

Young Scholars of Western Pennsylvania Charter School

K-3 Physical Education

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The elementary physical education program for grades K-3 is based on one lesson per week over the entire school year. Every objective box indicates the differentiation for the appropriate grade level. Each student will participate in educational games, cooperative games, fitness activities, sports, and activities to develop each student's motor skills. Lessons are modified based on grade level, and each student's ability to perform the assigned task. Each class will begin with a short health topic. All lessons/activities are based on the PA State Standards and PA Core Standards.

- Unit (Timeline)

Introduction Unit (Week 1)

Activities / Objectives

- Introduce class, rules and expectations
- Understanding safety in PE
- Explanation and practice of the daily warm-up activity involving: push-ups, sit-ups, jumping jacks, running, hula-hoops, and jumping rope
- Listening Activity-Game

Resources / Equipment

- Cones
- Syllabus

Assessment Options

Participation and Behavior rubric

PA Standards

10.3. Safety and Injury Prevention - 10.3.3.

- A. Recognize safe/unsafe practices in the home, school and community. • general (e.g., fire, electrical, animals) • modes of transportation (e.g., pedestrian, bicycle, vehicular) • outdoor (e.g., play, weather, water) • safe around people (e.g., safe/ unsafe touch, abuse, stranger, bully)
- B. Recognize emergency situations and explain appropriate responses. • importance of remaining calm • how to call for help • simple assistance procedures • how to protect self
- C. Recognize conflict situations and identify strategies to avoid or resolve. • walk away • I-statements • refusal skills • adult intervention
- D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

- Unit (Timeline)

Soccer (3 weeks)

Activities / Objectives

Objectives:

K-Have an understanding of the basics of the game, i.e. where to stand, what the purpose is

1-Critical Elements of passing and shooting (basic understanding). Show understanding of safety rules.

2-Understanding of positions in soccer, i.e. forwards, defense, and goalie

3-Be able to play a full game using proper technique, while showing understanding of rules

Activities:

-Soccer drills for skill development

-Soccer-Kickball

-World Cup Soccer

-Full Game of Soccer

Resources / Equipment

-Cones

-Soccer ball or other similar size ball to modify game based on student's ability

-Pinnies

-Nets

pecentral.org

Sports and Recreational Activities 14th Edition

Assessment Options

Participation and Behavior rubric with brief class discussion.

PA Standards

10.4. Physical Activity - 10.4.3

- A. Identify and engage in physical activities that promote physical fitness and health.
- C. Know and recognize changes in body responses during moderate to vigorous physical activity.
 - heart rate • breathing rate
- D. Identify likes and dislikes related to participation in physical activities.
- F. Recognize positive and negative interactions of small group activities.
 - roles (e.g., leader, follower) • cooperation/sharing • on task participation

10.5. Concepts, Principles and Strategies of Movement - 10.5.3.

- A. Recognize and use basic movement skills and concepts.
 - locomotor movements (e.g., run, leap, hop)
 - non-locomotor movements (e.g., bend, stretch, twist)
 - manipulative movements (e.g., throw, catch, kick)
 - relationships (e.g., over, under, beside)
 - combination movements (e.g., locomotor, non-locomotor, manipulative)
 - space awareness (e.g., self-space, levels, pathways, directions)
 - effort (e.g., speed, force)
- B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.
 - form • developmental differences • critical elements • feedback
- C. Know the function of practice.
- F. Recognize and describe game strategies using appropriate vocabulary.
 - faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play

- Unit (Timeline)

Hockey (2 weeks)

Activities / Objectives

Objectives:

K-Have an understanding of the basics of the game, i.e. where to stand, what the purpose is

1-Critical Elements of passing and shooting (basic understanding). Show understanding of safety rules.

2-Understanding of positions in hockey, i.e. offense, defense, and goalie.

