



COMMONWEALTH OF THE BAHAMAS

Department of Education

Primary Physical Education

CURRICULUM GUIDELINES

GRADES 1 - 6

2019-2024

TABLE OF CONTENTS

Preface	3
Rationale	4
Acknowledgement	5
Philosophy	6
Mission Statement.....	7
Grading System	8
General Objectives	9
Content Standards in Physical Education	10
Goals, Standards, Benchmarks, Scope and Sequence & Guidelines	
Strand I: Health and Fitness	1 - 611 -19
Strand II: Basic Movement	1 - 6 20 - 28
Gymnastics	1 - 629 - 40
Manipulative	1 -6 41 – 46
Minor Games, Using Locomotive Movement	47 - 55

Strand III	Core Sports (Manipulative Skills)
Basketball	1 - 6 56 - 62
Soccer	1 - 6 63 - 69
Softball	1 - 6 70 - 76
Track and Field	1 - 677 - 106
Volleyball	1 – 6107 -116
Strand IV	Minor Sports (Manipulative Skills)
Swimming	1 – 6 117 - 127
Baseball	1 – 6 128 - 134
Cricket	1 – 6135 - 143
Mini-Tennis	1 – 6144 - 149
Base Glossary	150 - 162
Reference	163

PREFACE

This curriculum has been developed to assist in the dissemination of Physical Education activities and techniques. It is hoped that this curriculum will assist all practitioners of the subject, especially our colleagues in the Family Islands, to improve their delivery of the subject. It has been said that “the greatest gift that can be given, is the gift of knowledge” (author unknown).

It is the hope of all of the professionals who assisted in the compilation of this work, that it will be a source of inspiration and a valuable tool in the tool-box of knowledge and instruction to all Physical Education instructors.

RATIONALE

Physical Education is the nucleus of healthy lifestyles and caters significantly to the physically educated citizens. It is through this medium that an invaluable learning experience unfolds, allowing all learners to access the knowledge, skills and attitudes that shape their lives through this active learning process.

This process of learning embraces the values placed on life and secures each individual in his personal experiences, as these experiences coincide with the stream of things, both cognitive and physical in every pursuit.

We must continue to be cognizant of the fact that the needs and experiences of our youth must not be ignored in our planning, for it is through their experiences and enjoyment of movement that they will find Physical Education enjoyable. Regular physical activity is pertinent to the development of the “whole man “. For children, it is through this kind of physical activity and movements that they zoom in on their lives as a whole, critical to all aspects of their development, including the psychomotor, cognitive and affective domains. Therefore, the well-being of individuals depends greatly on the soundness of the Physical Education programme.

In the structured Physical Education programme, consideration must be given to the level of safety of the learners, so as to provide a nurturing environment that would enable the development of functional levels of activity, including specific motor skills and functional physical fitness. The learners Physical Education experiences and development must be geared towards appropriate values, personal and social behaviors.

In summary, each individual learner should be progressively assessed in order that their needs are met, providing the opportunity for all to partake in these unique experiences equally.

It must therefore be observed, that Physical Education should not be confused with the activities of private sports clubs, sports organizations, or inter-school athletic competitions, because these function only to complement this process. Physical Education is a structured well-balance programme which provides the physically educated persons with exciting experience from the knowledge of its nature, skills and developed positive attitudes from its practice; engendering daily routines and leisure pursuits through life.

A well-structured and vibrant physical education programme is essential in our Nation as we are in pursuit of excellence. This active learning will foster personal growth of the individual through Physical Education, therefore enhancing the skills necessary to meet the challenges of an ever-changing society.

Thus, an investment in the Physical Education of our children is an investment in the long-term health and prosperity of our Bahama land for years to come.

Acknowledgements

The Primary Physical Education Unit of the Primary Curriculum Section, Department of Education wishes to acknowledge and thank teachers and community leaders for their contribution to the revision of the physical education curriculum guide. Additionally we wish to acknowledge the following curriculum writers and consultants:

- * Ms. Sharon PoitierDeputy Director of Education Curriculum & Professional Development
- * Mrs. Beverly J. T. Taylor Former Assistant Director of Education Science & Technology Section
- * Ms. Dawn N. Knowles.....Senior Primary Physical Education Officer, Ministry of Education
- * Mrs. Jennifer Dotson..... Lecturer, School of Education, University of The Bahamas
- * Ms. Cedricka Rolle.....Physical Education Teacher Yellow Elder Primary School
- * Mrs. Clara M. King-Storr.....Physical Education Teacher Sybil Strachan Primary School
- * Mr. Terrence King..... Master Teacher, H. O. Nash Junior High School
- * Mrs. Margaret Major-Albury..... Retired Senior Teacher, Oakes Field Primary School
- * Mr. Lawrence Sweeting.....Retired Physical Education Teacher Columbus Primary School
- * Ms Lisa MortimerPhysical Education Teacher Mabel Walker Primary School (deceased)
- * Mr. Nikkita Taylor.....Physical Education Teacher Claridge Primary School
- *Grand Bahama Government Primary Physical Education Teachers
- *New Providence Government Primary Physical Education Teachers

PHILOSOPHY

The new direction of Physical Education at Primary level is to provide all students with a safe, enjoyable and nurturing environment where physical activity and the development of motor skills will be enhanced. Each student will be given the opportunity to maximize his/her potential through the acquisition of knowledge, and skills that will transfer to a healthy lifestyle and lifelong sports. The base of the Physical Programme is Body Management Competence, which gives focus to the development of fundamental skills that lead into specialized skills training. Primary students will also participate in the core sports such as Basketball, Softball, Baseball, Volleyball, Soccer and Track and Field. Interschool competitions take place in all of the “core sports” aforementioned including, Mini- tennis. It is the responsibility of the New Providence Primary School Sports Association in collaboration with the Department of Education and the various Sports Factions to organize and conduct the competitions, reinforcing the principles of fair play, sportsmanship and self-control.

1. Learn skills necessary to perform a variety of physical activities.
2. Recognize the values and benefits from involvement in physical activity.
3. Become physically fit.
4. Become a life-long participant in regular physical activities.

MISSION STATEMENT

The mission statement of Physical Education in the Commonwealth of The Bahamas is:

- ◆ To maximize student's potential through the acquisition of knowledge, skills and development of positive attitudes that will transfer into a healthy lifestyle.

PRIMARY PHYSICAL EDUCATION UNIT

GRADING SYSTEM FOR PRIMARY PHYSICAL EDUCATION

Grading system to be used:

Each child will start each term with **100%**

Deduction will be made for failure to:

1. Change for class as required.
2. Show a good attitude.
3. Come to class on time without proper excuse.
4. To participate in class.
5. To complete assignments.
6. No end of term exam shall be given; there is a written test and practical test after every unit.

Every child is to participate in Physical Education, **only** a Doctor's request will excuse a child. In this case the child can do a project to ensure he/she receives a grade.

Allocation of time:

Grade 1-3 should now be scheduled for ½ Hour Twice (2 times) per week.

Grade 4-6 shall continue to have P.E. once (1 time) per week.

GENERAL OBJECTIVES

1. To assist students achieve enjoyable play experiences.
2. To assist students develop and maintain the highest level of Health and Fitness.
3. To recognize the importance of adhering to safety rules during Physical Activity.
4. To provide opportunities for social interplay through various partner and group activities.
5. To assist each student establishes a good vocabulary of basic terms and rules used in each game/activity.
6. To increase the ability of each student to cope physically with a variety of skills.
7. To stimulate in students an appreciation for Physical Activity that will carry over to their adult life.

CONTENT STANDARDS IN PHYSICAL EDUCATION

1. Demonstrates competency and proficiency in movement forms.

The intent of this standard is to develop competence and proficiency in movement. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advance in at least two or three areas.

2. Apply movement concept and principles to learning and development of motor skills.

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skills. By graduation the student should have developed sufficient knowledge and ability to independently use their learned behavior to acquire new skills while continuing to refine existing ones.

3. Exhibits physically active lifestyles.

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard should connect what was done in physical education classes with the lives of students outside of class.

4. Achieves and maintains a health-enhancing level of physical fitness.

This standard is for the student to achieve a health-enhancing level of physical fitness. Student should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Students should have both the ability and the willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle.

5. Demonstrates responsible personal and social behaviors in physical activity settings.

Achievement of this standard includes safe practices, adherence to rules and procedure, etiquette, cooperation and teamwork, and positive social interaction.

