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Physical Education

(Organized by NYS Standard/ Key Idea)

Grades K-4..... 370

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Assessments, specifically conducted in Physical Education, are planned using the Understanding by Design process (see Section II, pages 22-25). Physical Education assessments, both formal and informal, are conducted in all grade levels K-8. All skills listed within each Essential Question are assessed based on a developmentally appropriate rubric.

Formal assessments include, but are not limited to, skill-based performance of the student by the teacher using a 4-point rubric, written quizzes and tests, self-reflection and peer evaluations. Informal assessments are also conducted and include teacher observations, student measurement on individually differentiated goals,

Although NYS has not finalized the PE Profile, Pinnacle Charter School has drafted a Wellness Profile to monitor Physical Education skill development and wellness.

Physical Education: K-4 Elementary

NYS Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: PE1.1 Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Personal Health and Fitness

Performance Indicator: PE1.1a Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area.		
Kindergarten	Grade 1	Grade 2
<p>EQ: How can I move a ball? Bounce & Catch: Wall Bounce Partner Wall Bounce Partner Bounce Challenge Kicking: Dribble Dash Inside of the Foot Pass Obstacle Dribble Bubbles Dribble Through the Forest Throwing & Catching: Bean Bag Tic Tac Toe Ice Cream Scoops Self Toss & Catch: Juggling Scoop Play Striking: Upside-Down Dribbling Cloudburst Hockey Hoop Dribble Hockey Highway</p> <p>EQ: How do we move? Locomotor Movements: (Gallop, Skip, Hop, Jump, Animal Movements) Bean Bag Shuffle Video Game Treasure Hunt How Do Animals Move? Spatial Awareness: (Personal Space) Locomotor Hello's Spaghetti-O Can My Backyard Tag Games</p> <p>EQ: How do I move with rhythm? Jumping Rope Short Rope</p> <p>Rhythms Body Parts Body Shapes Space Dance Folk Novelty</p> <p>EQ: What are the fundamental movements of yoga? Balancing Downward Facing Dog, Half Shoulder Stand, Bridge Weight Transfer/ Body Control Dog/ Cat, Triangle, Warrior , Corpse Pose Rolling Half-Shoulder Stand, Bridge</p>	<p>EQ: How can I move a ball? Dribble with Hands: Red Light, Green Light Hula-Hoop Dribbling Kicking: Dribble Dash Inside of the Foot Pass Obstacle Dribble Bubbles Dribble Through the Forest Throwing & Catching: Bean Bag Tic Tac Toe Ice Cream Scoops Hail Storm Striking: Upside-Down Dribbling Volleyball Bonkers Hockey Hoop Dribble Hockey Highway</p> <p>EQ: How do we move? Locomotor Movements: Gallop, Skip, Hop, Jump Bean Bag Shuffle Magician Tag Video Game Treasure Hunt How Do Animals Move? Tag Games Spatial Awareness: (Personal Space) Locomotor Hello's Soap Bubbles Scrambled Eggs</p> <p>EQ: How do I move with rhythm? Jumping Rope Short Ropes Long Ropes</p> <p>Rhythms Pathways Levels Ranges Dance Folk Novelty</p> <p>EQ: What are the fundamental movements of yoga? Balancing Downward Facing Dog, Half Shoulder Stand, Bridge Rolling Half-Shoulder Stand, Bridge Sequence-Building Sun Salutations</p>	<p>EQ: How can I move a ball? Dribble with Hands: Red Light, Green Light Hula-Hoop Dribbling Kicking: Dribble Dash Inside of the Foot Pass Kickball Goal Kicking Throwing & Catching: Bean Bag Tic Tac Toe Ice Cream Scoops Doctor Dodge Hail Storm Striking: Upside-Down Dribbling Volleyball Bonkers Hockey Hoop Dribble Hockey Highway Cone Baseball</p> <p>EQ: How do we move? Locomotor Movements: Gallop, Skip, Leap Magician Tag Video Game Treasure Hunt Tag Games Spatial Awareness: (Personal Space) Scrambled Eggs Spaceship Warm-up Tag Games</p> <p>EQ: How do I move with rhythm? Jumping Rope Short Ropes Long Ropes Jump Bands Rhythms Tempo Energy Time Dance Folk Novelty</p> <p>EQ: What are the fundamental movements of yoga? Balancing Downward Facing Dog, Half Shoulder Stand, Bridge Rolling Half-Shoulder Stand, Bridge Sequence-building Sun Salutations</p>