3-Be able to play a full game using proper technique, while showing understanding of rules

Activities:

-Hockey drills for skill development

-Full game of Hockey

Resources / Equipment

-Hockey Sticks

-Hockey puck, hockey ball, or gator ball (depending on class skill level and age group)

-Nets

-Pinnies

pecentral.org

Sports and Recreational Activities 14th Edition

Assessment Options

Participation and Behavior rubric with brief class discussion.

PA Standards

10.4. Physical Activity - 10.4.3

A. Identify and engage in physical activities that promote physical fitness and health.

C. Know and recognize changes in body responses during moderate to vigorous physical activity.
• heart rate • breathing rate

D. Identify likes and dislikes related to participation in physical activities.

F. Recognize positive and negative interactions of small group activities.
roles (e.g., leader, follower) • cooperation/sharing • on task participation

10.5. Concepts, Principles and Strategies of Movement - 10.5.3.

A. Recognize and use basic movement skills and concepts. • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force)

B. Recognize and describe the concepts of motor skill development using appropriate vocabulary. • form • developmental differences • critical elements • feedback

C. Know the function of practice.

F. Recognize and describe game strategies using appropriate vocabulary. • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play.

- Unit (Timeline)

Throwing and Catching (4-5 weeks)

Activities / Objectives

Objectives:

K-Activities/Games to help adapt to object recognition

1-Understanding of basic critical elements

2-Improvements of understanding the basic critical elements

3-More advanced games involving throwing and catching in a faster setting, with smaller objects

Activities:

-Drills to develop skill level

-Games/drills involving throwing and catching

Ex: showerball, castle ball, pin-ball

Resources / Equipment

-Flags

-Pinnies

-Balls (different sizes)

pecentral.org

other PE related websites

Assessment Options

Participation and Behavior rubric with brief class discussion.

PA Standards

10.4. Physical Activity

10.4.3.

E. Identify reasons why regular participation in physical activities improves motor skills.

10.5. Concepts, Principles and Strategies of Movement

10.5.3

A. Recognize and use basic movement skills and concepts. • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force)

E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary. • gravity • force production/absorption • balance • rotation

- Unit (Timeline)

Fleeing and Dodging (6-8 weeks)

Activities / Objectives

Objectives:

K-Movement activities incorporating non-locomotor skills

1-Understanding of what each locomotor movement is: stretching, bending, twisting, and hand clapping.

2-Incorporating non-locomotor skills into activities and games

3-More advancement of the non-locomotor skills into activities and games.

Activities:

- Sharks and Minnows
- Dead Bug Tag
- Here Comes the Bears
- Sugar and Fat Tag
- Candle Stick Tag
- Couch Potato
- Alphabet Tag

Resources / Equipment

- Cones
- Pinnies
- Balls
- Mats

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Assessment Options

Participation and Behavior rubric with brief class discussion.

PA Standards

10.4. Physical Activity

10.4.3.

E. Identify reasons why regular participation in physical activities improves motor skills.

F. Recognize positive and negative interactions of small group activities. • roles (e.g., leader, follower) • cooperation/sharing • on task participation

10.5. Concepts, Principles and Strategies of Movement

10.5.3.

A. Recognize and use basic movement skills and concepts. • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor,

non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force)

F. Recognize and describe game strategies using appropriate vocabulary. • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play

• Unit (Timeline)

Scooter Games (3-4 weeks)

Activities / Objectives

Objectives:

K-Adjusting to how to sit and roll on a scooter going forward and backwards. Safety with scooters

1-Incorporating activities/games into lessons with scooters to allow for more freedom and movement

2-Understanding the fitness aspect of using the scooter and why it is beneficial

3-Being comfortable enough to move in the position they choose on the scooter to make it most effective during game/activities

Activities:

-Wacky Ball

-Scooter Soccer

-Scooter Tag

-Scooter Races

Resources / Equipment

-Scooters

-Pinnies

-Balls

-Rackets

-Nets

Past experience

pecentral.org

Assessment Options

Participation and Behavior rubric with brief class discussion.

