st: Peer Assessment/Feedback on skills</p> <p>Identify and demonstrate locomotor skills</p>
	<p>2nd: Students will be able to enhance gross motor skill development through a variety of individual, small group, and whole group movement experiences.</p>	<p>2nd: Teacher/peer modeling and visuals of movements (e.g. animal references)</p> <p>Visuals of people of varying abilities successfully performing locomotor movements</p>	<p>2nd: Locomotor vocabulary, cues for practicing the skills</p> <p>Encouragement: peers and teachers assisting and encouraging others</p>	<p>2nd: Student-directed guided discovery of locomotor movements</p> <p>Identify and demonstrate locomotor skills in different activities</p>
<p>Social Justice Anchor:</p> <p><u>Diversity 7</u> I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.</p>	<p>JK/K: Identity 4 I can feel good about myself without being mean or making other people feel bad.</p>	<p>JK/K: Classmates practicing and demonstrating various locomotor skills at a wide range of skill knowledge</p> <p>Teacher/peer examples of successful movements</p>	<p>JK/K: Vocabulary: adapt, ability, different</p> <p>Praise for classmates for successfully demonstrating a movement</p> <p>Verbal explanations of different skills</p>	<p>JK/K: Assess through multiple intelligences (explain, demonstrate)</p>
	<p>1st: Action 20 I will join with classmates to make our classroom fair for everyone.</p>	<p>1st: Students helping each other perform skills successfully</p> <p>Every student is provided with equal opportunities to demonstrate skills, including additional time or space required to practice skills</p>	<p>1st: Students encouraging each other to perform skills successfully</p> <p>Peer feedback with teacher modeling and reinforcement</p>	<p>1st: Adapting locomotor skills to different abilities*</p> <p>Think critically about those with different physical and mental abilities in physical activity settings</p>
	<p>2nd: Justice 13 I know some true stories about how people have been treated badly because of their group identities, and I don't like it.</p>	<p>2nd: Students that are being inclusive</p> <p>Books, visual resources, and personal stories describing experiences of not being included</p>	<p>2nd: Student stories ("has anyone told you that you were doing something wrong? Has anyone felt left out?")</p> <p>Hearing locomotor terms in other languages, hearing constructive feedback from teachers and/or peers</p>	<p>2nd: Create a multilingual wall</p> <p>Adapt movements for others and providing feedback</p> <p>Be inclusive of all classmates and think of ways to be inclusive outside of school</p>

Unit: Science of The Body & Nutrition

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 3 The physically literate individual demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>JK/K: Students will understand that being fit keeps you healthy, fitness is for everyone, and being healthier makes you happier.</p>	<p>JK/K: Students enjoying participating in physical activity</p> <p>A large variety of movement activities (dance, martial arts, exercise, games, walking)</p>	<p>JK/K: Vocabulary: healthy, exercise, fitness</p> <p>Emphasis on enjoyment and fun</p>	<p>JK/K: Participate in a variety of movements and physical activities</p> <p>Discuss how exercise (movement) makes them feel</p>
	<p>1st: Students will understand that being fit keeps you healthy, fitness is for everyone, being healthier makes you happier, and physical activity impacts your brain and heart.</p>	<p>1st: Visuals/examples “fit” and “healthy” looks different for each individual</p> <p>A large variety of movement activities (dance, martial arts, exercise, games, walking)</p>	<p>1st: Vocabulary: healthy, exercise, fitness, nutrition</p> <p>“Healthy is different for everyone” “What does a healthy body look like”</p>	<p>1st: Participate in a variety of movements and physical activities</p> <p>Provide examples of movement activities they enjoy</p>
	<p>2nd: Students will understand that being fit keeps you healthy, fitness is for everyone, being healthier makes you happier, and physical activity impacts your brain and heart.</p>	<p>2nd: Visuals/examples “fit” and “healthy” looks different for each individual</p> <p>A large variety of movement activities (dance, martial arts, exercise, games, walking)</p>	<p>2nd: Vocabulary: exercise, fitness, nutrition</p> <p>How do we find enjoyment through movement? Is being an athlete the only way to be healthy?</p>	<p>2nd: Participate in a variety of movements and physical activities in partners and groups</p> <p>Discuss the physical, mental, and emotional benefits of movement</p>
<p>Social Justice Anchor:</p> <p>Justice 13 I know some true stories about how people have been treated badly because of their group identities, and I don't like it.</p>	<p>JK/K: Diversity 9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.</p>	<p>JK/K: Visuals of healthy meals from different cultures Visuals/ examples of healthy bodies of all shapes and sizes from different cultures</p>	<p>JK/K: Inclusive language surrounding body image and exercise (no ideal body type)</p> <p>Positive language surrounding movement: fun, enjoy, silly</p>	<p>JK/K: Find students in class who enjoy the same activities</p> <p>Discuss kind ways to treat people who seem different</p>
	<p>1st: Identity 2 I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p>	<p>1st: Visuals of healthy meals from different cultures Visuals of what healthy bodies look like from different cultures</p>	<p>1st: Inclusive language surrounding body image and exercise (no ideal body type)</p> <p>What does your family/ culture consider a healthy meal?</p>	<p>1st: Discover healthy meals from different cultures</p> <p>Discuss what healthy means to their family Participate in movement activities from other cultures</p>
	<p>2nd: Action 18 I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.</p>	<p>2nd: Visuals of people of all shapes and sizes participating in and enjoying movement</p> <p>Examples of enjoyment and excellence in physical activity by different body types (e.g. hiking, dog walking, water fitness, martial arts, weight lifting, etc.)</p>	<p>2nd: Inclusive language about body image and exercise (there is no ideal body type)</p> <p>Vocabulary: diet vs fad diet</p> <p>Why do different people need different diets? Stories and experiences of anti-fat bias</p>	<p>2nd: Discuss ways to make PE class and recess more inclusive to all body types</p> <p>Participate in movement activities from other cultures</p>