Grade 3	Grade 4
<p><u>EQ: How do you play Soccer?</u></p> <ul style="list-style-type: none"> <u>Dribble</u> <u>Colored line dribble</u> <u>Dribble Pirates – teacher pirate</u> <u>Dribble Relay</u> <u>Trap & Pass</u> <u>Sole trap</u> <u>Inside/Outside of the foot pass</u> <u>Pickle in the Middle</u> <u>Follow your pass</u> <u>Throw – In</u> <u>Standing to partner</u> 	<p><u>EQ: How do you play Soccer?</u></p> <ul style="list-style-type: none"> <u>Dribble</u> <u>Dribble pirates – student pirates/teacher pirate</u> <u>Dribble relay</u> <u>Trap & Pass</u> <u>Sole trap</u> <u>Inside/Outside of the foot pass</u> <u>Pickle in the Middle</u> <u>Follow your pass</u> <u>Introduction to shin trap</u> <u>Throw – In</u> <u>Standing to partner</u> <u>Shuttle throw – in</u> <u>Four ball (trap/pass/throw – in)</u>
<p><u>EQ: In what ways can we throw and catch?</u></p> <ul style="list-style-type: none"> <u>Scoops</u> <u>Self toss and catch</u> <u>Partner toss and catch</u> <u>Group toss and catch</u> <u>Juggling</u> <u>1 scarf toss and catch</u> <u>2 scarves toss and catch</u> <u>2 scarves – 1 hand</u> <u>Partner toss and catch</u> <u>Disc Throw</u> <u>Grip & throw low/high catches</u> <u>Target throw</u> <u>Disc Fort Knox</u> <u>Softball</u> <u>Grip</u> <u>Overhand throwing and catching</u> <u>Fielding</u> <u>Grounders</u> 	<p><u>EQ: In what ways can we throw and catch?</u></p> <ul style="list-style-type: none"> <u>Scoops</u> <u>Self toss and catch – advanced tricks</u> <u>Partner toss and catch</u> <u>Group toss and catch</u> <u>Bucket ball</u> <u>Juggling</u> <u>2 scarves toss and catch</u> <u>2 scarves – 1 hand</u> <u>Partner toss and catch</u> <u>3 scarves – 2 throws</u> <u>3 scarves – 3 throws</u> <u>Disc Throw</u> <u>Target throw</u> <u>Disc Fort Knox</u> <u>Disc Golf</u> <u>Softball</u> <u>Grip</u> <u>Overhand throwing and catching</u> <u>Fielding and Grounders</u> <u>Pitching/Catching skills</u>
<p><u>EQ: How do we play hockey?</u></p> <ul style="list-style-type: none"> <u>Stick handling</u> <u>Holding the stick while moving</u> <u>Shuttle lines</u> <u>Hockey pirates</u> <u>Battle puck hockey</u> <u>Passing</u> <u>Partner pass</u> <u>Power pass</u> <u>Truck n’ Trailer</u> 	<p><u>EQ: How do we play hockey?</u></p> <ul style="list-style-type: none"> <u>Stick handling</u> <u>Hold stick while moving with puck</u> <u>Shuttle lines</u> <u>Hockey pirates</u> <u>Battle puck hockey</u> <u>Obstacle field</u> <u>Passing</u> <u>Pass and shoot</u> <u>Pickle in the middle</u> <u>Shooting</u> <u>Forearm shooting</u> <u>Face – off</u> <u>NHL tap game</u>
<p><u>EQ: How can your strike a ball?</u></p> <ul style="list-style-type: none"> <u>Four Square</u> <u>Wall bounce</u> <u>Bounce to partner</u> <u>Two Square</u> <u>Paddle Play</u> <u>Ball to wall</u> <u>Popcorn toss</u> <u>Pancake flip</u> <u>Paddle push pass</u> 	<p><u>EQ: How can you strike a ball?</u></p> <ul style="list-style-type: none"> <u>Four Square</u> <u>Bounce to partner</u> <u>Two square</u> <u>Diagonal bounce serve</u> <u>Serve to wall</u> <u>Serve to partner</u> <u>Paddle play</u> <u>Ball to wall</u> <u>Popcorn toss</u> <u>Pancake flip</u> <u>Circle balloon bat</u>
<p><u>EQ: How do I move with rhythm?</u></p> <ul style="list-style-type: none"> <u>Jump ropes</u> <u>Short ropes</u> <u>Long ropes</u> <u>Jump bands</u> 	<p><u>EQ: How do I move with rhythm?</u></p> <ul style="list-style-type: none"> <u>Jump ropes</u> <u>Short ropes</u> <u>Long ropes</u> <u>Jump bands – create your own routine</u>
<p><u>EQ: How do I play basketball?</u></p> <ul style="list-style-type: none"> <u>Ready position/ Ball handling</u> <u>Tap the ball</u> <u>Fingertip toss</u> <u>Circling</u> <u>Figure eight</u> <u>Dribble</u> 	<p><u>EQ: How do I play basketball?</u></p> <ul style="list-style-type: none"> <u>Ready position/ Ball handling</u> <u>Tap the ball</u> <u>Fingertip toss</u> <u>Circling</u> <u>Figure eight</u> <u>Butterfly</u>

<ul style="list-style-type: none"> Protection dribble Yo – yo dribble Dribble on the move Dribble tag Passing Pass to wall Pass to partner Split vision challenge Shooting/ Rebounding Shooting shuttle relay Rebounding with partner Zone Defense Partner defense tag <p>EQ: How do I play volleyball? Partner Toss & Set/ Bump/ Serve Modified Volleyball Newcomb</p> <p>EQ: How do I play football? Forward Pass Practice Hula Hoop Football Flickerball</p>	<ul style="list-style-type: none"> Monkey walk Dribble Protection dribble One handed Yo – yo dribble Dribble on the move Dribble tag Passing Pass to partner Split vision challenge Partner bounce and chest pass Shooting/ Rebounding Shooting shuttle relay Rebounding at basket Knock out Zone Defense Partner defense tag Defensive stance shuffle <p>EQ: How do I play volleyball? Partner Toss & Set/ Bump/ Serve Modified Volleyball Newcomb Blindman’s Volleyball</p> <p>EQ: How do I play football? Forward Pass Practice Hula Hoop Football Flickerball Six-Second Football Hike n’ Pass Game</p>
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Physical Education: K-4 Elementary

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Key Idea: PE1.1 Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Personal Health and Fitness