6. Show respect for differences among people in physical activity settings.

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (strength, size, and shape), gender, race and socioeconomic status.

7. Recognize that physical activity opportunities are for enjoyment, challenge, self-expression, and social interaction.

As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
STRAND: HEALTH AND FITNESS
GRADES 1 - 2**

General Objective: To maintain a level of physical fitness that allows one to live well through the medium of sports and games, and to develop an understanding and respect for differences among people in physical activity.

Sub-Goal: Identify the critical characteristics of a healthy lifestyle.
Work independently with minimal supervision in pursuit of personal fitness goals.
Work cooperatively with both more or less skilled peers.

Standard 1: Apply the basic principles of health and wellness that enables one to make meaningful decisions that positively impact's one's health and wellness.

Standard 2: Exhibit a physically active lifestyle.

Standard 3: Achieve and maintain a health-enhancing level of physical fitness.

Standard 4: Demonstrate an understanding and respect for differences among people in physical activity settings.

BENCHMARK		GRADE LEVELS						Duration weeks
CONCEPT: HEALTH AND FITNESS								
INSTRUCTIONAL OBJECTIVES		1	2					
1.1	Identify the basic principles of health and wellness that enables one to make meaningful decisions that positively impact's one's health and wellness.	I	R					One(1) 60 Minutes Class Per week
1.2	Exhibit a physically active lifestyle.	I	R					
1.3	Achieve and maintain a health-enhancing level of physical fitness.	I	R					
1.4	Demonstrate an understanding and respect for differences among people in physical activity settings.	I	R					

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
STRAND: HEALTH AND FITNESS
GRADES 1 - 2**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT
<p>By the end of grade 1 through 2 students will be able to:</p> <ul style="list-style-type: none"> - Define the term Healthy Lifestyle. - State two factors that influence your health. -Reduce the risk of Health problems related to lack of exercise. -Perform daily activities with vigor. -Apply the basic concepts relative to nutrition and other healthy habits. -Understand the relationship between body function and a healthful eating plan. -Identify types of food to eat to promote healthy living. 	<p>What it means to be Healthy</p> <p>Healthy habits are important for health</p> <ul style="list-style-type: none"> - Exercising - Eating Healthy - Practicing good Hygiene - Getting enough sleep - Saying no to drugs <p>Eating right is part of being healthy</p> <ul style="list-style-type: none"> -Food is the source of energy for your body. - Good food to eat each day includes: Bread, dairy, cereal, fruit, vegetables, meat and fish. -Foods that are bad for you include: candy, potato chips and other sweet snacks. 	<ul style="list-style-type: none"> -Discuss what it means to be healthy. -Have students draw pictures or make a collage of healthy habits. - Have students cut out pictures of equipment from a newspaper or magazine that can help them in being fit e.g. bike, hula-hoop. -Discuss types of food that are Healthy (GOOD) and Unhealthy (BAD) for your health. -Complete <i>Worksheet Two "My Healthy Food Friend,"</i> pg. 7 from the <i>Physical Education Theory Workbook for Lower Primary Levels.</i> -Have students cut and paste pictures of different types of food under the correct label (GOOD or BAD). -Complete <i>Worksheet Three, "Sort and Count Fruits"</i> pg. 8 from the <i>Physical Education Theory Workbook for Lower Primary Levels.</i> -Play Food Tag - Two students will be "it". "It" represents the BAD types of food who tries to catch the GOOD food. GOOD food is everyone else. When tagged, the student raises his hand up and must give the name of a GOOD food before he can become un-tagged. 	<p>Be Active Program</p> <p>Dynamic Physical Education for Elementary School Children</p> <p>Physical Education Theory Workbook for Lower Primary Levels</p> <ul style="list-style-type: none"> -Paper -Glue -Scissors -Newspaper clippings -Pictures of food items 	<ol style="list-style-type: none"> 1. List examples of behaviors that can lead to good health and wellness 2. Explain three activities you can do to stay healthy. 3. Divide food into two groups: Health (GOOD) food and Unhealthy (BAD) food. 4. Complete <i>Worksheet One: "Good Diet= Good Health,"</i> pg. 6 from <i>Physical Education Theory Workbook for Lower Primary Level.</i> 5. Compare Healthy and Unhealthy foods by coloring all Healthy (GOOD) food "Yellow" and all Unhealthy (BAD) food "Blue".

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 - 4
STRAND: HEALTH AND FITNESS**

General Objective: To maintain a level of physical fitness that allows one to live well through the medium of sports and games, and to develop an understanding and respect for differences among people in physical activity.

Sub-Goal: Identify the critical characteristics of a healthy lifestyle.
Work independently with minimal supervision in pursuit of personal fitness goals.
Work cooperatively with both more or less skilled peers.

Standard 1: Apply the basic principles of health and wellness that allows one to make meaningful decisions that positively impact one's health and wellness.

Standard 2: Exhibit a physically active lifestyle.

Standard 3: Achieve and maintain a health-enhancing level of physical fitness.

Standard 4: Demonstrate an understanding and respect for differences among people in physical activity settings.

BENCHMARK		GRADE LEVELS				Duration weeks
CONCEPTS: HEALTH AND FITNESS						
INSTRUCTIONAL OBJECTIVES						
1.1	Identify the basic principles of health and wellness that enables one to make meaningful decisions that positively impact's one's health and wellness.		3 R	4 R		One(1) 30 Minutes Class Per week
1.2	Exhibit a physically active lifestyle.		R	R		
1.3	Achieve and maintain a health-enhancing level of physical fitness.		R	R		
1.4	Demonstrate an understanding and respect for differences among people in physical activity settings.		R	R		
1.5	Identify the different food groups		I	R		
1.6	Identify different diseases and illness associated to poor health habits		I	R		
1.7	Identify the location of the heart and other vital organs in the body.		I	R		

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 - 4
STRAND: HEALTH AND FITNESS

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT
<p>By the end of grade 3 through 4 students will be able to:</p> <ul style="list-style-type: none"> - Define the term Healthy Lifestyle - State 2 factors that influence your health -Reduce the risk of Health problems related to lack of exercise -Perform daily activities with vigor -Apply the basic concepts relative to nutrition and other healthy habits. -Understand the relationship between body function and a healthful eating plan. -Identify types of food to eat to promote healthy living. 	<p>Recapped from grades 1 and 2 What it means to be Healthy</p> <p>Healthy habits are important for health</p> <ul style="list-style-type: none"> - Exercising - Eating Healthy -Good Hygiene - Getting enough sleep - Saying no to drugs <p>Eating right is part of being healthy</p> <ul style="list-style-type: none"> -Food is the source of energy for your body. - Good food to eat each day includes: Bread, dairy, cereal, fruit, vegetables, meat and fish. -Foods that are bad for you include: candy, potato chips and other sweet snacks. <p>Everyone is responsible for his or her healthy habits.</p> <ul style="list-style-type: none"> -You can make and change your health habits 	<p>Recap activities from grades 1 and 2.</p> <p>Discuss what it means to be physically healthy.</p> <p>Read “Healthy Habits,” pg. 5 from <i>Physical Education Theory Workbook for Lower Primary Levels</i>.</p> <p>Complete “Worksheet One: Good Diet = Good Health” pg. 6 from <i>Physical Education Theory Workbook for Lower Primary Levels</i>.</p> <p>Complete “Worksheet Three: Sort and Count Fruits,” pg. 8 from <i>Physical Education Theory Workbook for Lower Primary Levels</i>.</p> <p>Discuss how fitness is just one component to overall wellness.</p> <p>Read “Physical Fitness,” pg. 6 from <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <p>Complete “Worksheet One,” pg. 8 from <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <p>Complete “Worksheet Two,” pg. 9 from <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <p>Discuss things that might stress student’s</p>	<p>Be Active Program</p> <p>Dynamic Physical Education for Elementary School Children</p> <p>Physical Education Theory Workbook for Lower Primary Levels</p> <p>Physical Education Theory Workbook, Grade 4-6</p> <p>-Model of Heart</p>	<ol style="list-style-type: none"> 1. List examples of behaviors that can lead to good health and wellness 2. Explain three activities you can do to stay healthy. 3. Divide food into two groups: Health (GOOD) food and Unhealthy (BAD) food. 4. Compare Healthy and Unhealthy foods by coloring all Healthy (GOOD) food "Yellow" and all Unhealthy (BAD) food "Blue". 5. Complete Worksheet Four pg. 9 from <i>Physical Education Theory Workbook for Lower Primary Levels</i> 5. Give examples of behaviors that can lead to good health and wellness 6. List three things you can do to stay healthy.