Unit: Cooperative Learning

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>JK/K: Students will recognize that physical activity is important for good health; Students will follow directions in groups settings</p>	<p>JK/K: Peer/teacher demonstrations of spatial awareness by respecting each other's space</p> <p>Visuals containing ways we can be healthy (activity wall, visuals around space)</p>	<p>JK/K: Social interactions and peer feedback regarding the physical activity at hand</p> <p>Peer/Teacher reinforcement for successful attempts towards activities provided</p>	<p>JK/K: Discuss what they think it means to be healthy, how can we live healthier lives?</p> <p>Show ways that they feel respected or comfortable during physical activities</p>
	<p>1st: Students will be able to work cooperatively in small and large groups striving towards a common goal by the end of the unit.</p>	<p>1st: Peer/teacher modeling: respecting personal space and learning environment</p> <p>Student-made lists of ways to respect one another during physical activities</p>	<p>1st: Peer/ teacher feedback regarding physical activity at hand</p> <p>Positive language for feedback to remain respectful towards one another</p>	<p>1st: Discuss in what ways we can be healthy</p> <p>Work in groups to make lists of ways we can show respect to each other during physical activities</p>
	<p>2nd: Students will be able to work cooperatively in partners, small and large groups striving towards a common goal by the end of the unit.</p>	<p>2nd: Emerging independence and cooperation in partner environments</p> <p>Activity wall, social contract prepared by students</p>	<p>2nd: Peer/ teacher feedback regarding physical activity at hand</p> <p>Positive language during feedback and during conversations in conflict corner, if needed</p>	<p>2nd: Work collaboratively and create an activity wall: being healthy in/outside of school</p> <p>Develop a class contract for respectful participation; use conflict corner for disagreements</p>
<p>Social Justice Anchor:</p> <p>Justice 12 I know when people are treated unfairly.</p>	<p>JK/K: Identity 4 I can feel good about myself without being mean or making other people feel bad.</p>	<p>JK/K: Visuals: representation of various cultures</p> <p>Peer/teacher models of fair treatment (equity)</p>	<p>JK/K: Correct pronunciation of preferred names and use of correct pronouns</p> <p>Vocabulary: differences, fairness (equity)</p> <p>Positive language and encouragement</p>	<p>JK/K: Discuss how activities can be fair for everyone or unfair for some</p> <p>Take turns and share equipment so that all students have a chance to participate</p>
	<p>1st: Diversity 6 I like being around people who are like me and different from me, and I can be friendly to everyone.</p>	<p>1st: Representation of different cultures featured in visuals and activities</p> <p>Peer/teacher models of fair and unfair treatment during activities</p>	<p>1st: Correct pronunciation of preferred names and use of correct pronouns</p> <p>Vocabulary: differences, fairness (equity)</p> <p>Positive language and encouragement</p>	<p>1st: Discuss if anyone has ever felt that they were treated unfairly in the past</p> <p>Agree on class expectations to treated everyone fairly during PE lessons</p>
	<p>2nd: Action 16 I care about those who are treated unfairly.</p>	<p>2nd: Representation of different cultures featured in visuals and activities</p> <p>Demonstrations of when certain groups are treated unfairly</p>	<p>2nd: Student's preferred names and pronouns pronounced correctly</p> <p>Teacher and student examples of what influences physical activities (e.g. family)</p> <p>Students using positive language</p>	<p>2nd: Demonstrate examples of certain teams/groups being provided unfair opportunities in physical activity</p> <p>Discuss how we can make physical activities fair for everyone</p>