Performance Indicator: PE1.1b Develop physical fitness skills through regular practice, effort, and perseverance.	
Kindergarten	Grade 1
<p>EQ: How can I move a ball?</p> <ul style="list-style-type: none"> - identifies ways to manipulate a ball: <ul style="list-style-type: none"> - bounce and catch with hands - kicking - throwing - self toss and catch - striking <p>EQ: How do we move?</p> <ul style="list-style-type: none"> - identifies way to move: <ul style="list-style-type: none"> - gallop, skip, hop, jump, animal movements - chasing, fleeing, dodging - levels - speeds - directions - personal space <p>EQ: How do I move with rhythm?</p> <ul style="list-style-type: none"> - identifies rhythmical ways of moving: <ul style="list-style-type: none"> - Jumping Short Rope - Body Parts - Body Shapes - Space - Folk/ Novelty Dances <p>EQ: What are the fundamental movements of yoga?</p> <ul style="list-style-type: none"> - identifies skills of yoga <ul style="list-style-type: none"> - balance - weight transfer/ body control - rolling 	<p>EQ: How can I move a ball?</p> <ul style="list-style-type: none"> - identifies ways to manipulate a ball: <ul style="list-style-type: none"> - dribble with hands - kicking - throw to a target - dribble with feet - striking <p>EQ: How do we move?</p> <ul style="list-style-type: none"> - identifies way to move: <ul style="list-style-type: none"> - gallop, skip, hop, jump - chasing, fleeing, dodging - levels - speeds - directions - personal space <p>EQ: How do I move with rhythm?</p> <ul style="list-style-type: none"> - identifies rhythmical ways of moving: <ul style="list-style-type: none"> - Jumping Rope (Short Ropes/ Long Ropes) - Pathways - Levels - Ranges - Folk/ Novelty Dances <p>EQ: What are the fundamental movements of yoga?</p> <ul style="list-style-type: none"> - identifies skills of yoga <ul style="list-style-type: none"> - balance - weight transfer/ body control - rolling
Grade 2	Grade 3
<p>EQ: How can I move a ball?</p> <ul style="list-style-type: none"> - identifies ways to manipulate a ball: <ul style="list-style-type: none"> - dribble with hands - kicking - throw to a target - dribble with feet - striking <p>EQ: How do we move?</p> <ul style="list-style-type: none"> - identifies way to move: <ul style="list-style-type: none"> - gallop, skip, leap - chasing, fleeing, dodging - levels - speeds - directions - personal space <p>EQ: How do I move with rhythm?</p> <ul style="list-style-type: none"> - identifies rhythmical ways of moving: <ul style="list-style-type: none"> - Jumping Rope (Short/ Long Ropes/ Jump Bands) - Tempo - Energy - Time - Folk/ Novelty Dances <p>EQ: What are the fundamental movements of yoga?</p> <ul style="list-style-type: none"> - identifies skills of yoga <ul style="list-style-type: none"> - balance - weight transfer/ body control - rolling 	<p>EQ: How do you play Soccer?</p> <ul style="list-style-type: none"> - Dribble - Trap - Pass - Throw – in <p>EQ: In what ways can we throw and catch?</p> <ul style="list-style-type: none"> - Throw at different levels - Throw with different objects - Throw at different forces - Throw with different speeds - Throw at a target with accuracy - Catch at different levels - Catch with different objects - Catch at different forces/speeds <p>EQ: How do we play hockey?</p> <ul style="list-style-type: none"> - Grip - Ready position - Stick handling - Passing - Receiving
Grade 4	
<p>EQ: How do you play Soccer?</p> <ul style="list-style-type: none"> - Dribble - Trap - Pass - Throw – in <p>EQ: In what ways can we throw and catch?</p> <ul style="list-style-type: none"> - Throw at different levels - Throw with different objects - Throw at different forces - Throw with different speeds - Throw at a target with accuracy - Catch at different levels - Catch with different objects - Catch at different forces/speeds <p>EQ: How do we play hockey?</p> <ul style="list-style-type: none"> - Stick handling - Passing - Receiving - Face – off - Recognize parts of the stick 	

[EQ: How can your strike a ball?](#)

- [Two Square](#)
- [Four Square](#)
- [Ready position](#)
- [Strike ball with hand](#)
- [Paddle Play](#)
- [Bounce serve](#)
- [Handshake grip](#)
- [Forehand stroke](#)

[EQ: How do I move with rhythm?](#)

- [Short ropes](#)
- [Single ropes](#)
- [Double dutch](#)
- [Hot pepper](#)
- [Elevator](#)
- [Long ropes](#)
- [Twirl rope with consistent speed](#)
- [Jump bands](#)
- [Basic in – out repetition](#)

[EQ: How do I play basketball?](#)

- [Ready position](#)
- [Ball handling](#)
- [Dribble](#)
- [Passing chest and bounce](#)
- [Rebounding](#)
- [Set shot](#)
- [Zone defense](#)

[EQ: How do we play volleyball?](#)

- [Ready Position](#)
- [Set Position](#)
- [Setting the ball](#)
- [Bump](#)
- [Underhand Serve](#)

[EQ: How do I play football?](#)

- [Grip](#)
- [Throwing](#)
- [Catching](#)
- [Short Snap](#)
- [Hand-off](#)

[EQ: How can your strike a ball?](#)

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- [Four Square](#)
- [Ready position](#)
- [Strike ball with hand with accuracy](#)
- [Paddle Play](#)
- [Drop serve](#)
- [Handshake grip](#)
- [Forehand stroke](#)

[EQ: How do I move with rhythm?](#)

- [Short ropes](#)
- [Single ropes](#)
- [Double dutch](#)
- [Hot pepper](#)
- [Elevator](#)
- [Straddle](#)
- [Toes to heels](#)
- [Long ropes](#)
- [Twirl rope with consistent speed](#)
- [Enter and exit](#)
- [Jump bands](#)
- [Basic in – out repetition](#)
- [Create your own routine](#)

[EQ: How do I play basketball?](#)

- [Ready position](#)
- [Ball handling](#)
- [Dribble](#)
- [Passing chest and bounce](#)
- [Rebounding](#)
- [Set shot/ Jump shot/ Lay up](#)
- [Man to Man defense](#)
- [Zone defense](#)

[EQ: How do we play volleyball?](#)

- [Ready Position](#)
- [Set Position](#)
- [Setting the ball](#)
- [Bump](#)
- [Underhand Serve](#)
- [Court Positions](#)

[EQ: How do I play football?](#)

- [Grip](#)
- [Throwing](#)
- [Catching](#)
- [Short & Long Snaps](#)
- [Hand-off](#)
- [Center Position](#)

Physical Education: K-4 Elementary

NYS Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: PE1.1 Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Personal Health and Fitness

Performance Indicator: PE1.1c Demonstrate mastery of fundamental motor, nonlocomotor, and manipulative skills, and understand fundamental principles of movement.