<ul style="list-style-type: none"> -Explain how smoking affects the cardio-respiratory-system and physical activity. -Apply to their daily lives the basic concepts relating to physical fitness. -Apply the concepts of physical fitness and wellness. -Reduce the risk of health problems related to the lack of exercise. -Apply the basic concepts of cardio-respiratory fitness. - Understand the FIT principles - Recognize the importance of performing daily activity with vigor. -Understand the value of participation in a variety of physical activities. - Reduce the risk of health problems related to the lack of exercise. - Maintain a caloric balance of exercise and eating. - Realize the benefits of and ways to improve and maintain a good posture. - Understand ways to improve their posture. -Learn how exercise affects their heart rate. -Know the difference between Aerobic and Anaerobic activities. -Measure heart and pulse rate. 	<p>What does it means to be Physically Fit?</p> <p>Body composition is an important part of fitness.</p> <p>-You can become overweight from not exerting, being inactive, eating too much or not eating correctly.</p> <p>It is important to have good posture</p> <p>-Good posture helps your bones and body to grow tall and strong.</p> <p>Your Heart is an important muscle</p> <p>-Exercise makes your heart beat faster</p> <p>-Exercise causes your heart to take in more oxygen from the lungs</p> <p>-Your heart rate tells you how hard your heart is working.</p>	<p>school, grades, homework.</p> <p>Discuss how jogging, biking can relieve stress.</p> <p>Read” Locomotor Fitness,” pg. 11 from the <i>Physical Education Theory Workbook, Lower Levels.</i></p> <p>Read” Physical Fitness Activities- Your Choice,” pg. 10 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Complete “Worksheet Four” pg. 12 from <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Discuss how eating correctly and exercising can help control body fat.</p> <p>Discuss the relationship between involvement in physical activity and reduction of stress.</p> <p>Read “Healthy Heart Rate,” pg. 15 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Discuss the model of the heart. Compare pulse rate after different types of exercises (walking, jump rope game play).</p>	<p>Be Active Program</p> <p>Dynamic Physical Education for Elementary School Children</p> <p>Physical Education Theory Workbook for Lower Primary Levels</p> <p>Physical Education Theory Workbook, Grade 4-6</p> <p>-Model of Heart</p>	<p>7. Make up a slogan or jingle to enforce skills for healthy habits.</p> <p>8. List activities you can do with your family relating to enhancing physical fitness.</p> <p>9. Complete worksheet five pg. 12 from <i>Physical Education Theory Workbook, Lower Levels.</i></p> <p>10. Complete worksheet Six pg. 16 from <i>Physical Education Theory Workbook, Grade 4-6.</i></p> <p>11. Compare pulse rate changes after different types of exercise.</p>
--	--	--	--	--

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 -6
STRAND: HEALTH AND FITNESS**

General Objective: To maintain a level of physical fitness that allows one to live through the medium of sports and games, and to develop an understanding and respect for differences among people in physical activity.

Sub-Goal: Identify the critical characteristics of a healthy lifestyle.
Work independently with minimal supervision in pursuit of personal fitness goals.
Work corporately with both more or less skilled peers.

Standard 1: Apply the basic principles of health and wellness that allows one to make meaningful decisions that positively impact one's health and wellness.

Standard 2: Exhibit a physically active lifestyle.

Standard 3: Achieve and maintain a health-enhancing level of physical fitness.

Standard 4: Demonstrate an understanding and respect for differences among people in physical activity settings.

BENCHMARK		GRADE LEVELS					Duration weeks	
CONCEPTS: HEALTH AND FITNESS						5	6	
INSTRUCTIONAL OBJECTIVES								
1.1	Identify the basic principles of health and wellness that enables one to make meaningful decisions that positively impact's one's health and wellness.					R	R	One(i) 60 Minutes Class Per week
1.2	Exhibit a physically active lifestyle.					R	R	
1.3	Achieve and maintain a health-enhancing level of physical fitness.					R	R	
1.4	Demonstrate an understanding and respect for differences among people in physical activity settings.					R	R	
1.5	Identify the different food groups					R	R	
1.6	Identify different diseases and illness associated to poor health habits					R	R	
1.7	Identify the location of the heart and other vital organs in the body.					R	R	
1.8	Identify some muscle groups that are affected by exercising					I	R	
1.9	State the difference between Aerobic and Anaerobic Fitness					I	R	

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 - 6
STRAND: HEALTH AND FITNESS**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE	ASSESSMENT
<p>By the end of grade 1 & 6 students will be able to:</p> <ul style="list-style-type: none"> -Define the term Healthy Lifestyle - State two factors that influence your health. -Reduce the risk of Health problems related to lack of exercise -Perform daily activities with vigor -Apply the basic concepts relative to nutrition and other healthy habits. -Understand the relationship between body function and a healthful eating plan. -Identify types of food to eat to promote healthy living. -Develop awareness and decision - making skills for healthy habits. -Explain how smoking affects the cardio- respiratory system and physical activity. -Apply to their daily lives the basic concepts relating to physical fitness. 	<p>Recapped from grades 1 through 4</p> <p>What it means to be Healthy</p> <p>Healthy habits are important for good health</p> <ul style="list-style-type: none"> - Exercising - Eating Healthy - Good Hygiene - Getting enough sleep - Saying no to drugs <p>Eating right is part of being healthy</p> <ul style="list-style-type: none"> -Food is the source of energy for your body. - Good food to eat each day includes: -Food from the food guide pyramid. -Foods that are bad for you include: candy, potato chips and other sweet snacks. - Foods high in sodium or artificial sugar. <p>Everyone is responsible for his or her healthy habits.</p> <ul style="list-style-type: none"> -You can make and change 	<p>Recapped from grades 1 through 4</p> <p>Discuss what it means to be healthy.</p> <p>Have students cut out pictures of equipment from a newspaper or magazine that can help them in being fit e.g. bike, hula-hoop.</p> <p>Discuss types of food that is Healthy (GOOD) and Unhealthy (BAD) for your health.</p> <p>Have students place pictures of different types of food under the correct label (GOOD or BAD).</p> <p>Play Food Tag - Two students will be "it". "It" represents the BAD types of food who tries to catch the GOOD food. GOOD food is everyone else. When tagged, the student raises his hand up and must give the name of a GOOD food before he can become un-tagged.</p> <p>Discuss how persons have the capability to make or change healthy habits.</p>	<p>Be Active Program</p> <p>Dynamic Physical Education for Elementary School Children</p> <p>Physical Education Theory Workbook, Grade 4-6</p> <ul style="list-style-type: none"> - Paper - Glue - Scissors - Newspaper clippings - Food Items - Model of Heart - Stopwatch - Jump Rope - Construction Paper 	<p>Recap from grades 3 and 4</p> <ol style="list-style-type: none"> 1. Name activities you can do with your family to enhance physical fitness. 2. Complete Worksheet Four, pg. 14 from <i>Physical Education Theory Workbook, Grade 4-6</i> 3. Circle pictures which demonstrate good posture. 4. Compare pulse rate changes after different types of exercise. 5. Identify or list the major muscles or muscle groups and their function. 6. Describe the effects weight lifting have on the different muscle groups. 7. Answer questions on how the heart and muscles work together 8. Complete Chapter Quiz, pg. 21 from <i>Physical Education Theory Workbook, Grade 4-6</i>