Unit: Manipulative Skills

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p>JK/K: Students will be able to use many forms of equipment to perform a variety of manipulative skills by the end of the unit.</p>	<p>JK/K: Teacher/peer modeling of manipulative skills</p> <p>Different equipment one can use while participating in manipulative movement</p>	<p>JK/K: Manipulative skill vocabulary, activity communication, cues for practicing the skills</p> <p>Teacher and peer reinforcement and encouragement</p>	<p>JK/K: Shares equipment and space with others. (S4.E4.K)</p> <p>Collecting</p> <p>Challenge by choice</p>
	<p>1st: Students will be able to use many forms of equipment to perform a variety of manipulative skills by the end of the unit.</p>	<p>1st: Teacher/peer modeling of manipulative skills</p> <p>Different equipment one can use while participating in manipulative movement</p>	<p>1st: Manipulative skill vocabulary, activity communication, cues for practicing the skills</p> <p>Teacher and peer reinforcement and encouragement</p>	<p>1st: Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)</p> <p>Underhand throws</p> <p>Challenge by choice</p>
	<p>2nd: Students will be able to enhance gross motor skill development through the exploration of manipulative movement by the end of the unit.</p>	<p>2nd: Teacher/peer modeling of manipulative skills</p> <p>Different equipment one can use while participating in manipulative movement</p>	<p>2nd: Manipulative skill vocabulary, activity communication, cues for practicing the skills</p> <p>Teacher and peer reinforcement and encouragement</p>	<p>2nd: Works safely with equipment. (S4.E6.2b)</p> <p>Accepts corrective feedback (S4.E3.2)</p> <p>Brainstorm where to use/see the movements</p> <p>Challenge by choice</p>
<p>Social Justice Anchor:</p> <p><u>Justice 14</u> I know that life is easier for some people and harder for others based on who they are and where they were born.</p>	<p>JK/K: Diversity 9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p>JK/K: Visuals representing people with different identities and backgrounds engaged in manipulative movement</p> <p>Vocabulary: fair, justice, equity</p>	<p>JK/K: Vocabulary: fair, justice, equity</p> <p>Students sharing related games, sports, and dances learned from their home or family</p> <p>Examples of modified manipulative equipment to enhance fairness</p>	<p>JK/K: Share/participate in related activities from their family, background, culture</p> <p>Evaluated by diverse forms of assessment</p> <p>Give examples of modifying skills for fairness</p>
	<p>1st: Identity 5 I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school, and other places that matter to me.</p>	<p>1st: Visuals representing people with different identities and backgrounds engaged in manipulative movement</p> <p>Vocabulary: fair, justice, equity</p>	<p>1st: Vocabulary: fair, justice, equity</p> <p>Students sharing related games, sports, and dances learned from their home or family</p> <p>Student/peer examples of fairness</p>	<p>1st: Share/participate in related activities from their family, background, culture</p> <p>Evaluated by diverse forms of assessment</p>
	<p>2nd: Action 16 I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.</p>	<p>2nd: Visuals representing people with different identities and backgrounds engaged in manipulative movement</p> <p>Vocabulary: fair, justice, equity</p>	<p>2nd: Vocabulary: fair, justice, equity</p> <p>Students sharing related games, sports, and dances they learned from their family, culture, religion, or home life.</p> <p>Students discuss how to keep/make PE fair</p>	<p>2nd: Share/participate in related activities from their family, background, culture</p> <p>Think and discuss critically: fairness and equipment (e.g. old/broken vs. new, proper vs. improper, has vs. doesn't have, etc.)</p>