Kindergarten	Grade 1	Grade 2
<p>EQ: How can I move a ball?</p> <ul style="list-style-type: none"> - identifies ways to manipulate a ball: <ul style="list-style-type: none"> - bounce and catch with hands - kicking - throwing - self toss and catch - striking <p>EQ: How do we move?</p> <ul style="list-style-type: none"> - identifies way to move: <ul style="list-style-type: none"> - gallop, skip, hop, jump, animal movements - chasing, fleeing, dodging - levels - speeds - directions - personal space <p>EQ: How do I move with rhythm?</p> <ul style="list-style-type: none"> - identifies rhythmical ways of moving: <ul style="list-style-type: none"> - Jumping Short Rope - Body Parts - Body Shapes - Space - Folk/ Novelty Dances <p>EQ: What are the fundamental movements of yoga?</p> <ul style="list-style-type: none"> - identifies skills of yoga <ul style="list-style-type: none"> - balance - weight transfer/ body control - rolling <p>EQ: How can I improve and maintain my level of fitness?</p> <p>Cardiovascular</p> <ul style="list-style-type: none"> - Hokey Pokey Aerobics - Crazy Colors - Chasing, Fleeing, Dodging Games <p>Muscular Strength & Muscular Endurance</p> <ul style="list-style-type: none"> - Hungry Crabs - Scooter Drivers Test <p>Flexibility</p> <ul style="list-style-type: none"> - Perform various stretches after warm-up/ during cool down 	<p>EQ: How can I move a ball?</p> <ul style="list-style-type: none"> - identifies ways to manipulate a ball: <ul style="list-style-type: none"> - dribble with hands - kicking - throw to a target - dribble with feet - striking <p>EQ: How do we move?</p> <ul style="list-style-type: none"> - identifies way to move: <ul style="list-style-type: none"> - gallop, skip, hop, jump - chasing, fleeing, dodging - levels - speeds - directions - personal space <p>EQ: How do I move with rhythm?</p> <ul style="list-style-type: none"> - identifies rhythmical ways of moving: <ul style="list-style-type: none"> - Jumping Rope (Short Ropes/ Long Ropes) - Pathways - Levels - Ranges - Folk/ Novelty Dances <p>EQ: What are the fundamental movements of yoga?</p> <ul style="list-style-type: none"> - identifies skills of yoga <ul style="list-style-type: none"> - balance - weight transfer/ body control - rolling <p>EQ: How can I improve and maintain my level of fitness?</p> <p>Cardiovascular</p> <ul style="list-style-type: none"> - Hokey Pokey Aerobics - Card Suit Aerobics - Chasing, Fleeing, Dodging Games <p>Muscular Strength & Muscular Endurance</p> <ul style="list-style-type: none"> - Parachute Games - Scooter Drivers Test - Scooterville <p>Flexibility</p> <ul style="list-style-type: none"> - Perform various stretches after warm-up/ during cool down 	<p>EQ: How can I move a ball?</p> <ul style="list-style-type: none"> - identifies ways to manipulate a ball: <ul style="list-style-type: none"> - dribble with hands - kicking - throw to a target - dribble with feet - striking <p>EQ: How do we move?</p> <ul style="list-style-type: none"> - identifies way to move: <ul style="list-style-type: none"> - gallop, skip, leap - chasing, fleeing, dodging - levels - speeds - directions - personal space <p>EQ: How do I move with rhythm?</p> <ul style="list-style-type: none"> - identifies rhythmical ways of moving: <ul style="list-style-type: none"> - Jumping Rope (Short/ Long Ropes/ Jump Bands) - Tempo - Energy - Time - Folk/ Novelty Dances <p>EQ: What are the fundamental movements of yoga?</p> <ul style="list-style-type: none"> - identifies skills of yoga <ul style="list-style-type: none"> - balance - weight transfer/ body control - rolling <p>EQ: How can I improve and maintain my level of fitness?</p> <p>Cardiovascular</p> <ul style="list-style-type: none"> - Oxygen Cycle - Card Suit Aerobics - Chasing, Fleeing, Dodging Games <p>Muscular Strength & Muscular Endurance</p> <ul style="list-style-type: none"> - Scooterville - Parachute Games <p>Flexibility</p> <ul style="list-style-type: none"> - Perform various stretches after warm-up/ during cool down
Grade 3		Grade 4
<p>EQ: How do you play Soccer?</p> <ul style="list-style-type: none"> - Dribble - Trap - Pass - Throw – in <p>EQ: In what ways can we throw and catch?</p> <ul style="list-style-type: none"> - Throw at different levels - Throw with different objects 		<p>EQ: How do you play Soccer?</p> <ul style="list-style-type: none"> - Dribble - Trap - Pass - Throw – in <p>EQ: In what ways can we throw and catch?</p> <ul style="list-style-type: none"> - Throw at different levels - Throw with different objects

