Elementary Physical Education: Year Plan

Middle Elementary: Grades 3-6

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PESS 317
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**Personal Teaching Philosophy:**

The aim of physical education is to enable all students with the opportunity to enhance their physical well being through active participation. Teaching is an opportunity that allows students to develop lifetime skills and a strong knowledge background in several content areas of physical education. Through a positive and safe learning environment, both physically and mentally, students will have the opportunity to learn and grow physically, socially, and cognitively. It is a goal of mine that students in my class are provided with a wide array of developmentally appropriate games and activities. As a physical education teacher, I feel that incorporating a variety of activities and games and allowing opportunities for my students to have some freedom in choosing activities, I will broaden their exposure and knowledge and encourage them to develop a life long love for physical activity. It is my goal that students will become self motivated and challenged by new ideas and activities. In addition, as a physical education teacher, it is my job and passion to not only teach students but to expend knowledge out to colleagues, parents and the community through health and wellness programs.

**Needs of Specific Level:**

- Elementary Physical Education – Grades 3 – 6
- Motor Skills
- Social Skills
- Cooperation and Teamwork Acquisition
**NASPE Standards:**

A physically educated person:

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3: Participates regularly in physical activity.
• Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

• Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

• Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Elementary Physical Education Goals

A physically educated person:

• **Standard 1**: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

• **Standard 2**: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

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• **Standard 4**: Achieves and maintains a health-enhancing level of physical fitness.

• **Standard 5**: Exhibits responsible personal and social behavior that respects self and others in physical activity setting.

• **Standard 6**: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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**Elementary Physical Education Program Objectives:**

**Standard 1**: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

- Psychomotor Objectives:
  - TSWBAT demonstrate the ability to jump characterized by having legs shoulder-width apart, bending knees, and pressing off the floor for a flight phase.
  - TSWBAT demonstrate the ability to run by keeping a steady pace, pumping arms and legs in sync, and maintaining the activity for an extended period of time.
  - TSWBAT demonstrate dodging by maintaining balance through sudden stops, pivoting directions, and avoiding obstacles during activities.
◊ TSWBAT demonstrate the ability hit using a racquet characterized by proper grip, proper swing and follow through.
◊ TSWBAT demonstrate an overhand throw characterized by releasing the ball near the ear, stepping in opposition, and following through.
◊ TSWBAT demonstrate the ability to roll characterized by twisting of the torso, turning completely 360 degrees, and finishing face forward.
◊ TSWBAT demonstrate the ability to move through space in multiple ways characterized by walking, skipping, leaping, running, galloping, hoping and jumping.
◊ TSWBAT demonstrate the ability move in all directions characterized by moving sideways, forward, backward and angles.
◊ TSWBAT demonstrate the ability to roll a ball at the target 10 to 30 feet away characterized by using one arm, limited bounces and proper aim.
◊ TSWBAT demonstrate the ability to bat a ball off of a tee characterized by proper holding of the bat, stepping through their swing and hitting the ball.
◊ TSWBAT demonstrate the ability to kick a stationery ball characterized by stepping on the side of the ball, kicking with inside of their foot and following through.
◊ TSWBAT demonstrate the ability to kick a rolling ball characterized by proper approach, stepping on side of the ball, kicking with inside of their foot and following through.

• Cognitive Objectives:
  ◊ TSWBAT identify parts of the body during movement characterized by definition, demonstration and participation.
  ◊ TSWBAT identify knowledge and rules of common sports characterized by being able to ref games and activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

• Psychomotor Objectives:
  ◊ TSWBAT demonstrate the ability participate with others characterized by partner, team and class work.
  ◊ TSWBAT to demonstrate the ability to use proper warm up and cool down during physical activity characterized by stretching and lead ups.
  ◊ TSWBAT demonstrate the ability to use a variety of strategies in sports and recreation activities characterized by developing team strategies, developing rules and discussion.
  ◊ TSWBAT demonstrate hand eye and eye-foot coordination in various activities characterized by completion in various drills and activities.
TSWBAT demonstrate the skill of making short passes characterized by reading the defense strategy, passing with correct form, and completing the pass.