PA Standards

10.4. Physical Activity

10.4.3.

F. Recognize positive and negative interactions of small group activities. • roles (e.g., leader, follower) • cooperation/sharing • on task participation

10.5. Concepts, Principles and Strategies of Movement

10.5.3.

E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary. • gravity • force production/absorption • balance • rotation

F. Recognize and describe game strategies using appropriate vocabulary. • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play

- Unit (Timeline)

Teamwork and Communication (3 weeks)

Activities / Objectives

Objectives:

K-Students will begin by explaining what are appropriate words to use to one another during games.

1-Students will practice this using those words while in a game, and are expected to know what is and is not appropriate. They will also practice what teamwork means.

2-Students will have a stronger understanding of what teamwork means, and how to get along with all classmates.

3-Students will be paired up by the teacher for cooperative thinking games to demonstrate how to work with others.

Activities:

- Relay Races
- Cooperative thinking games

Resources / Equipment

- scooters
- hula hoops
- bean bags / balls
- pinnies as flags

Past experiences

Assessment Options

Participation and Behavior rubric with brief class discussion.

Students will be asked to name an appropriate term for a situation in class where another student failed, or did not succeed at a particular activity.

PA Standards

10.4. Physical Activity

10.4.3.

D. Identify likes and dislikes related to participation in physical activities.

F. Recognize positive and negative interactions of small group activities. • roles (e.g., leader, follower) • cooperation/sharing • on task participation

10.5. Concepts, Principles and Strategies of Movement

10.5.3.

F. Recognize and describe game strategies using appropriate vocabulary. • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play

- Unit (Timeline)

Manipulatives (2 weeks)

Activities / Objectives

Objectives:
K-Students will learn what it means to: push, pull, lift, strike, throw, kick, and roll
1-Students will demonstrate each skill with the proper critical elements
2-Students will be able to explain what the proper critical elements are for each manipulative skill
3-Students will demonstrate each through a game or activity

Activites:
-Drills to develop skill level
-Game play

Resources / Equipment

-Balls
-Cones

Past experiences

Assessment Options

Participation and Behavior rubric with brief class discussion.

PA Standards

10.4. Physical Activity
10.4.3.
E. Identify reasons why regular participation in physical activities improves motor skills.

10.5. Concepts, Principles and Strategies of Movement

10.5.3.

A. Recognize and use basic movement skills and concepts. • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force)

B. Recognize and describe the concepts of motor skill development using appropriate vocabulary. • form • developmental differences • critical elements • feedback

- Unit (Timeline)

Controlled Movement and Body Awareness (4 weeks)

Activities / Objectives

Objectives:

K-Students will review all locomotor, non-locomotor, and manipulative skills

1-Students will demonstrate each skill with the proper critical elements

2-Students will be able to explain what the proper critical elements are for each of the skill areas

3-Students will demonstrate each during a game or activity

Activities:

-Steal the Bacon

-Mirror Game

-Alphabet Tag

etc.

Resources / Equipment

-Cones

-Balls

-Pinnies

-Flags

Past experiences

pecentral.org

Assessment Options

Participation and Behavior rubric with brief class discussion.

PA Standards

10.5. Concepts, Principles and Strategies of Movement

10.5.3.

A. Recognize and use basic movement skills and concepts. • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force)

F. Recognize and describe game strategies using appropriate vocabulary. • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play

- Unit (Timeline)

Fitness (4 weeks)

Activities / Objectives

Objectives:

K-Students will be introduced to what "exercise" is, and why it is important

1-Students will explain and demonstrate different ways to exercise, at school and at home

2-Students will express which areas of exercise they enjoy the most

3-Students will express ways they can exercise and stay active with their whole family.

Activities:

-Pacer Relay

-Movement to Music

Resources / Equipment

-Hula-Hoops

-Jump Ropes

-Cones

Past experiences

pecentral.org

Assessment Options

Participation and Behavior rubric with brief discussion.