<p>Throw at different forces Throw with different speeds Throw at a target with accuracy Catch at different levels Catch with different objects Catch at different forces/speeds</p> <p>EQ: How do we play hockey? Grip Ready position Stick handling Passing Receiving</p> <p>EQ: How can your strike a ball? Two Square Four Square Ready position Strike ball with hand Paddle Play Bounce serve Handshake grip Forehand stroke</p> <p>EQ: How do I move with rhythm? Short ropes Single ropes Double dutch Hot pepper Elevator Long ropes Twirl rope with consistent speed Jump bands Basic in – out repetition</p> <p>EQ: How do I play basketball? Ready position Ball handling Dribble Passing chest and bounce Rebounding Set shot Zone defense</p>	<p>Throw at different forces Throw with different speeds Throw at a target with accuracy Catch at different levels Catch with different objects Catch at different forces/speeds</p> <p>EQ: How do we play hockey? Stick handling Passing Receiving Face – off Recognize parts of the stick</p> <p>EQ: How can your strike a ball? Two Square Four Square Ready position Strike ball with hand with accuracy Paddle Play Drop serve Handshake grip Forehand stroke</p> <p>EQ: How do I move with rhythm? Short ropes Single ropes Double dutch Hot pepper Elevator Straddle Toes to heels Long ropes Twirl rope with consistent speed Enter and exit Jump bands Basic in – out repetition Create your own routine</p> <p>EQ: How do I play basketball? Ready position Ball handling Dribble Passing chest and bounce Rebounding Set shot/ Jump shot/ Lay up Man to Man defense Zone defense</p>
<p>EQ: What are the effects of physical exercise on your body? Cardiovascular Chasing, fleeing, dodging games Jump rope Soccer Basketball Muscular Strength and Muscular Endurance Scooters Jumping Crab Soccer Perform push ups, lunges, crunches, mountain climbers</p> <p>Flexibility Stretching before/after activity Yoga</p> <p>EQ: How do we play volleyball? Ready Position Set Position Setting the ball Bump Underhand Serve</p> <p>EQ: How do I play football? Grip Throwing Catching Short Snap Hand-off</p>	<p>EQ: What are the effects of physical exercise on your body? Cardiovascular Chasing, fleeing, dodging games Jump rope Soccer Basketball Muscular Strength and Muscular Endurance Scooters Jumping Crab Soccer Perform push ups, lunges, crunches, mountain climbers</p> <p>Flexibility Stretching before/after activity yoga</p> <p>EQ: How do we play volleyball? Ready Position Set Position Setting the ball Bump Underhand Serve Court Positions</p> <p>EQ: How do I play football? Grip Throwing Catching Short & Long Snaps Hand-off Center Position</p>

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Personal Health and Fitness

Performance Indicator: PE1.1d Understand the effects of activity on the body, the risks associated with inactivity and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition).	
Kindergarten	Grade 1
EQ: How can I improve and maintain my level of fitness? Cardiovascular - Hokey Pokey Aerobics - Crazy Colors - Chasing, Fleeing, Dodging Games Muscular Strength & Muscular Endurance - Hungry Crabs - Scooter Drivers Test Flexibility - Perform various stretches after warm-up/ during cool down	EQ: How can I improve and maintain my level of fitness? Cardiovascular - Hokey Pokey Aerobics - Card Suit Aerobics - Chasing, Fleeing, Dodging Games Muscular Strength & Muscular Endurance - Parachute Games - Scooter Drivers Test - Scooterville Flexibility - Perform various stretches after warm-up/ during cool down
Grade 2	
EQ: How can I improve and maintain my level of fitness? Cardiovascular - Oxygen Cycle - Card Suit Aerobics - Chasing, Fleeing, Dodging Games Muscular Strength & Muscular Endurance - Scooterville - Parachute Games Flexibility - Perform various stretches after warm-up/ during cool down	
Grade 3	Grade 4
EQ: What are the effects of physical exercise on your body? Cardiovascular Chasing, fleeing, dodging games Jump rope Soccer Basketball Muscular Strength and Muscular Endurance Scooters Jumping Crab Soccer Perform push ups, lunges, crunches, mountain climbers Flexibility Stretching before/after activity yoga	EQ: What are the effects of physical exercise on your body? Cardiovascular Chasing, fleeing, dodging games Jump rope Soccer Basketball Muscular Strength and Muscular Endurance Scooters Jumping Crab Soccer Perform push ups, lunges, crunches, mountain climbers Flexibility Stretching before/after activity yoga

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Personal Health and Fitness

Performance Indicator: PE1.1e Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness.		
Kindergarten	Grade 1	Grade 2
How can I improve and maintain my level of fitness? - Identify three stretches to improve flexibility - Recognizes activities to make muscles stronger. - Identify 4 changes in body during physical activity.	How can I improve and maintain my level of fitness? - Identify changes in body cause by exercise - Identify location of pulse. -Identify 3 benefits which occur during physical activity.	How can I improve and maintain my level of fitness? - Identify pulse rate and change caused by physical activity. - Identify 4 benefits which occur during physical activity.
Grade 3		Grade 4
EO: What are the effects of physical exercise on your body? Identify pulse in two locations Locate gross motor muscles on the body Identify four movements in voga to help lengthen/strengthen muscles		EO: What are the effects of physical exercise on your body? Identify pulse in two locations Locate pulse on another person in two locations Locate gross motor muscles on the body Perform four movements in voga to help lengthen/strengthen muscles

Physical Education: K-4 Elementary

NYS Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: PE1.1 Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Personal Health and Fitness