<p>-Apply the concepts of physical fitness and wellness.</p> <p>-Reduce the risk of health problems related to the lack of exercise.</p> <p>-Apply the basic concepts of cardio-respiratory fitness.</p> <ul style="list-style-type: none"> - Understand the FIT Principals. - Understand the importance of performing daily activity with vigor. - Understand the value of participation in a variety of physical activities. - Reduce the health risk of health problems related to the lack of exercise. - Maintain a caloric balance of exercise and eating. - Students will understand the benefits of good posture. - Students will understand ways to improve their posture. - Know how exercise affects their heart rate. 	<p>your health habits</p> <p>What does it mean to be Physically Fit?</p> <p>Body composition is an important part of fitness.</p> <p>-You can get fat from not exercising, being inactive, eating too much or not eating correctly.</p> <p>It is important to have good posture</p> <p>-Good posture helps your bones and body to grow tall and strong.</p> <p>Your heart is an important muscle</p> <p>-Exercise makes your heart beat faster</p> <p>-Exercise causes your heart to take in more oxygen from the lungs</p> <p>-Your heart rate tells you how hard your heart is working, and how fit you are.</p> <p>Muscles are an important part of the body</p> <p>- Muscles help you move, hold your body up and protect bones</p>	<p>Discuss what it means to be physically fit.</p> <p>Read “Physical Fitness,” Pg. 6 from <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <p>Complete worksheet two, pg. 9 from <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Read “Activities to increase Flexibility, Movement and Strength,” Pg. 17 from <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <p>Ask students to sit in a slumped position, and then discuss the ill effects of each posture.</p> <p>Have them feel how various muscles work as they straighten up.</p> <p>Read “Healthy Heart Rate” pg.15 from <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Discuss the model of the heart. Compare pulse rate after different types of exercises (walking, jump rope game play).</p> <p>Complete Worksheet Six pg. 16 from <i>Physical Education Theory Workbook, Grade 4-6</i></p>	<p>Be Active Program</p> <p><i>Dynamic Physical Education for Elementary School Children</i></p> <p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <ul style="list-style-type: none"> - Paper - Glue - Scissors - Newspaper clippings - Food Items - Model of Heart - Stopwatch - Jump Rope - Construction Paper 	<p>Recap from grades 3 and 4</p> <ol style="list-style-type: none"> 1. Name activities you can do with your family to enhance physical fitness. 2. Complete Worksheet Four, pg. 12 from <i>Physical Education Theory Workbook, Grade 4-6</i> 3. Circle pictures which demonstrate good posture. 4. Complete worksheet seven, pg. 18 from <i>Physical Education Theory Workbook, Grade 4-6</i> 5. Compare pulse rate changes after different types of exercise. 6. Identify or list the major muscles or muscle groups and their function. 7. Describe the effects weight lifting have on the different muscle groups. 8. Answer questions on how the heart and muscles work together 9. Complete Chapter Quiz, pg. 19 from <i>Physical Education Theory Workbook, Grade 4-6</i>
---	--	--	---	---

<ul style="list-style-type: none"> - Measure heart and pulse rate. - Identify major muscle groups that is strengthened by different types of exercise. - Understand why strength is important in physical activity. - Know the difference between Aerobic and Anaerobic activities. 	<p>and organs</p> <ul style="list-style-type: none"> - Good muscle strength helps your body look and feel well. - You need strong muscles to become physically fit. <p>It is important to have good muscle endurance</p> <p>-Muscle endurance relates to how long your muscles can work and play without getting too tired.</p> <p>Aerobic and Anaerobic</p> <ul style="list-style-type: none"> - Exercises that are aerobic inclined - Exercises that are Anaerobic inclined 	<p>Read “Muscular System” pg.21 from <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Complete Worksheet Eight pg. 22 from <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Discuss how jogging, biking can relieve stress.</p> <p>Discuss how eating correctly and exercising can help control body fat.</p> <p>Discuss the relationship between involvement in physical activity and reduction of stress.</p> <p>Discuss the importance of muscles covering bones.</p> <p>Discuss how muscle endurance is similar to aerobic endurance.</p> <p>Have student’s list two things they can do that require muscular endurance.</p> <p>Challenge students to add one activity to their list every month.</p> <p>Read” Aerobic and Anaerobic Activities,”pg.13 from <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Complete Worksheet Five pg. 14 from <i>Physical Education Theory Workbook, Grade 4-6</i></p>	<p>Be Active Program</p> <p><i>Dynamic Physical Education for Elementary School Children</i></p> <p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <ul style="list-style-type: none"> -Paper -Glue -Scissors -Newspaper clippings -Food Items -Model of Heart -Stopwatch -Jump Rope -Construction -Paper 	<p>Recap from grades 3 and 4</p> <ol style="list-style-type: none"> 1. Name activities you can do with your family to enhance physical fitness. 2. Complete worksheet Four, pg. 14 from <i>Physical Education Theory Workbook, Grade 4-6</i> 3. Circle pictures which demonstrate good posture. 4. Compare pulse rate changes after different types of exercise. 5. Identify or list the major muscles or muscle groups and their function. 6. Describe the effects weight lifting have on the different muscle groups. 7. Answer questions on how the heart and muscles work together
---	---	--	--	--

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE CHART
GRADES 1-2
STRAND: MOVEMENT CONCEPTS**

STANDARD 1: Demonstrates Competency in many movement forms and proficiency in a few movement forms.
STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.

GENERAL OBJECTIVE: learn skills necessary to perform a variety of physical activities.		GRADE LEVELS						Duration weeks
CONCEPT: BASIC MOVEMENT								
SUB-GOALS : Demonstrate progress toward the mature form of selected locomotive and manipulative skills. Apply appropriate concepts to performance (e.g., change of direction while running). Establish a beginning movement vocabulary (e.g., personal space, high/low, fast/slow speeds).		1	2					(Six - Seven) Two 30 Minutes Class Per week
INSTRUCTIONAL OBJECTIVES								
1.1	Demonstrate clear contrast between slow and fast movements.	I	R					
1.2	Skip, hop, gallop and slide using matured motor patterns.	I	R					
1.3	Move each joint through a full range of motion.	I	R					
1.4	Travel in different ways in a large group without bumping into others or falling.	I	R					
1.5	Travel in forward and sideways direction and change direction quickly in response to a signal.	I	R					
1.6	Distinguish between straight, curve and zigzag pathways while traveling in various ways.	I	R					
1.7	Travel, demonstrating a variety of relationships with objects. E.g. over, under, behind, alongside, through etc.	I	R					
1.8	Place a variety of body parts in high, middle and low levels.	I	R					

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 1 & 2
STRAND 2: MOVEMENT CONCEPT**

STANDARD 1: Demonstrates Competency in many movement forms and proficiency in a few movement forms.

STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities

SUB-GOALS: Demonstrate progress toward the mature form of selected locomotive and manipulative skills.
Apply appropriate concepts to performance (e.g., change of direction while running).
Establish a beginning movement vocabulary (e.g., personal space, high/low, fast/slow speeds).

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE / MATERIALS	ASSESSMENT
<p>By the end of grades 1 - 2 students will be able to:-</p> <ul style="list-style-type: none"> - Execute fast and slow movements with various body parts. - Maintain hand, eye and foot co-ordination. - Identify body parts. - Form round, narrow, wide, and twisted body shapes, alone and with a partner. - Maintain rhythm while turning. - Combine at least three body movements in sequence. - Identify self-space. - Travel in different ways, in a large group without bumping into each other. - Travel in forward and sideways 	<p>i. BODY AWARENESS</p> <p>a. Body Parts Knees, Arms, Legs, Head, Elbows, etc.</p> <p>b. Body Shapes Angular, Narrow, Curved, Wide, Twisted, Symmetrical, Asymmetrical</p> <p>c. Body Movements Swing, Sway, Twist, Turn, Bend- Curl, Stretch, Shake, Rise, Sink, Push, Pull</p> <p>2. SPACE AWARENESS</p> <p>a. Self or Personal Space</p> <p>b. General Space Directions</p> <p>c. Forward, Backwards, Sideways, Up, Down Levels</p> <p>d. Low, Medium, High</p> <p>e. Pathways Curved, Straight, Zigzag</p>	<ul style="list-style-type: none"> - Have students put specific body parts on playing surface or in their hoops at a signal. - Assign travel using designated body parts (e.g., two hands and one foot.) - Play “Head and Shoulder”. - Students travel and on signal freeze in a specific shape. - Have students make shapes to interpret music. - Students make a jump rope into the shape of a symmetrical or asymmetrical letter or 	<p>Dynamic Physical Education for Elementary School Children by Robert P. Pangrazi</p> <p>Teaching the Nuts and Bolts of Physical Education by A. Vonnie Colvin, Nancy J. Egner Markos and Pamela J. Walker</p> <p>Physical Education for Elementary School Children By The McGraw – Hill companies Inc.</p>	<ol style="list-style-type: none"> 1. Identify body parts on handouts. 2. Demonstrate body movements to the sound of music. 3. Children identify space awareness by coloring medium and high levels of drawing on handouts. 4. Differentiate between Levels by coloring pictures on worksheet.