Unit: Chasing, Fleeing, and Dodging

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p>JK/K: Students will be able to use movement concepts and locomotor skills in large group activities by the end of the unit.</p>	<p>JK/K: Students traveling safely through space at different speeds and directions</p> <p>Students dodging obstacles</p>	<p>JK/K: Vocabulary- chase, flee, dodge, speed, direction, safe speed</p>	<p>JK/K: Practice traveling safely at different speeds and directions</p> <p>Learn concepts of chasing, fleeing, and dodging in a safe environment</p>
	<p>1st: Students will be able to develop chasing, fleeing, and spatial awareness skills while participating in large and small group physical activities.</p>	<p>1st: Students traveling safely while participating in chasing, fleeing, and dodging activities in partners and small groups</p>	<p>1st: Vocabulary- chase, flee, dodge, speed, direction, safe speed, tag</p> <p>Students and teacher using non-judgemental language</p>	<p>1st: Practice chasing, fleeing, and dodging skills and apply them to partner and small group activities</p>
	<p>2nd: Students will be able to develop chasing, fleeing, and spatial awareness skills while participating in large and small group physical activities.</p>	<p>2nd: Students participating in chasing, fleeing, and dodging games (tag) safely</p>	<p>2nd: Vocabulary- advocacy, chase, flee, dodge, speed, direction, safe speed, tag</p> <p>Students and teacher using non-judgemental language</p>	<p>2nd: Participate in group chasing, fleeing, and dodging activities and games</p> <p>Apply movement concepts to chasing, fleeing, and dodging activities</p>
<p>Social Justice Anchor:</p> <p>Action 19 I will speak up or do something if people are being unfair, even if my friends do not.</p>	<p>JK/K: Action 18 I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.</p>	<p>JK/K: Visuals of safe play, expectations, and concepts (directions, speed)</p> <p>Teacher and peer modeling of safe and fair play</p>	<p>JK/K: What does it mean to stand up for yourself?</p> <p>If you don't like the way someone is treating you what can you do?</p>	<p>JK/K: Practice advocacy:</p> <ul style="list-style-type: none"> Asking to go to the bathroom Asking to take a break Telling someone or the teacher if they feel uncomfortable or unsafe Talking with each other to solve problems
	<p>1st: Action 16 I care about those who are treated unfairly.</p>	<p>1st: Visuals of safe play, expectations, and concepts</p> <p>Teacher and peer modeling of conflict resolution</p> <p>Conflict corner with visuals</p>	<p>1st: Non-judgemental language</p> <p>What does it mean to stand up for yourself?</p> <p>How are some ways tag games feel unfair?</p>	<p>1st: Play fair; Discuss how unfair or unsafe gameplay can make others feel</p> <p>Practice solving conflict during activities by using the conflict corner</p>
	<p>2nd: Action 17 I can and will do something when I see unfairness—this includes telling an adult.</p>	<p>2nd: Visuals of safe play, expectations, and concepts</p> <p>Student modeling of conflict resolution</p> <p>Students advocating for themselves during gameplay and activity</p>	<p>2nd: Non-judgemental language</p> <p>How can you stand up for yourself?</p> <p>How can you stand up for others?</p>	<p>2nd: Practice solving conflict during activities by using the conflict corner</p> <p>Self-regulate and stand up for others</p>