Performance Indicator: PE1.1f Understand the relationship between physical activity and individual well being.	
Kindergarten	Grade 1
How can I improve and maintain my level of fitness? - Identify three stretches to improve flexibility - Recognizes activities to make muscles stronger. - Identify 4 changes in body during physical activity.	How can I improve and maintain my level of fitness? - Identify changes in body cause by exercise - Identify location of pulse. -Identify 3 benefits which occur during physical activity.
Grade 2	Grade 3
How can I improve and maintain my level of fitness? - Identify pulse rate and change caused by physical activity. - Identify 4 benefits which occur during physical activity.	EQ: What are the effects of physical exercise on your body? <u>Identify pulse in two locations</u> <u>Locate gross motor muscles on the body</u> <u>Identify four movements in yoga to help lengthen/strengthen muscles</u>
Grade 4	
EQ: What are the effects of physical exercise on your body? <u>Identify pulse in two locations</u> <u>Locate pulse on another person in two locations</u> <u>Locate gross motor muscles on the body</u> <u>Perform four movements in yoga to help lengthen/strengthen muscles</u>	

Physical Education: K-4 Elementary

NYS Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: PE2.1 Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

A Safe and Healthy Environment

Performance Indicator: PE2.1a Contribute to a safe and healthy environment by observing safe conditions for games, activities, recreation, and outdoor activities.	
Kindergarten	Grade 1
<p>EQ: How can I move a ball? Bounce & Catch: Keep eyes on ball. Put ball away when not in use.</p> <p>Kicking: Kick ball to open spaces. Partner is looking before pass.</p> <p>Throwing & Catching/ Self Toss & Catch: Throw to open spaces. Keep eyes on ball.</p> <p>Striking: Volleying: Keep eyes on ball. Keep space between self and others.</p> <p>Hockey: Keep stick on ground. Keep eyes up.</p> <p>T-ball Lead-up: Stand back from person with bat.</p> <p>EQ: How do we move? Locomotor Movements/ Spatial Awareness: Change level, speed, & direction to avoid others Identify personal space</p> <p>EQ: How do I move with rhythm? Jump Ropes: Carry rope at side to open space. Check space around you before swinging rope.</p> <p>Rhythm & Dance: Move in open spaces.</p>	<p>EQ: How can I move a ball? Dribble with Hands: Keep eyes up. Move to open spaces. Put ball away when not in use.</p> <p>Kicking: Kick ball to open spaces. Partner is looking before passing. Changes speed and force as needed.</p> <p>Throwing & Catching: Keep eyes on ball. Partner is looking before throwing.</p> <p>Striking: Volleying: Keep eyes on ball. Keep space between self and others.</p> <p>Hockey: Keep stick low to ground. Keep eyes up. Move to open spaces.</p> <p>T-ball: Stand back from person with bat. Drop bat before running.</p> <p>EQ: How do we move? Locomotor Movements/ Spatial Awareness: Change speed, levels, directions to avoid others Start/ stop without sliding or bumping into others</p> <p>EQ: How do I move with rhythm? Jump Ropes: Check space around you before swinging rope. Adjust rate of swing to avoid injury to self/ others.</p> <p>Rhythm & Dance: Move in open spaces.</p>
Grade 2	Grade 3
<p>EQ: How can I move a ball? Dribble with Hands: Keep eyes up. Move to open spaces. Put ball away when not in use. Partner is looking before passing.</p> <p>Kicking: Partner is looking before passing. Change speed, direction, force as needed.</p> <p>Throwing & Catching: Partner is looking before throwing. Change speed, direction, force as needed.</p> <p>Striking: Volleying: Keep space between self and others. Change force as needed.</p> <p>Hockey: Eye contact with partner before passing. Change speed, force, direction as needed.</p> <p>T-ball: Drop bat before running. Keep eyes on ball/ batter.</p> <p>EQ: How do we move? Locomotor Movements/ Spatial Awareness: Change speed, levels, directions to avoid others Move to open spaces to avoid collisions.</p> <p>EQ: How do I move with rhythm? Jump Ropes: Adjust rate of swing to avoid injury to self others. Sit down when changing ends when using jump bands.</p> <p>Rhythm & Dance: Travel with care around others.</p>	<p>EQ: How do I play soccer? Understand basic rules of game No hands please unless you are the goalie Change speed, direction, force as needed Maintain personal space throughout game</p> <p>EQ: In what ways can we throw and catch? Partner is looking before throwing Change speed, direction and force as needed Move to open spaces to receive catch</p> <p>EQ: How do we play hockey?</p>
Grade 4	
<p>EQ: How do I play soccer? Understand basic rules of game No hands please unless you are the goalie Change speed, direction, force as needed Maintain personal space throughout game</p> <p>EQ: In what ways can we throw and catch? Partner is looking before throwing Change speed, direction and force as needed Move to open spaces to receive catch Developing ability to transition quickly from one position to another ie. Fielding ground ball to throwing ball</p> <p>EQ: How do we play hockey?</p>	

<u>Stick below waist</u> <u>Maintain personal space/ boundary lines</u> <u>Control ball/ puck</u> <u>Use appropriate force when passing/shooting</u> <u>EQ: How can you strike a ball?</u> <u>Maintain own space</u> <u>Use control when moving ball with hand/ paddle</u> <u>EQ: How do I move with rhythm?</u> <u>Sit down when changing ends when using jump and</u> <u>EQ: How do I play basketball?</u> <u>Respect judgment of referees</u> <u>Keep maintain personal space</u>	<u>Stick below waist</u> <u>Use dominant hand and non dominant hand to change directions</u> <u>Maintain personal space/ boundary lines</u> <u>Control ball/ puck</u> <u>Use appropriate force when passing/shooting</u> <u>EQ: How can you strike a ball?</u> <u>Be aware of others in general space</u> <u>Use control with accuracy when moving ball with hand/paddle</u> <u>EQ: How do I move with rhythm?</u> <u>Can appropriately adjust distance needed when using jump bands</u> <u>EQ: How do I play basketball?</u> <u>Respect judgment of referees</u> <u>Keep maintain personal space</u> <u>Personal foul = foul shot</u>
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Physical Education: K-4 Elementary