<p>directions, and change direction quickly in response to a signal.</p> <ul style="list-style-type: none"> - Distinguish between straight, curved, and zigzag pathways while traveling in various ways. - Place a variety of body parts into high, medium and low levels. - Make large and small body shapes while traveling. - Travel in various ways at fast and slow speeds. - Travel and change from one speed to another. - Travel changing speeds and directions in response to rhythms. - Demonstrate clear contrast between slow and fast speeds while traveling. - Express the quality of light and strong force through a variety of creative dance, gymnastic or game skills. - Travel, demonstrating a variety of relationships with objects (e.g., over, under, behind, alongside, through). - Travel demonstrating a variety of relationships to partners (e.g., leading, following, mirroring, marching). 	<p>f. Extensions Near, Far, wide, narrow</p> <p>3. EFFORT</p> <p>a. Speed Fast, Slow Deceleration Acceleration</p> <p>b. Force strong, light</p> <p>c. Flow Bound, Free</p> <p>4. RELATIONSHIPS</p> <p>a. Relationships to objects or to others. Between/inside/outside/around/through In front of/ behind/beside/ over/under On/Off Across Above/Below</p> <p>b. Relationship to partners Leading Following Meeting Parting Marching Mirroring</p>	<p>number; then they try to shape their bodies into the same shape.</p> <ul style="list-style-type: none"> - Students make a sequence where they start with a shape, travel, and then end in a different shape. <p>Afterwards ask students which shapes they used.</p> <ul style="list-style-type: none"> - Have students travel using a specified movement to songs; at a signal they change to a body movement you specify (e.g., turn, sway, bend, stretch or shake.) <p>Play the games to re in force the skills eg.</p> <ul style="list-style-type: none"> - “Cat and Mouse.” - “Sneak Attack” - “Marching Ponies” - “Circle Stop” 	<p>Dynamic Physical Education for Elementary School Children by Robert P. Pangrazi</p> <p>Teaching the Nuts and Bolts of Physical Education by A. Vonnie Colvin, Nancy J. Egner Markos and Pamela J. Walker</p> <p>Physical Education for Elementary School Children By The McGraw – Hill companies Inc.</p>	<p>5. Children use different pathways to connect objects on a handout.</p> <p>6. Distinguish between speed:- fast, slow; force:- strong, light; flow:-bound, free; by moving to the sound of music.</p> <p>7. Students make pictures on handouts that show fast and slow movements.</p> <p>8. Children must perform game skills and demonstrate understanding of movements relationships.</p>
---	--	---	--	---

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE CHART
GRADES 3-4
STRAND: BASIC MOVEMENT**

STANDARD 1: Demonstrates Competency in many movement forms and proficiency in a few movement forms.

STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities.		GRADE LEVELS						Duration weeks
STRAND: BASIC MOVEMENT								
SUB-GOALS - Demonstrate progress toward the mature form of selected Locomotors and manipulative skills. Acquire beginning skills of a few specialized movement forms.		3	4					
INSTRUCTIONAL OBJECTIVES								
1.1	Demonstrate clear contrast between slow and fast movements.	R	R					
1.2	Demonstrate control in balance activities and weight transferring.	R	R					
1.3	Travel in different ways in a large group without bumping into others or falling.	R	R					
1.4	Travel in forward and sideways direction and change direction quickly in response to a signal.	R	R					
1.5	Distinguish between straight, curve and zigzag pathways while traveling in various ways.	R	R					
1.6	Travel, demonstrating a variety of relationships with objects. E.g. over, under, behind, alongside, through etc.	R	R					
1.7	Place a variety of body parts in high, middle and low levels.	R	R					

(Six - Seven)
Two
30/One 60
Minute
Class
Twice Per
week

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 & 4
STRAND: BASIC MOVEMENT**

STANDARD 1: Demonstrates Competency in many movement forms and proficiency in a few movement forms.

STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities

SUB-GOALS – Demonstrate progress toward the mature form of selected Locomotors, non-Locomotors and manipulative skills.
Acquire beginning skills of a few specialized movement forms.

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE / MATERIALS	ASSESSMENT
<p>By the end of grades 3-4 students should be able to:-</p> <ul style="list-style-type: none"> - While traveling, avoid or catch an individual or object. - Maintain appropriate body alignment during activity (e.g., lift, carry, push, or pull) - Perform different body movements in time to a signal or music of varying tempos. - Safely change from one speed to another when traveling to a signal or music at varying tempos or speeds. - Move in various ways to show contrast of 	<p>1. BODY AWARENESS</p> <p>a. Body Parts Angular, Narrow, Curved, Wide, Twisted, Symmetrical, Asymmetrical.</p> <p>b. Body Movements Swing, Sway, Turn, Bend- Curl, stretch, Shake, Rise, Sink, Push, Pull</p> <p>2. SPACE AWARENESS</p> <p>a. General Space</p> <p>b. Directions: Forward, Backwards, Sideways, Up, Down</p> <p>c. Levels: Low, Medium, High</p> <p>d. Pathways: Curved, Straight, Zigzag</p> <p>e. Extensions: Near, Far</p> <p>3. EFFORT</p> <p>a. Speed</p>	<ul style="list-style-type: none"> - Ask student to move to music throughout a large specific area while using a variety of movements as you call them out. - Using the floor and their mats, students create an interesting sequence with different pathways. - Two students set up a target in a specified area marked by cones, ropes or other equipment; one tries to get a ball to the target by dribbling or throwing without it being stolen - Discuss how a defensive player denies space. - Line Soccer- Set up lanes the length of the playing area. One defensive player and one offensive player stay in each lane, only touching the ball when it comes in their lane. - Discuss how offensive players 	<p>Dynamic Physical Education for Elementary School Children by Robert P. Pangrazi</p> <p>Teaching the Nuts and Bolts of Physical Education by A. Vonnie Colvin, Nancy J. Egner Markos and Pamela J. Walker</p> <p>Physical Education for Elementary School Children By The McGraw – Hill companies Inc.</p>	<p>Lead up and modified games.</p>

<p>light and strong force.</p> <ul style="list-style-type: none"> - Demonstrate momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts. - Combine shapes, levels, and pathways into simple sequences. - Perform Gymnastic sequences that focus on the use of one or more of the effort concepts of force, flow, and speed. - Develop patterns and combinations of movements into repeatable sequences. - Keep the body between the ball and the defender. - Play small group games that focus on the use of specific relationships to others and objects. 	<p>Fast, Slow Acceleration Deceleration</p> <p>b. Force strong, light</p> <p>c. Flow Bound, Free, roll – low toss, high toss</p> <p>4. RELATIONSHIPS</p> <p>a. Relationships to objects or to others. Between/inside/outside; around/through; in front of/ behind/beside; across; on/ off; above/below</p> <p>b. Relationship to partners Leading Following Meeting Parting Marching Mirroring</p>	<p>must work to get open to receive the ball, no matter which lane they are in.</p> <ul style="list-style-type: none"> - Discuss how players can create space by moving to an open area to pass or receive the ball. - Discuss the relationship between an offensive and defensive player. How does one person move in relation to the other? Why do they move this way? - Discuss how various sports and movements use different types of flow, including such examples as a gymnast swinging on the bars who uses free flow, a batter swinging the bat who uses free-flowing movement, a bunt in baseball as an example of a bound-flow movement, and a gymnast pushing up to a handstand on the balance beam using bound flow. 	<p>Dynamic Physical Education for Elementary School Children by Robert P. Pangrazi</p> <p>Teaching the Nuts and Bolts of Physical Education by A. Vonnie Colvin, Nancy J. Egner Markos and Pamela J. Walker</p> <p>Physical Education for Elementary School Children By The McGraw – Hill companies Inc.</p>	
--	---	--	--	--

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE CHART
GRADES 5-6
STRAND: BASIC MOVEMENT**

STANDARD 1: Demonstrates Competency in many movement forms and proficiency in a few movement forms.
STANDARD 2: Applies movement concepts to the learning and development of motor skills.

