

**PHYSICAL EDUCATION CURRICULUM UNIT Grades K-1 Trimester #2**  
**North Smithfield School District**

**TITLE OF UNIT:** *Get, Set, Go*

**GRADES :** K-1

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Trimester

**OVERVIEW OF UNIT:**

**ESSENTIAL QUESTION**

*What are the foundations of movement?*

**STANDARDS: Physical Education**

1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

2. Students will apply movement concepts and principles to the learning and development of motor skills.

3. Students will understand the implications of and the benefits derived from involvement in physical activity.

4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

5. Students will demonstrate responsible personal and social behavior in physical activity settings.

6. Students will understand that internal and external environments influence physical activity.

**PHYSICAL EDUCATION STANDARDS:** see curriculum for specific standards, e.g.

**1. Competency in many movements**

- Mature form 1.1.1
- Gross locomotor patterns 1.1.2
- Movement, e.g. locomotor, non-locomotor, directionality, levels, tempo, etc. 1.2.1
  
- Combination movement patterns 1.4.1
  - Dance/rhythm (Manipulatives, Dance\*)
  - Recreational (Manipulatives\*)
  - Fitness (Jumping, Balance, Stunt, Tumbling\*, Fitness testing- Fitnessgram™)

**2. Movement concepts and principles**

- Movement vocabulary 2.1.1
- Movement cues 2.2.1

**3. Benefits from physical activity**

- Physical Activity Benefits 3.1.1
- Movement patterns 3.2.1

**4. Physically active life style**

- Fitness and Assessment 4.1.1, 4.2.1
- Identify physical activity 4.3.1
  - **aerobic capacity/cardiovascular endurance** (heart power)
  - **muscular strength and endurance** (push, pull, lift)
  - **flexibility** (How far can I stretch?)
  - stretching

**5. Personal and social behavior**

- Self-Control and space 5.1.1
- Laws, rules, procedures, and etiquette 5.2.1
- Safety 5.3.1
  - Space
  - Clothing and footwear
  - equipment
  -
- Work cooperatively and productively 5.4.1
- Open Circle 5.4.2
- On task behavior 5.5.1
- Appropriate interactions with peers in physical activity setting 5.6.1

**6. Internal and external environments**

- Appropriate and safe areas in the community 6.1.1-6.1.2, 6.2.1
- Youth organizations in the community 6.3.1, 6.3.2, 6.5.1
- Valid sources for information 6.4.1, 6.6.1

**ENDURING UNDERSTANDING:**

- Demonstrate awareness of personal and general space.
- Begins to demonstrate locomotor and non-locomotor skills.
- Know how to safely participate in large group activities.
- Begins to demonstrate the importance of endurance, strength, and flexibility.

**PRIOR KNOWLEDGE:**

- NA

**STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:**

**1. Competency in many movements**

- 1.1.1 Becomes aware that **form** in basic skills is the most efficient technique for each skill.
- skill practice

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### 1.1.2 Begins identifying and using mature **form** in some **gross motor patterns**

- gallop
- hop
- jump
- leap
- run
- skip
- slide
- walk

### 1.2.1 Begins to demonstrate awareness of movement by showing form in the following skills.

- locomotor
  - gallop
  - hop
  - jump
  - leap
  - run
  - skip
  - slide
  - walk
- Non-locomotor
  - bending
  - pushing and pulling
  - rising
  - twisting
  - turning
  - shaking
  - stretching
  - swinging
  - swaying
- directionality e.g.
  - up
  - down
  - right
  - left
  - side ways
  - forward/back
  - following
  - leading
  - mirroring
- levels
  - low
  - medium
  - high
- pathways
  - straight
  - curvy
  - zigzag
- balance
- personal and general space
- raising and lowering
- tempo
  - slow,
  - medium
  - fast

### 1.4.1 Begins to show initial form in combination movement patterns:

- Dance/rhythm (Manipulatives, Dance\*)
- Recreational (Manipulatives\*)
- Fitness (Jumping, Balance, Stunt, Tumbling\*, Fitness testing- Fitnessgram™)
- **Dance/rhythm, e.g.:** exploratory creative movement, introductory line dancing, folk dance, aerobic dance, scarf juggling, cup stacking, ribbon
  - counting/moving
  - stepping/turning