NYS Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: PE2.1 Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

A Safe and Healthy Environment

Performance Indicator: PE2.1b Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.		
Kindergarten	Grade 1	Grade 2
Move outside boundary line to get water. Swallow water before starting activity. Wear appropriate sneakers for activity. Use the sneaker stop to tie shoes. Sit in personal space when activity ends.	Wear appropriate sneakers for activity. Use sneaker stop to tie sneakers. Maintain personal space during activity. Use equipment appropriately to avoid injury.	Wear appropriate sneakers for activity. Stay outside boundary lines for break from activity. Use equipment appropriately to avoid injury. Wait patiently for equipment or turn in activity.
Grade 3		Grade 4
<u>Use equipment appropriately to avoid injury.</u> <u>Wear appropriate sneakers for activity.</u> <u>Be accepting of all members on a team/ group.</u> <u>Practice good sportsmanship</u> <ul style="list-style-type: none"> - <u>before/ during/ after game</u> - <u>Say "good game"</u> - <u>Shake hands</u> - <u>High Five</u> - <u>Redo</u> <u>Follow rules of each sport:</u> <ul style="list-style-type: none"> - <u>Soccer- cards</u> - <u>Hockey- penalty box</u> - <u>2/4 Square- referee/ redo</u> 		<u>Use equipment appropriately to avoid injury.</u> <u>Wear appropriate sneakers and uniform for activity.</u> <u>Be accepting of all members on a team/ group.</u> <u>Practice good sportsmanship</u> <ul style="list-style-type: none"> - <u>before/ during/ after game</u> - <u>Say "good game"</u> - <u>Shake hands</u> - <u>High Five</u> - <u>Redo</u> <u>Follow rules of each sport:</u> <ul style="list-style-type: none"> - <u>Soccer- cards</u> - <u>Hockey- penalty box</u> - <u>2/4 Square- referee/ redo</u> - <u>Basketball- fouls/ foul shots</u>

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Physical Education: K-4 Elementary

NYS Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: PE2.1 Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

A Safe and Healthy Environment

Performance Indicator: PE2.1c Work constructively with others to accomplish a variety of goals and tasks.	
Kindergarten	Grade 1
<p>How can we work as a group?</p> <p>Cooperative Games used with a parachute:</p> <ul style="list-style-type: none"> Tenting Mushroom Igloo Fly Away <p>Cooperative Games used with scooters:</p> <ul style="list-style-type: none"> Alligator Crawl Push Carts <p>Cooperative Games used with long ropes</p>	<p>How can we work as a group?</p> <p>Cooperative Games used with a parachute:</p> <ul style="list-style-type: none"> Ocean Waves Firefighter's Pull Ball Shake Popcorn <p>Cooperative Games used with scooters:</p> <ul style="list-style-type: none"> Follow the Leader Relays <p>Cooperative Games used with long ropes</p>
Grade 3	Grade 2
<p>How can we work as a group?</p> <p>Cooperative Games used with a parachute:</p> <ul style="list-style-type: none"> Moon Walk Mousetrap Hole in One <p>Cooperative Games used with scooters:</p> <ul style="list-style-type: none"> Relays Team Tag <p>Cooperative Games used with long ropes & jump bands</p>	<p>How can we work as a group?</p> <p>Cooperative Games used with a parachute:</p> <ul style="list-style-type: none"> Moon Walk Mousetrap Hole in One <p>Cooperative Games used with scooters:</p> <ul style="list-style-type: none"> Relays Team Tag <p>Cooperative Games used with long ropes & jump bands</p>
Grade 3	Grade 4
<p><u>EQ: How can we work as a group?</u></p> <p><u>Cooperative Games:</u></p> <ul style="list-style-type: none"> - <u>Rules/ Procedures Relay</u> - <u>Mutant Soccer</u> - <u>Token Tag</u> <p><u>Long Ropes/ Jump Bands</u></p>	<p><u>EQ: How can we work as a group?</u></p> <p><u>Cooperative Games:</u></p> <ul style="list-style-type: none"> - <u>Rules/ Procedures Relay</u> - <u>Mutant Soccer</u> - <u>Token Tag</u> - <u>Frogs & Ants</u> - <u>Musical Hoops</u> - <u>Tanks/ Commanders</u> <p><u>Long Ropes/ Jump Bands</u></p>

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Physical Education: K-4 Elementary

NYS Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: PE2.1 Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

A Safe and Healthy Environment

Performance Indicator: PE2.1d Know how injuries from physical activity can be prevented or treated		
Kindergarten	Grade 1	Grade 2
Use equipment appropriately. Travel in personal space. Inform teacher when person is injured.	Use equipment appropriately. Travel in personal space within general space. Inform teacher when necessary for treatment of injury (cut, bruise, pain). Recognize injuries of other & get help.	Use equipment appropriately. Avoid collisions by being aware of others in general space. Inform teacher when necessary for treatment of injury (cut, bruise, pain). Recognize injuries in others & get help.
Grade 3		Grade 4
<u>Inform teacher when necessary for treatment of injury (cut, bruise, pain).</u> <u>Recognize injuries in others & get help.</u> <u>Follow the specific rules of each sport appropriately.</u> <u>Use body control by maintaining a safe distance between equipment/ other participants.</u>		<u>Inform teacher when necessary for treatment of injury (cut, bruise, pain).</u> <u>Recognize injuries in others & get help.</u> <u>Follow the specific rules of each sport appropriately.</u> <u>Use body control by maintaining a safe distance between equipment/ other participants.</u>

Physical Education: K-4 Elementary

NYS Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: PE2.1 Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