TSWBAT demonstrate the ability to move without the ball characterized by continuing to move without the ball, psyching out the defensive opponent and becoming available for teammates.

TSWBAT demonstrate the ability to pace throughout exercise characterized by staying active for an extended period of time, maintaining a certain heart rate, and being able to perform the same at the start and end of each activity.

• Cognitive Objectives:
  ◊ TSWBAT identify when their heart rate is increasing during activity characterized by class discussion.

• Affective Objectives:
  ◊ TSWBAT display the ability to give positive feedback to teammates during activity characterized by skill related feedback, positive advice, and encouragement.

**Standard 3:** Participates regularly in physical activity

• Psychomotor Objectives:
  ◊ TSWBAT participate in a variety of activities that develop cardiovascular fitness such as jumping rope, tag games, and running.
  ◊ TSWBAT participate in activities that develop muscular strength and endurance such as push-ups, curl-ups, and sit-ups.
  ◊ TSWBAT demonstrate the ability to participate in physical activity characterized by attendance and participation two to three days a week in class.
  ◊ TSWBAT work to improve skills characterized by challenging them self in physical skills and endurance.

• Cognitive Objectives:
  ◊ TSWBAT describe three reasons how and why the body responds to activity participation such as breathing heavily, increased heart rate and physiological changes such as sweating.
  ◊ TSWBAT identify their physical activity outside of the classroom characterized by activity logs, journals and time sheets.
  ◊ TSWBAT identify the importance of practicing regularly characterized by group discussion.

• Affective Objectives:
  ◊ TSWBAT display the ability to maintain a positive attitude during physical activity characterized by participation, contribution and challenge.
**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

- **Psychomotor Objectives:**
  - TSWBAT demonstrate the ability to participate in physical activity outside the classroom characterized by activity logs, journals and time sheets.
  - TSWBAT demonstrate the ability to take and calculate their heart rate before characterized by setting goals, taking pulse and recording heart rate.

- **Cognitive Objectives:**
  - TSWBAT identify the benefits of participating in physical activity characterized by team teaching lessons and activity.
  - TSWBAT identify the importance of health-related components of physical fitness such as flexibility, endurance, proper nutrition, and body composition.
  - TSWBAT identify three reasons why physical fitness is important both at home and school such as helping to focus during school work, allowing better sleep during the night, and helps to increase their metabolism.

- **Affective Objectives:**
  - TSWBAT display and maintain a positive attitude during physical activity characterized by participation, contribution and challenge.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- **Psychomotor Objectives:**
  - TSWBAT demonstrate good sportsmanship during all physical activity characterized by respect for all players, teamwork, safety and good class conduct.
  - TSWBAT demonstrate being a good teammate characterized by congratulating the other teammates, shaking hands after competition, and using positive reinforcements throughout activities.
  - TSWBAT demonstrate the ability to use equipment properly and safely.
  - TSWBAT demonstrate the ability to follow all safety rules characterized by respecting equipment, classroom and all people.
  - TSWBAT to demonstrate appropriate social skills during activity characterized by communication, respect and teamwork.

- **Cognitive Objectives:**
  - TSWBAT identify what characteristics make up good sportsmanship through peer evaluation characterized by respect for all players, teamwork, safety and good conduct.
◊ TSWBAT identify three reasons to stretch before physical activity such as preparing muscles for stress, increasing range of motion, and preventing unnecessary injuries.

• Affective Objectives:
  ◊ TSWBAT display encouragement and motivation for other students characterized by peer teaching and cooperative learning activities.
  ◊ TSWBAT display sportsmanship in class characterized by a signed “Being a Good Sport Contract” stating teamwork, respect for all players and safety.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

• Psychomotor Objectives:
  ◊ TSWBAT demonstrate the ability to set goals for physical activity characterized by individual goals, class goals, and lifetime activity goals.
  ◊ TSWBAT demonstrate the ability to participate in lifelong fitness activities characterized by Pilates, Yoga, Frisbee and other activities.
  ◊ TSWBAT demonstrate the ability to work cooperatively with others by sharing equipment, inviting a classmate to have a turn at an activity, and helping to refocus off-task students.
  ◊ TSWBAT: demonstrate managing equipment responsibly by checking out and returning equipment/supplies and assist with setup and take down of equipment.