Unit: Movement Concepts

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p>JK/K: Travel safely through personal and general space using rhythm, different pathways, and speeds</p>	<p>JK/K: Students moving safely through different pathways with different speeds</p> <p>Students demonstrating awareness of personal space</p>	<p>JK/K: Vocabulary: pathway, personal space, levels, aware of surroundings, speed</p> <p>Peer/teacher feedback if students need reminders for personal space; Peer/teacher use of different directional cues</p>	<p>JK/K: Discuss what moving safely can look like/ why moving safely is important</p> <p>Practice ways that moving can be fun (animal movements, imitation)</p>
	<p>1st: Enhance gross motor skill development and social awareness through a variety of individual and group movement experiences that encompass traveling safely</p>	<p>1st: Students moving at different speeds and pathways while demonstrating safety skills and awareness of personal space</p>	<p>1st: Vocabulary: pathway, personal space, levels, aware of surroundings, speed</p> <p>Peer/teacher feedback if students need reminders for personal space; Peer/teacher use of different directional cues</p>	<p>1st: Discuss other situations in which we need to control our body movements</p> <p>Practice different ways to move safely through a variety of pathways</p>
	<p>2nd: Enhance gross motor skill development and social awareness through a variety of individual and group movement experiences that encompass traveling safely</p>	<p>2nd: Students moving at different speeds and pathways while demonstrating safety skills and awareness of personal space</p> <p>Students following different directional cues through different pathways</p>	<p>2nd: Vocabulary: pathway, personal space, levels, aware of surroundings, speed</p> <p>Peer/teacher feedback if students need reminders for personal space and speed; Peer/teacher use of different directional cues</p>	<p>2nd: Discuss other situations in which we need to control our body movements</p> <p>Practice different ways to move safely through different pathways; Safely demonstrate different speeds</p>
<p>Social Justice Anchor:</p> <p>Diversity 8 I want to know about other people and how our lives and experiences are the same and different.</p>	<p>JK/K: Identity 2 I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p>	<p>JK/K: Visuals of different forms of movement in different cultures</p> <p>Peer/teacher models of how people can move the same/differently</p>	<p>JK/K: Vocabulary: identity, personal space</p> <p>What are some ways that you are healthy outside of school? What are some ways that you move at home?</p>	<p>JK/K: Practice showing personal space</p> <p>Discuss that some people may have larger or smaller areas for their personal space, and that is okay</p>
	<p>1st: Diversity 6 I like being around people who are like me and different from me, and I can be friendly to everyone.</p>	<p>1st: Visuals of different forms of movement in different cultures</p> <p>Differentiation of movements</p> <p>Student examples of movements and imitation</p>	<p>1st: How do different people move in different ways?</p> <p>Peer/teacher feedback for different movements</p>	<p>1st: Share movements they like and compare with peers</p> <p>Discuss different ways people move (How can we get to school? How can we move around our home?)</p>
	<p>2nd: Action 20 I will join with classmates to make our classroom fair for everyone.</p>	<p>2nd: Visuals of different forms of movement in different cultures</p> <p>Equal opportunities for all students to demonstrate their movements</p>	<p>2nd: Vocabulary: fairness</p> <p>How can we make this activity fair for everyone? What can you do if you think something is unfair?</p>	<p>2nd: Practice moving in different spaces at different speeds.</p> <p>Discuss how different people have diff</p>

Unit: Non-Manipulative Skills

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p>JK/K: Students will be able to maintain balance, create different shapes with their bodies, and perform rolls by the end of the unit.</p>	<p>JK/K: Students challenging themselves to try non-manipulative skills (e.g. balancing, rolling)</p> <p>Peer and teacher modeling of skills; Visuals demonstrating non-manipulative skills</p>	<p>JK/K: Vocabulary: balance, roll, tumble</p> <p>Peer feedback and praise</p>	<p>JK/K: Challenge by Choice: skill and how they will show understanding of skills through multiple intelligences</p>
	<p>1st: Students will be able to enhance gross motor skill development through the exploration of non-manipulative movement experiences.</p>	<p>1st: Students challenging themselves to try non-manipulative skills (e.g. balancing, rolling)</p> <p>Peer and teacher modeling of new skills; Visuals demonstrating non-manipulative skills</p>	<p>1st: New and review vocabulary</p> <p>Peer feedback and praise</p>	<p>1st: Challenge by Choice: skill and how they will show understanding of skills through multiple intelligences</p>
	<p>2nd: Students will be able to enhance gross motor skill development through the exploration of non-manipulative movement experiences</p>	<p>2nd: Students challenging themselves to try non-manipulative skills (e.g. balancing, rolling)</p> <p>Peer and teacher modeling of new skills; Visuals demonstrating non-manipulative skills</p>	<p>2nd: New and review vocabulary</p> <p>Peer feedback and praise</p>	<p>2nd: Challenge by Choice: skill and how they will show understanding of skills through multiple intelligences</p>
<p>Social Justice Anchor:</p> <p>Justice 14 I know that life is easier for some people and harder for others and the reasons for that are not always fair.</p>	<p>JK/K:</p> <p>Identity 2 I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p>	<p>JK/K: Vocabulary: values, challenge, choice, availability</p> <p>Visuals demonstrating non-manipulative skills with a wide representation of different identities and backgrounds</p>	<p>JK/K: Vocabulary: values, challenge, choice, availability</p> <p>Teacher and peer examples of values</p>	<p>JK/K: Challenge by Choice- making decisions based on values and availability</p> <p>Think critically and discuss values: what do you care about?</p>
	<p>1st:</p> <p>Diversity 8 I want to know about other people and how our lives and experiences are the same and different.</p>	<p>1st: Vocabulary: values, challenge, choice, availability</p> <p>Visuals demonstrating non-manipulative skills with a wide representation of different identities and backgrounds</p>	<p>1st: Vocabulary: values, challenge, choice, availability, fairness</p> <p>Teacher and peer examples of availability</p>	<p>1st: Challenge by Choice- making decisions based on values and availability</p> <p>Think critically and discuss: "what's available to me isn't available to everyone"</p>
	<p>2nd:</p> <p>Action 16 I care about those who are treated unfairly.</p>	<p>2nd: Vocabulary: values, challenge, choice, availability</p> <p>Visuals demonstrating non-manipulative skills with a wide representation of different identities and backgrounds</p>	<p>2nd: Vocabulary: values, challenge, choice, availability, fairness</p> <p>Teacher and peer examples of values and availability</p>	<p>2nd: Challenge by Choice- making decisions based on values and availability</p> <p>Think critically and discuss values and availability. How can we make our school and community more fair for everyone?</p>