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities.		GRADE LEVELS						Duration weeks
STRAND: BASIC MOVEMENT								
SUB-GOALS - Demonstrate progress toward the mature form of selected locomotive, non-locomotive and manipulative skills. Adapt and combine skills to the demands of increasingly complex situations of selected movement forms.		5	6					(Six -Seven) One 60 Minutes Class Per week
INSTRUCTIONAL OBJECTIVES								
1.1	Demonstrate clear contrast between slow and fast movements.	R	R					
1.2	Travel in different ways in a large group without bumping into others or falling.	R	R					
1.3	Travel in forward and sideways direction and change direction quickly in response to a signal.	R	R					
1.4	Distinguish between straight, curve and zigzag pathways while traveling in various ways.	R	R					
1.5	Make both large and small body shapes while traveling.							
1.6	Travel, demonstrating a variety of relationships with objects. E.g. over, under, behind, alongside, through etc.	R	R					
1.7	Place a variety of body parts in high, middle and low levels.	R	R					

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 & 6
STRAND: MOVEMENT CONCEPT**

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities

STANDARD 1: Demonstrates Competency in many movement forms and proficiency in a few movement forms.

STANDARD 2: Applies movement concepts to the learning and development of motor skills.

SUB-GOAL – Demonstrate progress toward the mature form of selected Locomotor, non-Locomotor and manipulative skills.
Adapt and combine skills to the demands of increasingly complex situations of selected movement forms.

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE / MATERIALS	ASSESSMENT
<p>By the end of grades 5-6 students should be able to:-</p> <ul style="list-style-type: none"> - Use the qualities of force, flow and speed to creatively express feelings, ideas and actions of self, others or groups through use of body shapes; design and play small-group games that involve co-operating with others to keep an object away from opponents (basic offensive and defensive strategy). - Manipulate objects like kick, throw using varied amounts of force, flow and speed appropriate to the given situation. - Design, refine and perform gymnastics and dance sequences that show smooth 	<p>1. BODY AWARENESS</p> <ul style="list-style-type: none"> a. Body Shapes Angular, Narrow, Curved, Wide, Twisted, Symmetrical, Asymmetrical. b. Body Movements Swing, Sway, Turn, Bend- Curl, Stretch, Shake, Rise, Sink, Push, Pull <p>2. SPACE AWARENESS</p> <ul style="list-style-type: none"> a. General Space b. Directions Forward, Backwards, Sideways, Up, Down c. Levels Low, Medium, High d. Pathways Curved, Straight, Zigzag e. Extensions Near, Far 	<ul style="list-style-type: none"> - Discuss with students how space is created or denied in invasion, net, and fielding games. Why is space created or denied? How can team members do this? - Discuss how in certain net and volley games (e.g., volleyball, tennis), the objective is to hit the ball to where one's opponents are not, rather than to where they are. Discuss also the defensive strategies of being ready to move at all times and covering the area between partners. - Challenge students to select three or four balances and perform each one, making a smooth transition from one to the other. - Ask student to move to music throughout a large specified area while using a variety of movements 	<p>Dynamic Physical Education for Elementary School Children by Robert P. Pangrazi</p> <p>Teaching the Nuts and Bolts of Physical Education by A. Vonnie Colvin, Nancy J. Egner Markos and Pamela J. Walker</p> <p>Physical Education for Elementary School Children By The McGraw – Hill companies Inc.</p> <p>Dynamic Physical</p>	<ul style="list-style-type: none"> - Compare two activities discussing the following: - space awareness concepts athletes used during their performance. -What did the athletes do at a high, medium, or low level?

<p>transition between movements varying in force, flow and speed.</p> <p>- Play small-group games that focus on the use of specific relationships to others and objects.</p>	<p>3. EFFORT a. Speed Fast, Slow Acceleration and Deceleration</p> <p>b. Force strong, light</p> <p>c. Flow Bound, Free</p> <p>4. RELATIONSHIPS a. Relationships to objects or to others. Between/inside/outside; around/through; in front of/behind/beside/over; across; on/ off; above/below</p> <p>b. Relationship to partners Leading Following Meeting Parting Mirroring</p>	<p>as you call them out.</p> <p>- Using the floor and their mats, students create an interesting sequence with different pathways.</p> <p>- Two students set up a target in a specified area marked by cones, ropes or other equipment; one tries to get a ball to the target by dribbling or throwing without it being stolen from them by their defender.</p>	<p>Education for Elementary School Children by Robert P. Pangrazi</p> <p>Teaching the Nuts and Bolts of Physical Education by A. Vonnie Colvin, Nancy J. Egner Markos and Pamela J. Walker</p> <p>Physical Education for Elementary School Children By The McGraw – Hill companies Inc.</p>	
--	---	---	--	--

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 1-2
STRANDS: GYMNASTICS

MAIN GOAL: Learn Skills necessary to perform a variety of movements with and without the use of apparatus.

SUB-GOALS: Demonstrate competency in different movement activities.

Instructional Objectives		GRADE LEVELS					Duration weeks
		1	2				
Benchmarks							
I. I. 1	Design gymnastic sequences that are interesting	I	I				(Six)
I. I. 2	Design and Perform gymnastic activities using available apparatus	I	I				Two 30 Minutes Class Per week
I. I. 3	Describe essential components of movement patterns	I	I				
I. I. 4	Perform gymnastic sequences which combine weight transfer, balancing,	I	I				

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 1 & 2 UNIT
STRAND GYMNASTICS

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT
<p>By the end of grades 1 - 2 student will be able to:</p> <ul style="list-style-type: none"> - Demonstrate weight transformation from one body part to another in a variety of ways using rocking, rolling and feet to hand actions with small extensions. - Apply weight transformation from feet to hands with large extensions. - Apply weight transfer over low equipment (e.g. hurdles, hoops, and mats) in a variety of ways, beginning with hands on the opposite side of the hurdle. - Perform the “Roll” technique smoothly and consecutively in a side way direction and 	<p>WEIGHT TRANSFER</p> <ol style="list-style-type: none"> 1. Rocking <ol style="list-style-type: none"> a. Rocking from one body part to another 2. Rolling <ol style="list-style-type: none"> a. Rolling from one body part to another. 3. Weight transfer – Rocking/Rolling. Feet only. <ul style="list-style-type: none"> Step Feet to hands. Spring take flight. <p>BALANCING</p> <ol style="list-style-type: none"> a. Base of Support – Bases of support is the body parts that hold you up. A wide base of support is more stable than a narrow base of support. b. Static – tight muscles, eyes pick a spot. 	<ul style="list-style-type: none"> - Encourage children to take their weight onto their hands by transferring it from their feet. Challenge them to kick high. - Students can practice various transfers of weight, such as the crab walk, bear walk, and leap frog. - Have children in a self-space to practice transferring their own weight from one body part to another by rocking back and forth on their backs and fronts. - In self-space, students practice rocking back and forth and side to side. - The students practice rolling (Forward, Backward, Shoulder, log, pencil, egg and peanut roll) sideways to the right and left in self-spaces and across the mats. - Students balance beanbag on different parts of the body that the teacher calls out. 	<p>Dynamic Physical Education for Elementary School Children</p> <ul style="list-style-type: none"> - Play mats - Hurdle - Hula-Hoops - Bean Bags - Landing Mats - Balance Beams 	<ol style="list-style-type: none"> 1. Evaluate students as they attempt to balance various objects on their body parts. 2. Discuss the proper techniques for rolling, balancing and rocking. 3. Evaluate student’s performance for the following techniques: rolling, balancing and rocking. 4. Evaluate students on weight transformation (Students will display different ways they can transfer their weight from one body part to another).

<p>back and forth.</p> <ul style="list-style-type: none"> - Perform the “Roll” in at least two different directions. - Demonstrate balance, momentary stillness, in symmetrical shapes on a variety of body parts. 		<ul style="list-style-type: none"> - Have students make wide shapes while balancing the beanbag on that body part. - Have students stand with their feet shoulder width apart and balance on one foot with their arms tucked in like a stork’s wing feathers. Have the students hold their balance for a count of 10? - Have students stand on one leg with arms out to the sides, like a “T”, raise your back leg as high as you can, keep your head up. Try not to lean forward. How long can you hold this balance? 	<p>Dynamic Physical Education for Elementary School Children</p> <ul style="list-style-type: none"> - Play mats - Hurdle - Hula-Hoops - Bean Bags - Landing Mats - Balance Beams 	<ol style="list-style-type: none"> 1. Evaluate students as they attempt to balance various objects on their body parts. 2. Discuss the proper techniques for rolling, balancing and rocking. 3. Evaluate student’s performance for the following techniques: rolling, balancing and rocking. 4. Evaluate students on weight transformation (Students will display different ways they can transfer their weight from one body part to another).
--	--	---	--	---

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 3-4
STRANDS: GYMNASTICS

MAIN GOAL: Learn Skills necessary to perform a variety of movements with and without the use of apparatus.