PA Standards

10.4. Physical Activity

10.4.3.

A. Identify and engage in physical activities that promote physical fitness and health.

B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

C. Know and recognize changes in body responses during moderate to vigorous physical activity. • heart rate • breathing rate

D. Identify likes and dislikes related to participation in physical activities. E. Identify reasons why regular participation in physical activities improves motor skills. F. Recognize positive and negative interactions of small group activities. • roles (e.g., leader, follower) • cooperation/sharing • on task participation

- Unit (Timeline)

Jump Rope for Heart (American Heart Association event) (1 weeks)

Activities / Objectives

During the end of the year, one week is dedicated to Jump Rope for Heart. During this week students will learn the importance of eating right, and how they could exercise daily.

Possible Activities:

- Parachute
- Hula Hoop to music
- Jump Rope to music
- Food Pyramid matching game

Resources / Equipment

- Parachute
- Hula-Hoops
- Jump Rope
- Cones
- Music

heart.org

past experiences

Assessment Options

Brief class discussion.

(Student's families have the option to donate to support the American Heart Association during the Jump Rope/Hoops for Heart week)

PA Standards

10.5. Concepts, Principles and Strategies of Movement

10.5.3.

A. Recognize and use basic movement skills and concepts. • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force)

F. Recognize and describe game strategies using appropriate vocabulary. • faking/dodging • passing/receiving • move MOVING to be open • defending space • following rules of play

- Unit (Timeline)

Concepts of Health / Healthful Living (Lessons incorporated into other lessons throughout the year)

Activities / Objectives

Objectives:

K-Students will prepare, and interact with their class on the health topics mentioned each day

1-Students will share ideas, and opinions on each health topic

2-Students will cooperate with classmates, on answering questions, and sharing ideas and stories

3-Students will develop new ways to make sure they incorporate these healthy lifestyles into their own lives.

Class will begin with a lesson on one of the following topics throughout the year:

-Nutrition

-Healthy and Non-Healthy Foods

-Body Systems

-Medicines (Mr. Yuk Stickers)

-Hygiene

-Environmental Factors That Affect Health

-Decision Making

Resources / Equipment

-Food Pyramid Chart

-Pictures of Foods

-Diagrams of the Body Systems

-Mr. Yuk Stickers / Warning Labels

-Pictures of Hygiene Products

Assessment Options

Participation and Behavior rubric with class discussion.

Students will complete certain charts that aligned with particular health topics.

PA Standards

10. 1. Concepts of Health - 10.1.3.

A. Identify and describe the stages of growth and development. • infancy • childhood • adolescence • adulthood • late adulthood

B. Identify and know the location and function of the major body organs and systems. • circulatory • respiratory • muscular • skeletal • digestive

C. Explain the role of the food guide pyramid in helping people eat a healthy diet. • food groups • number of servings • variety of food • nutrients

D. Know age appropriate drug information. • definition of drugs • effects of drugs • proper use of medicine • healthy/unhealthy risk-taking (e.g. inhalant use, smoking) • skills to avoid drugs

E. Identify types and causes of common health problems of children. • infectious diseases (e.g., colds, flu, chickenpox) • noninfectious diseases (e.g., asthma, hay fever, allergies, lyme disease) • germs • pathogens • heredity

10.2. Healthful Living - 10.2.3.

A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.

B. Identify health-related information. • signs and symbols • terminology • products and services

C. Identify media sources that influence health and safety.

D. Identify the steps in a decision-making process.

E. Identify environmental factors that affect health. • pollution (e.g., air, water, noise, soil) • waste disposal • temperature extremes • insects/animals

Common Core Standards:

CCSS.ELA-LITERACY.SL.K.1

CCSS.ELA-LITERACY.SL.1.1

CCSS.ELA-LITERACY.SL.2.1

CCSS.ELA-LITERACY.SL.3.1