JK-5 PE Glossary

Instructional Strategies and Information

Challenge by Choice- Challenge by Choice means that students can choose to physically take part in an activity or they can choose to not do so for physical, emotional, or personal reasons. Students decide on their own, without a teacher or peer pressure, to take on a challenge. Varied challenges (e.g: allowing students to vary distances for tossing to a target) and varied methods (try it, teach it, explain it, etc.) Sometimes students are not prepared to try something and they have the opportunity to opt-out and try something else. Sitting out isn't a challenge by choice.

Conflict Corner- A dedicated space and method for students to solve conflict with one another independently
[Conflict Corner](#)

Directional cues- Any prompt given to students to encourage movement in a different direction (up, down, left, right, forwards, backward, under, over, etc.)

Diverse forms of assessment- Incorporate and prioritize assessments within the social/emotional and affective domains; avoid an overreliance on psychomotor assessments. If we assess in many different ways, we provide all students the opportunity to show us how they learn best (e.g., learning journals, reflections, teaching a peer, explaining it, etc).

Multiple Intelligences- Varied methods of performing, explaining, teaching, assessing skills, etc.

Navigation visuals (orienteering): Maps, cards, letters, any visual used to represent a location featured within a student map

Non-judgemental language: Using words that do not use a positive or negative stance. Instead of using words like "good," "bad," "right," or "wrong," use more neutral and non-judgmental words to express that you are hearing the person, rather than judging what they say.

Personal survey- Get to know your students by collecting data. Upper elementary may use a digital or written survey. In JK-2, four corners/pick-a-side games can help you collect data (e.g. I can speak 1, 2, 3, 4+ languages, favorite way to move, do you have older/younger siblings, agree/disagree, identity questions).

Safe spaces- a safe space where students can calm down, take a timeout, or resolve conflict (e.g. calming space, conflict corner, circle, or squad spots)

Social Contract- Students come up with agreed-upon rules and expectations for class with minimal teacher help and direction

Spirit - Alternative to "sportsmanship" - mutual respect and trust between opponents; communication and conflict resolution skills; and self-confidence – both on and off the field of play

Wide Representation- Visuals and examples of individuals with various identities: race, ethnicity gender, sex, class, sexual orientation, language, religion/spirituality, ability, culture, age, etc.

Student Vocabulary

Access- Ability to participate in activities outside of school

Adapting- To change or adjust for a reason

Availability- Having access to equipment, resources, or facility to perform skills/activities

Bias- prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Challenge by Choice- You get to make a decision about what challenge you do (option A or B) and how you try it (try with your body, explain it, teach a classmate, or another option).

Challenge- Something not impossible but not easy; something you think you can do safely but don't know if you can yet

Choice- You get to make a decision

Diet- What a person, animal, or community eats on a regular basis

Diversity- Differences. People can be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion

Encouraging Language- Using positive language and feedback to help motivate one another

Equity- fairness, Vocabulary: fair, justice, equity

Fad Diet- Trend diets; diets or plans sold as the best and fastest approach to losing weight and being healthy

Fair- everyone gets what they need; not the same as equal

Inclusion- Not leaving anyone out; making sure all of your peers have a turn in the activity, game, or lesson

Justice- Being fair and doing what is right; not always equal

Spirit- Demonstrating respect for one another and fair play during activities

Value- Something we care about