SUB-GOALS: Demonstrate competency in different movement activities.

Instructional Objectives		GRADE LEVELS					Duration Weeks
Benchmarks		1	2	3	4		
I. I. 1	Design gymnastic sequences that are interesting	I	I	R	R		(Six) Two 30/One 60 Minutes Class Per week
I. I. 2	Design and Perform gymnastic activities using available apparatus	I	I	R	R		
I. I. 3	Describe essential components of movement patterns	I	I	R	R		
I. I. 4	Perform gymnastic sequences which combine weight transfer, balancing,	I	I	R	R		

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 & 4
STRAND GYMNASTICS**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT
<p>By the end of grades 3 - 4 students will be able to:</p> <ul style="list-style-type: none"> - Recap from grades 1 and 2 - Demonstrate weight transference by traveling into a spring take-off. - Perform from a squatting position, a backward roll without hesitation. - Demonstrate a Jump, land and roll in any direction. - Demonstrate balance in an inverted position using the least number of bases of support. - Demonstrate balance in a variety of positions using different bases of support and directions when on large 	<p>Recap from grades 1 and 2.</p> <p>WEIGHT TRANSFER</p> <ul style="list-style-type: none"> a. Rocking from one body part to another b. Rolling from one body part to another. c. Feet to hands – head up when moving onto equipment, arms take weight first. d. Spring takeoffs (Flight) – Jump from one foot to two feet. e. Push off the balls of the feet, soft landings <p>1. ROLLING</p> <ul style="list-style-type: none"> a. Rocking – chin to chest, head to knees. b. Sideways – like a pencil c. Forward – curved shape, chin to chest; push up with your hand. d. Backward – curved shape, head to knees, hands to ears. <p>2 BALANCING</p> <ul style="list-style-type: none"> a. Base of Support – Bases of support is the body parts that hold you up. A wide base of support is more stable than a narrow base of support. b. Static – tight muscles, eyes pick a 	<ul style="list-style-type: none"> - Have students rock their body forward and backwards like a rocking chair. - Have students perform the different types of rolls (e.g. forward, backward, side-to-side, log, egg and pencil roll) - Have students to roll forward using different positions (e.g., wide legs, body parts). - Have students perform handstand against the wall (feet to hand). - Have students perform cartwheel in their own space (feet to hand) - Discuss how different positions affect a “roll” - Discuss the relation of force to the length of the body extension. The longer the extension around which the roll is done, the more force is needed for the roll. - Have students perform jumps off low equipment (e.g., boxes, tires, and crates), land, and roll. Emphasize that landings should be soft. - Have students perform “Dip 	<p>Dynamic Physical Education for Elementary School Children</p> <ul style="list-style-type: none"> - Play mats - Hurdle - Hula-Hoops - Low Balance Beam - High Balance Beam - Balance Board - Skates - Jungle Gym - Climbing walls - Box - Crates - Tires - Cones 	<ol style="list-style-type: none"> 1. List the safety issues surrounding the use of the apparatus. 2. Students will explain different ways they can transfer their weight from one body part to another. 3. Students will perform Gymnastic routines that the teacher put together in sequence; various stunts, rolling, tumbling and inverted balance. 4. Students will create a scrapbook containing pictures of the different types of rolling, balancing and landing techniques. 5. Teacher will evaluate students as they show the different ways they can transfer their weight over various apparatuses (i.e. mats, hoops, hurdles or a partners)

<p>gymnastics equipment.</p> <ul style="list-style-type: none"> - Perform balance as a part of a small group by connecting with or supporting each other's body weight. - Perform the leap technique leading with either foot. - Demonstrate weight transference, from feet to hands, at fast and slow speeds, using large extensions (e.g., mule kick, hand stand, cartwheel). - Perform lifts, and control body weight in a variety of activities. - Demonstrate weight transformation from one body part to another (hands, knees, feet) in a variety of ways when on large apparatus e.g. climbing apparatus, bar – Rope - Demonstrate the use of the “safe” method to recover from unstable feet to hand weight transfers. 	<p>spot.</p> <p>c. Inverted - tight muscles, keep the center of gravity over bases of support, behind up.</p> <p>d. Dynamic - keep the center of gravity over bases of support.</p> <p>3. LANDINGS</p> <p>a. Landing – Controlled landing and falling safely on the feet and hands.</p> <p>4. ROTATIONS</p> <p>a. Rotating - rotate the body on a broad and long axis of the body.</p>	<p>Walk” on a low balance beam. The students will start by standing on the beam with one foot in front of the other, your arms extended outward. Step forward with your back foot, but bend your front knee so your body and back leg drop down toward the floor. Bring the foot back up to the beam, and then do the same thing on the opposite side of the beam with the other foot.</p> <p>- Other gymnastic activities include:-</p> <ol style="list-style-type: none"> 1. Forward Roll to Walkout 2. Backward Roll to Incline 3. Forward Roll Pike Position 4. Forward Roll to Combinations 5. Backward Roll regular 6. Backward Roll Combinations 7. Cartwheel 8. Headstand practice and variations 9. Frog Handstand 10. Half Teeter- Totter 11. Handstand 12. Handspring 13. Flip-Flop 14. Gymnastic routines 15. Headspring 16. Frog-Handstand 	<p>Dynamic Physical Education for Elementary School Children</p> <ul style="list-style-type: none"> - Play mats - Hurdle - Hula-Hoops - Low Balance Beam - High Balance Beam - Balance Board - Skates - Jungle Gym - Climbing walls - Box - Crates - Tires - Cones 	<ol style="list-style-type: none"> 1. List the safety issues surrounding the use of the apparatus. 2. Students will explain different ways they can transfer their weight from one body part to another. 3. Students will perform Gymnastic routines that the teacher put together in sequence; various stunts, rolling, tumbling and inverted balance. 4. Students will create a scrapbook containing pictures of the different types of rolling, balancing and landing techniques. 5. Teacher will evaluate students as they show the different ways they can transfer their weight over various apparatuses (i.e. mats, hoops, hurdles or a partners)
---	--	--	---	---

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 5-6
STRANDS: GYMNASTICS

MAIN GOAL: Learn Skills necessary to perform a variety of movements with and without the use of apparatus.

SUB-GOALS: Demonstrate competency in different movement activities.

Instructional Objectives		GRADE LEVELS						Duration Weeks
		1	2	3	4	5	6	
Benchmarks								(Six) One 60 Minutes Class Per week
I. I. 1	Design gymnastic sequences that are interesting	I	I	R	R	R	R	
I. I. 2	Design and Perform gymnastic activities using available apparatus	I	I	R	R	R	R	
I. I. 3	Describe essential components of movement patterns	I	I	R	R	R	R	
I. I. 4	Perform gymnastic sequences which combine weight transfer, balancing,	I	I	R	R	R	R	