• Cognitive Objectives:
  ◊ TSWBAT to identify the importance of fitness and physical activity characterized by fitness testing and tests.
  ◊ TSWBAT identify various components of health such as participating in regular physical activity, maintaining a healthy weight, and eating a variety of nutritious foods.
  ◊ TSWBAT to identify the benefits of being physically active in recreational activities characterized by journaling outside classroom activity.

• Affective Objectives:
  ◊ TSWBAT display the ability to give positive feedback. characterized by peer evaluation, coaching and officiating.
  ◊ TSWBAT display and maintain a positive attitude during physical activity characterized by participation, contribution and challenging.
Elementary Physical Year Plan

Three Lessons/Week (30 Minutes)

- Kicking and Punting Unit
  - Four Weeks
- Chasing, Fleeing, and Dodging Unit
  - Three Weeks
- Throwing and Catching Unit
  - Four Weeks
- Body and Spatial Awareness Unit
  - Two Weeks
• Jumping and Landing Unit
  • One Week
• Fitness Unit
  • Four Weeks
• Dribbling Unit
  • Three Weeks
• Balance and Weight Transfer Unit
  • Two Weeks
• Cooperative Learning Games and Activities Unit
  • Four Weeks
• Striking and Racquet Skills Unit
  • Four Weeks
• Traveling and Locomotor Skills Unit
  • Two Weeks
• Miscellaneous Skills
  • Three Weeks
Elementary Physical Education: Unit Plan

Chasing, Fleeing, & Dodging

Middle Elementary: Grades 3-6

Michele Van Bibber
Chasing, Fleeing, and Dodging Unit Goals

- **Standard 1**: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2**: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Standard 3**: Participates regularly in physical activity.
- **Standard 5**: Exhibits responsible personal and social behavior that respects self and others in physical activity setting.
Chasing, Fleeing, and Dodging Unit Objectives:

- **Psychomotor Objectives:**
  - ◊ TSWBAT demonstrate the ability to jump characterized by having legs shoulder-width apart, bending knees, and pressing off the floor for a flight phase. (P01)
  - ◊ TSWBAT demonstrate the ability to run by keeping a steady pace, pumping arms and legs in sync, and maintaining the activity for an extended period of time. (P02)
  - ◊ TSWBAT demonstrate dodging by maintaining balance through sudden stops, pivoting directions, and avoiding obstacles during activities. (P03)
  - ◊ TSWBAT demonstrate an overhand throw characterized by releasing the ball near the ear, stepping in opposition, and following through. (P04)
  - ◊ TSWBAT demonstrate the ability to roll characterized by twisting of the torso, turning completely 360 degrees, and finishing face forward. (P04)
  - ◊ TSWBAT demonstrate the ability to move through space in multiple ways characterized by walking, skipping, leaping, running, galloping, hoping and jumping. (P05)
  - ◊ TSWBAT demonstrate the ability move in all directions characterized by moving sideways, forward, backward and angles. (P06)
  - ◊ TSWBAT demonstrate the ability to roll a ball at the target 10 to 30 feet away characterized by using one arm, limited bounces and proper aim. (P07)
  - ◊ TSWBAT demonstrate the ability to kick a stationery ball characterized by stepping on the side of the ball, kicking with inside of their foot and following through. (P08)
  - ◊ TSWBAT demonstrate the ability to kick a rolling ball characterized by proper approach, stepping on side of the ball, kicking with inside of their foot and following through. (P09)
◊ TSWBAT demonstrate the ability participate with others characterized by partner, team and class work. (P010)
◊ TSWBAT demonstrate the ability to use proper warm up and cool down during physical activity characterized by stretching and lead ups. (P011)
◊ TSWBAT demonstrate the ability to use a variety of strategies in sports and recreation activities characterized by developing team strategies, developing rules and discussion. (P012)
◊ TSWBAT demonstrate hand eye and eye-foot coordination in various activities characterized by completion in various drills and activities. (P013)
◊ TSWBAT demonstrate the skill of making short passes characterized by reading the defense strategy, passing with correct form, and completing the pass. (P014)
◊ TSWBAT demonstrate the ability to move without the ball characterized by continuing to move without the ball, psyching out the defensive opponent and becoming available for teammates. (P015)
◊ TSWBAT demonstrate the ability to pace throughout exercise characterized by staying active for an extended period of time, maintaining a certain heart rate, and being able to perform the same at the start and end of each activity. (P016)
◊ TSWBAT demonstrate the ability to participate in physical activity characterized by attendance and participation two to three days a week in class. (P017)
◊ TSWBAT work to improve skills characterized by challenging themselves in physical skills and endurance. (P018)
◊ TSWBAT demonstrate good sportsmanship during all physical activity characterized by respect for all players, teamwork, safety and good class conduct. (P019)
◊ TSWBAT demonstrate being a good teammate characterized by congratulating the other teammates, shaking hands after competition, and using positive reinforcements throughout activities. (P020)
◊ TSWBAT demonstrate the ability to use equipment properly and safely. (P021)
◊ TSWBAT demonstrate the ability to follow all safety rules characterized by respecting equipment, classroom and all people. (P022)
◊ TSWBAT demonstrate appropriate social skills during activity characterized by communication, respect and teamwork. (P023)