A Safe and Healthy Environment

Performance Indicator: PE2.1e Demonstrate care, consideration, and respect of self and others during physical activity		
Kindergarten	Grade 1	Grade 2
Work with a partner in activities. Follow directions to play safely. Take turns playing in activities.	Work cooperatively in small groups. Take turns in games. Will act when a student near them is injured. Demonstrate self-control. Recognize achievement in self/ others.	Challenge self during activities. Will assist others in activities. Demonstrate self-control and ability to cope with success and failure. Treat others with respect regardless of ability.
Grade 3		Grade 4
<u>Demonstrate self-control and ability to cope with success and failure.</u> <u>Treat others with respect regardless of ability.</u> <u>Demonstrate sportsmanship skills through game play:</u> <ul style="list-style-type: none"> - <u>Shake hands</u> - <u>High Five</u> - <u>Say “good game”</u> <u>Resolve conflicts peacefully:</u> <ul style="list-style-type: none"> - <u>Talk to referee/ official</u> - <u>Redo play</u> - <u>Play rock, paper, scissors</u> 		<u>Demonstrate self-control and ability to cope with success and failure.</u> <u>Treat others with respect regardless of ability.</u> <u>Demonstrate sportsmanship skills through game play:</u> <ul style="list-style-type: none"> - <u>Shake hands</u> - <u>High Five</u> - <u>Say “good game”</u> <u>Resolve conflicts peacefully:</u> <ul style="list-style-type: none"> - <u>Talk to referee/ official</u> - <u>Redo play</u> - <u>Play rock, paper, scissors</u> <u>Lend assistance to those on team that may need help with a particular skill.</u>

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Physical Education: K-4 Elementary

NYS Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.

Key Idea: PE3.1 Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Resource Management

Performance Indicator: PE3.1a Know that resources at home and in the community offer opportunities to participate in and enjoy a variety of physical activity in their leisure time.		
Kindergarten	Grade 1	Grade 2
<p>NASPE Calendar: Students will complete short activities as a family each day of the month.</p> <p>Extended Academic Clubs: Students will have choice of various exercise clubs during EAC, such as yoga, power walking, intramurals, and aerobics.</p>	<p>NASPE Calendar: Students will complete short activities as a family each day of the month.</p> <p>Extended Academic Clubs: Students will have choice of various exercise clubs during EAC, such as yoga, power walking, intramurals, and aerobics.</p>	<p>NASPE Calendar: Students will complete short activities as a family each day of the month.</p> <p>Extended Academic Clubs: Students will have choice of various exercise clubs during EAC, such as yoga, power walking, intramurals, and aerobics.</p>
Grade 3		Grade 4
<p><u>NASPE Calendar:</u> <u>Students will complete short activities as a family each day of the month.</u></p> <p><u>Extended Academic Clubs:</u> <u>Students will have choice of various exercise clubs during EAC, such as yoga, power walking, intramurals, and aerobics.</u></p>		<p><u>NASPE Calendar:</u> <u>Students will complete short activities as a family each day of the month.</u></p> <p><u>Extended Academic Clubs:</u> <u>Students will have choice of various exercise clubs during EAC, such as yoga, power walking, intramurals, and aerobics.</u></p>

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Students will participate in a variety of physical activities and health awareness workshops.

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Students will participate in a variety of physical activities and health awareness workshops.

Physical Education: K-4 Elementary

NYS Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.

Key Idea: PE3.1 Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Resource Management

Performance Indicator: PE3.1b Become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment		
Kindergarten	Grade 1	Grade 2
Identify community facilities for recreational activities, such as parks, swimming pools, and skating rinks. Describe how one's family influences one's physical activity	Identify community facilities for recreational activities, such as parks, swimming pools, and skating rinks. Describe how one's family influences one's physical activity	Identify community facilities for recreational activities, such as parks, swimming pools, and skating rinks. Identify community programs, such as YMCA/WA, Boys/ Girls Clubs, sports camps & leagues
Grade 3		Grade 4
<u>Identify community facilities for recreational activities, such as parks, swimming pools, and skating rinks.</u> <u>Identify community programs, such as YMCA/WA, Boys/ Girls Clubs, sports camps & leagues</u> <u>Recognize a variety of ways to exercise and play sports within a neighborhood.</u> <u>Be able to use resources available within the home or neighborhood to create and/ or play games.</u>		<u>Identify community facilities for recreational activities, such as parks, swimming pools, and skating rinks.</u> <u>Identify community programs, such as YMCA/WA, Boys/ Girls Clubs, sports camps & leagues</u> <u>Recognize a variety of ways to exercise and play sports within a neighborhood.</u> <u>Be able to use resources available within the home or neighborhood to create and/ or play games.</u>

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Physical Education: K-4 Elementary

NYS Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.

Key Idea: PE3.1 Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Resource Management

Performance Indicator: PE3.1c Demonstrate the ability to apply the decision making process to physical activity.			
Kindergarten	Grade 1	Grade 2	
Students will share activities they participate in outside of school.	Students will share activities they participate in outside of school.	Students will share activities they participate in outside of school.	
Students will be aware of activities within in the community (i.e. ice skating, YMCA, swimming, and other sport programs)	Students will be aware of activities within in the community (i.e. ice skating, YMCA, swimming, and other sport programs)	Students will be aware of activities within in the community (i.e. ice skating, YMCA, swimming, and other sport programs)	
Grade 3		Grade 4	
<u>Designate a third party to resolve conflicts during games.</u>		<u>Designate a third party to resolve conflicts during games.</u>	
<u>Make decision about areas that are safe to play and know to leave and get an adult if situations appear unsafe.</u>		<u>Make decision about areas that are safe to play and know to leave and get an adult if situations appear unsafe.</u>	