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- sliding/turning
- stepping/stretching
- run/gallop
- run/leap
- run/skip
- skip/gallop
- step/hop
- step/leap
- step/slide
- **Fitness, e.g.:** exploratory personal fitness, yoga, aerobics, jumping rope, relay , balance, circuit training, balance/stunt/tumbling, track and field, circuit training
  - jumping/squatting
  - jumping/turning
  - stepping/lunging
  - stepping/stretching
- **Recreational, e.g.:** exploratory backyard games (e.g. tag, SPUD, kick the can, monkey in the middle)
  - running/stopping
  - stepping/twisting
  - grabbing/dodging
  - stepping/striking
  - reaching/twisting

### 2. Movement concepts and principles

2.1.1 Recognize **movement vocabulary** as it applies to motor skill development.

- locomotor
  - gallop
  - hop
  - jump
  - leap
  - run
  - skip
  - slide
  - walk
- non-locomotor
  - bending
  - pushing and pulling
  - rising
  - twisting
  - turning
  - shaking
  - stretching
  - swinging
  - swaying
- directionality e.g.
  - up
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- levels
  - low
  - medium
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- pathways
  - straight
  - curvy
  - zigzag
- balance
- personal and general space
- raising and lowering
- tempo

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- slow,
- medium
- fast

2.2.1 Listen to movement cues and respond appropriately through movement, e.g.

- balance
- follow through
- opposite
- pathway
- release
- stretch

### 3. Benefits from physical activity

3.1.1 Begins to identify how physical activity improves health, e.g.

- increase health benefits
  - controls weight
  - improves bone strength
  - improves muscular strength and endurance
  - improves sleep patterns
  - increases energy
  - reduces body fat
- disease prevention
  - cardiovascular health
  - increases immune system function
  - obesity

3.2.1 Creatively explores movement patterns through introductory sport activities.

- **Dance/rhythm, e.g.:** exploratory creative movement, introductory line dancing, folk dance, aerobic dance, scarf juggling, cup stacking, ribbon
- **Fitness, e.g.:** exploratory personal fitness, yoga, aerobics, jumping rope, relay, balance, circuit training, balance/stunt/tumbling, track and field, circuit training
- **Recreational, e.g.:** exploratory backyard games (e.g. tag, SPUD, kick the can, monkey in the middle)

### 4. Physically active life style

4.1.1 Participates in Fitnessgram Test (Pacer Test) to assess

- aerobic endurance
- agility
- flexibility
- muscular strength and endurance
- speed
  - [www.fitnessgram.net](http://www.fitnessgram.net)

4.2.1 Begins to recognize components of health-related physical fitness testing:

- **specificity (What am I doing?)** - type of exercises that increase fitness in each of the five specific areas
  - aerobic capacity (heart power)
  - muscular endurance/muscular strength (push, pull, lift)
  - flexibility (How far can I stretch?)
  - agility (How smoothly/quickly can I change directions?)
  - speed
- **progression (How far can I go and how much can I do?)** - gradual increase in
  - intensity (How hard is it?)
  - time (How much time did it take?)
    - [www.fitnessgram.net](http://www.fitnessgram.net)

4.3.1 Begins to identify physical activity in which participation enhances physical personal health.

- **aerobic capacity/cardiovascular endurance** (heart power)
  - bike riding
  - dancing
  - ice skating
  - jogging
  - jumping rope
  - roller blading
  - running
  - skateboarding

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- swimming
- walking
- **muscular strength and endurance** (push, pull lift)
  - push-ups
  - curl-ups
  - chin-ups
- **flexibility** (How far can I stretch?)
  - stretching (warm-up/cool-down)