• Cognitive Objectives:
  ◊ TSWBAT identify the importance of practicing regularly characterized by group discussion. (C01)
♦ TSWBAT identify what characteristics make up good sportsmanship through peer evaluation characterized by respect for all players, teamwork, safety and good conduct. (CO2)
♦ TSWBAT identify three reasons to stretch before physical activity such as preparing muscles for stress, increasing range of motion, and preventing unnecessary injuries. (CO3)

• Affective Objectives:
  ◆ TSWBAT display the ability to give positive feedback to teammates during activity characterized by skill related feedback, positive advice, and encouragement. (AO1)
  ◆ TSWBAT display the ability to maintain a positive attitude during physical activity characterized by participation, contribution and challenge. (AO2)
  ◆ TSWBAT display encouragement and motivation for other students characterized by peer teaching and cooperative learning activities. (AO3)
  ◆ TSWBAT display sportsmanship in class characterized by a signed “Being a Good Sport Contract” stating teamwork, respect for all players and safety. (AO4)
Chasing, Fleeing, and Dodging Unit Learning Experiences

- Stretching
- Warm Up Activities
- Social Skill Interactions
- Communication Skills
- Multi-Directional Movement Patterns
- Throwing and Kicking Activities
- Strategic Games and Activities
- Teamwork Activities
**Unit Assessment Tools:**

This assessment is used to assess Affective Objective AO4.

**“Be a Good Sport” Contract**

I _____________________ agree to show good sportsmanship in all my class games and activities. I understand that good sportsmanship displays:

- Respect Teammates and Opponents
- Respect Teacher and Officials
- Enjoyment and Fun
- Accepting Victory and Defeat
- Cooperation with Others
- Saying “Good Job” to My Opponents

I understand if I show poor sportsmanship I will no longer be allowed to participate in that game for the day until I can prove I know how to use my good sportsmanship.

Three ways I am going to make my classroom a fun and safe place:

1.
2.
3.
The psychomotor assessments will be P01-P07, P09-P023 will be assessed by the instruction through formative assessments tactics.

This assessment will be used for Psychomotor Objectives PO8.

Student Name: ______________ Date: ______ Observer Name: ______________

Characteristic: Needs Work Can Do It Ok Really Good at It
Steps on Side of the Ball
Kicks with Inside of Foot
Follows Through

The Affective Objectives AO1-AO3 will be assessed through formative assessments done by the instructor.

The Cognitive Objectives CO1-CO3 will be assessed through formative assessments done by the instructor.