### 5. Personal and social behavior

- 5.1.1 Exhibits self-control with regard to personal and general space.
- applying safe practices, e.g. proper attire to allow for uninhibited movement
  - rules and procedures (Open Circle)
  - proper, intended, and safe equipment use.
- 5.2.1 Follows activity-specific laws, rules, procedures, and etiquette for:
- Dance/rhythm
  - Fitness
  - Recreational
- 5.3.1 Begins to demonstrate ways to be safe in large group movement activity settings.
- Awareness of body in personal and general space (life saver space)
  - Proper clothing and footwear
  - Safe use of equipment
- 5.4.1 Begins to work cooperatively and productively with a partner and/or a group to accomplish a set goal
- begins to identify how working together helps reach a set goal.
  - begins to demonstrate how to respect others in competitive and cooperative settings.
  - begins to demonstrate how to identify good performances of others.
  - begins to demonstrate the ability to make safe choices
  - appropriate periods of time (1-4)
- 5.4.2 Begins to apply the principles of **Open Circle** in the PE setting
- Non-negotiable rules
    - [www.opencircle.org](http://www.opencircle.org)
- 5.5.1 Begins to demonstrate behavior that is independent and on task for developmentally appropriate periods of time (1-4 minutes).
- 5.6.1 Understands and uses appropriate interactions with peers in the physical education setting.
- begins to interact appropriately with peers by
    - accepting responsibility for one's own actions
    - including others of different skill levels

### 6. Internal and external environments

- 6.1.1 Begins to identify appropriate and safe areas within the community to participate in physical activity.
- 6.1.2 Begins to identify various safe locations that are intended for recreation and play e.g.
- beaches
  - bike paths
  - Boys and Girls Clubs (Woonsocket)
  - gymnasiums
  - health centers
  - parks
  - playgrounds
  - Park and Recreation Department
  - recreational centers e.g., batting cages
  - school grounds
  - Slatersville Reservoir
  - track/turf
  - Wide World of Indoor Sports
  - YMCA/YWCA (Woonsocket, Lincoln, Smithfield)
- 6.2.1 Begins to identify physical activities that can be performed in a variety of settings, e.g.
- Interscholastic

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- Intramural
  - Recreational
  - elite (e.g. AAU, development team)
  - college/university camps
  - private/independent
- 6.3.1 Begins to identify youth organizations in the community that offer physical activity programs e.g.,
- YMCA/YWCA
  - Recreation departments
  - School enrichment activities (basketball instruction, yoga, mileage club).
- 6.3.2 Begins to recognize resources in the community:
- Boys and Girls Clubs.
  - community recreation programs
  - extracurricular clubs
  - inter-scholastic teams
  - YMCA
- 6.4.1 Begins to identify a variety of valid sources to find information about physical activity, e.g.
- classroom teachers
  - coach
  - guidance counselors
  - internet sources
  - library
  - parents
  - peers
  - physical education/health teacher
  - principal
  - print sources
  - school nurse/teacher
  - T.V. media
- 6.5.1 Begins to identify youth organizations in the community that offer physical activity programs , e.g.
- Boys and Girls Clubs.
  - community recreation programs
  - extracurricular clubs
  - inter-scholastic teams
  - YMCA
- 6.6.1 Uses physical activity information from:
- classroom teachers
  - coach
  - guidance counselors
  - internet sources
  - library
  - parents
  - peers
  - physical education/health teacher
  - principal
  - print sources
  - school nurse/teacher
  - T.V. media

### **ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:** see curriculum introduction

- |  |  |  |
|--|--|--|
| • Activity logs – collection of scores | • Interviews   | • Multiple Intelligences assessments, e.g. Role playing - bodily kinesthetic , visual representation, oral presentations |
| • Anecdotal records                    | ○ Student to student                                   |  |
| • Checklists                           | ○ Teacher to student                                   |  |
| • Conferencing                         | • Student to third party Collaboration - interpersonal | • Questions and answers  |
| • Exhibits                             | • Journals (words or pictures)                         | • Technology (pedometers )   |
| • Fitnessgram (Pacer Test)             |  | • Think-alouds   |

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### HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

#### Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

#### Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

### ADDITIONAL RESOURCES: see curriculum for specifics

<ul style="list-style-type: none"> <li>• <i>Sparks Program</i> including visuals etc.</li> <li>• <b>Sports equipment</b> for:             <ul style="list-style-type: none"> <li>○ Balls (variety of playground, e.g. soft balls, geometric, jelly, yarn ball, vinyl ball, critters)</li> <li>○ Bean bag</li> <li>○ Bowling, soft and small</li> <li>○ Dance</li> <li>○ Fitness Mats</li> <li>○ Fitness testing</li> <li>○ Flag football, soft</li> <li>○ Foam dice</li> <li>○ Hula Hoops</li> <li>○ Parachute</li> <li>○ Polyspot</li> <li>○ Rings (small and large)</li> </ul> </li> <li>• CD player and CDs</li> <li>• Fitnessgram™ CD</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.americanheart.org">www.americanheart.org</a></li> <li><a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></li> <li><a href="http://www.everdaype.org">www.everdaype.org</a></li> <li><a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> <li><a href="http://www.kidsdictionary.com">www.kidsdictionary.com</a></li> <li><a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li><a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li><a href="http://www.opencircle.org">www.opencircle.org</a><a href="http://www.pecentral.com">www.pecentral.com</a></li> <li><a href="http://www.peuniverse.com">www.peuniverse.com</a> (Physical Education sharing ideas)</li> <li><a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li><a href="http://www.sparkpe.org">www.sparkpe.org</a></li> <li><a href="http://www.teachpe.com">www.teachpe.com</a> (physical education teaching resources)</li> <li><a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul>
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### VOCABULARY

<ul style="list-style-type: none"> <li>• balance</li> <li>• bending</li> <li>• catching/throwing</li> <li>• chasing/fleeing</li> <li>• clothing and footwear</li> <li>• cool-down</li> <li>• curvy</li> <li>• directionality</li> <li>• down</li> <li>• endurance (heart power)</li> <li>• fast</li> <li>• fleeing</li> <li>• flexibility (How far can I stretch?)</li> <li>• follow through</li> <li>• following</li> <li>• forward/backward</li> <li>• freeze</li> <li>• gallop</li> <li>• good performances</li> <li>• grabbing</li> <li>• hand eye coordination</li> <li>• high</li> <li>• hop</li> <li>• jogging</li> </ul>	<ul style="list-style-type: none"> <li>• jump</li> <li>• leading</li> <li>• leap</li> <li>• left</li> <li>• levels</li> <li>• locomotor</li> <li>• low</li> <li>• marching</li> <li>• medium</li> <li>• mirroring</li> <li>• muscular strength (push, pull, lift)</li> <li>• non-locomotor</li> <li>• opposite</li> <li>• pathways</li> <li>• personal and general space (life saver space)</li> <li>• pulling</li> <li>• release</li> <li>• respect others</li> <li>• right</li> <li>• rising</li> <li>• run</li> <li>• safe use of equipment</li> <li>• shaking</li> </ul>	<ul style="list-style-type: none"> <li>• side ways</li> <li>• skill practice</li> <li>• skip</li> <li>• slide</li> <li>• slow</li> <li>• stepping/striking</li> <li>• stopping</li> <li>• straight</li> <li>• stretching</li> <li>• striking</li> <li>• swaying</li> <li>• swinging</li> <li>• tagging</li> <li>• tempo</li> <li>• throwing</li> <li>• turning</li> <li>• turning</li> <li>• twisting</li> <li>• up</li> <li>• walk</li> <li>• warm-up</li> <li>• working together</li> <li>• zigzag</li> </ul>
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LESSON PLAN for UNIT \_\_\_\_\_

LESSONS

- Lesson # 1 Summary:
  
- Lesson #2 Summary:
  
- Lesson #3 Summary:

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OBJECTIVES for LESSON # \_\_\_\_\_

- Materials/Resources:**
  
- Procedures:**
  - Lead -in
  
  - Step by step
  
  - Closure
  
- Instructional strategies:** see curriculum introduction
  
- Assessments:** see curriculum introduction
  - **Formative**
  
  
  - **Summative**