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 & 6
STRAND: GYMNASTICS

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT
<p>By the end of grades 5 - 6, students will be able to:</p> <ul style="list-style-type: none"> -Recap from grades 3 and 4 - Demonstrate concern for the care and safety of others and for equipment. - Demonstrate basic gymnastic skills in a simple routine on floor and apparatus. - Create patterns and combinations of movements into repeatable sequences. - Demonstrate balance and control on a variety of moving objects (e.g., balance boards, skates etc.). - Create a variety of body actions to move into and out of a variety of transfers of weight from feet to hands with large extensions e.g. stretching legs wide; torso twisting; rolling; curving feet over to 	<p>Recap from grades 3 and 4</p> <p>i. TRANSFER OF WEIGHT</p> <ul style="list-style-type: none"> a. Rocking from one body part to another. b. Rolling from one body part to another c. Feet to hands – head up when moving onto equipment, arms take weight first. d. Spring takeoffs (Flight) – Jump from one foot to two feet; push off the balls of the feet, soft landings. <p>ii. BALANCING</p> <ul style="list-style-type: none"> a. Base of support- the higher your center of gravity from the ground or equipment the more difficult it is to balance. It is harder to balance when your bases of support are far away from or outside your center of gravity. Counter-balance involves a wide base of support and pushing against each other. Counter-tension involves a narrow base of support and pulling away from each other. b. Static- tight muscles keep the center of gravity over base of support. c. Dynamic- keep the center of gravity 	<ul style="list-style-type: none"> 1. Provide opportunities for students to explore different movements on the mats individually and in groups. 2. Use stations and task cards to help students create routines. 3. Have students review a DVD or videotaped performance of a gymnast. Watch it once without stopping, then rewind and stop at various points to initiate discussion. Emphasize techniques performed in class. 4. Have students balance in pairs, using given examples of counter balance and counter tension. Ask if they can move while pushing or pulling against each other. Then ask them to try in groups of three or four. E.g. 1. Sitting back to back with elbows joined, stand up and sit down without moving the feet. 5. Have students face their partner, palms against each other at shoulder level, inch the feet away from the center. How far can they get without falling? 	<p>Dynamic Physical Education for Elementary School Children</p> <ul style="list-style-type: none"> - Play mats - Hurdle - Hula-Hoops - Low Balance Beam - High Balance Beam - Medium Balance Beam - Skates - Jungle Gym - Climbing walls - Climbing Ropes - Box - Crates - Trampoline 	<ul style="list-style-type: none"> 1. List the safety issues surrounding the use of the apparatus. 2. Students will display different ways they can transfer their weight with and without equipment 3. Critique skill by using a checklist of skills to ensure that students have mastered skills before moving on to a more difficult or challenging ones 4. Assess the Gymnastic routines that the teacher put together in sequences; various students, rolling, tumbling and inverted balances. 5. Students will explain why they use a particular skill or movement when they create their sequences or routines 6. Evaluate student gymnastics movements and routines for technique, creativity and variety. 7. Critique a video clipping of

<p>land on one or two feet.</p> <ul style="list-style-type: none"> - Show weight transfer from feet to hands over low equipment e.g. boxes, crate and beam. - Demonstrate weight transference in various ways off low equipment or apparatus into floor level, starting with hands on floor. - Demonstrate the use of balances to move smoothly into and out of different transfers of weight. - Demonstrate a spring take off and then transfer weight from the feet to hands onto low-medium equipment apparatus – beam, bench, table, or large tire. - Demonstrate weight transference onto low to medium level equipment by placing the hands on equipment and springing off from two feet landing on hands and feet or knees. 	<p>over bases of support..</p> <p>d. <i>Inverted</i>- tight muscles, behind up. Keep the center of gravity over the bases of support.</p> <p>ROTATION - rolling, turning, cartwheel</p>	<p>6. Partners holding each other’s wrists, with feet close together, can they shuffle the feet sideways and move in a circle?</p> <ul style="list-style-type: none"> - Challenge students to transfer weight from their feet to hands in a variety of ways on the ground. <p>6. GOLDEN NUGGET #1: During an obstacle course/circuit work the teacher will place a long jump mat with numbers on them . This will be use as station for jumping skills by practicing a forward and backward jump for distance. The teacher will explain that the jumping/landing skill is inherent to proper body control and that the backward jump task is the first step in teaching a back-hand spring. This propulsion in a backward plane is an important part of the skill. Landing is a vital part – If a student is off balance in a backward motion, it will give the student an opportunity to learn how to fall properly and incorporate another lead up skill (back roll , egg roll, shoulder roll) all skills</p>	<p>Dynamic Physical Education for Elementary School Children</p> <ul style="list-style-type: none"> - Play mats - Hurdle - Hula-Hoops - Low Balance Beam - High Balance Beam - Medium Balance Beam - Skates - Jungle Gym - Climbing walls - Climbing Ropes - Box - Crates - Trampoline 	<p>a student’s demonstrating various gymnastic techniques at their level of performance in gymnastics skills.</p> <p>8. Video tape students and allow them to assess their performance for correct technique and to identify areas</p> <p>9. Have students plan and perform simple routines. The class will judge the routines and give immediate feedback to the performers on their level of performance</p>
---	--	---	---	--

<ul style="list-style-type: none"> - Show balance in symmetrical or asymmetrical shape on large gymnastic equipment. - Demonstrate balance on low equipment in low positions using a variety of base support - Demonstrate balance with partners using principles of counter-balance (pushing) and counter-tension (pulling). - Demonstrate movement of weight transfers from feet to hands. - Show weight transfer off low apparatus using a variety of body actions, starting with hands and feet stationary on the apparatus- stretching, twisting and turning. - Transfer weight in a variety of ways along low to medium level apparatus in a variety of ways, using changes in direction, levels, speeds and body shapes. 		<p>that teach learning how to fall properly to ward off serious injuries !!!</p>	<p>Dynamic Physical Education for Elementary School Children</p> <ul style="list-style-type: none"> - Play mats - Hurdle - Hula-Hoops - Low Balance Beam - High Balance Beam - Medium Balance Beam - Skates - Jungle Gym - Climbing walls - Climbing Ropes - Box - Crates - Trampoline 	
---	--	--	---	--

PRIMARY PHYSICAL EDUCATION
SKILL TEST
GRADES 3 & 4
STRAND: GYMNASTICS

1. Rolle(Log, Pencil, Shoulder, Egg) - Students are expected to perform the different types of roll consistently in a straight line on A mat.
2. Cartwheel - Students are expected to keep their legs fully astride throughout this movement and do not allow their body to lean forward at the start or finish of the exercise. The student should can perform a cartwheel in a straight line, on the floor, and on a bench or low beam. The students should be able to do 5 consecutive Cartwheels.
2. Forward Roll - Students should demonstrate the proper way to tuck their head down while pushing in a forward motion with their legs. They should be sure to keep some weight supported with their arms. Students should recover by standing up without pushing on the floor with their hands. The students should be able to do 5 consecutive rolls.
3. Backward Roll – Students are expected to place their hands flat on the floor with fingers towards their shoulders as they roll back to a stand doing backwards rolls consecutively down an incline mat. The students should be able to do 5 consecutive rolls.
4. Handstand – This skill can be reached with students standing as tall as possible. The student should be stretching upwards towards the ceiling and staying hollow. Students should hold the handstand for 5 to 10 seconds.
5. Handstand to Forward Roll - This skill can be reached with students transferring their body from a handstand into a forward roll. Students should hold the handstand for 5 to 10 seconds before transferring into the forward roll.

**PRIMARY PHYSICAL EDUCATION
SKILL TEST
GRADES 5 & 6
STRAND: GYMNASTICS**

1. One Hand -Cartwheel - Students are expected to keep their legs fully astride throughout this movement and do not allow their body to lean forward at the start or finish of the exercise. The student should perform a cartwheel in a straight line, on the floor, and on a bench or low beam using one hand. The students should be able to do 5 consecutive Cartwheels.
2. Forward Roll - Students should demonstrate the proper way to tuck their head down while pushing in a forward motion with their legs. They should be sure to keep some weight supported with their arms. Students should recover by standing up without pushing on the floor with their hands. The students should be able to do 5 consecutive rolls.
3. Backward Roll – Students are expected to place their hands flat on the floor with fingers towards their shoulders as they roll back to a stand doing backwards rolls consecutively down an incline mat. The students should be able to do 5 consecutive rolls.
4. Handstand – This skill can be reached with students standing as tall as possible. The student should be stretching upwards towards the ceiling and staying hollow. Students should walk around on your hands whenever possible for 5 to 10 seconds.
5. Handstand to Forward Roll - This skill can be reached with students transferring their body from a handstand into a forward roll. Students should hold the handstand for 5 to 10 seconds before transferring into the forward roll.
6. Back extension – Students will perform back extensions by standing and transferring weight by reaching for the ground, watching their toes the entire time and keeping their head in and body hollow. The student should kick the legs up just short of handstand and roll forward, to a crouch position. Students should be able to do 5 back extensions.

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADE 1 & 2
STRAND: MANIPULATIVE SKILLS**

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities.

STANDARD 1 Demonstrates Competency in many movement forms and proficiency in a few movement forms.

STANDARD 2 Applies movement concepts to the learning and development of manipulative skills.

STANDARD 5 Demonstrates responsible personal and social behavior in physical activity settings.

STANDARD 7 Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Main goal: Learn manipulative skills associated with Minor Games, Lead Up and Team Games.

Sub-Goals: Demonstrate knowledge of manipulative skills by playing Minor Games.

Apply knowledge of minor games to the development of manipulative skills.

Instructional Objectives		GRADE LEVELS						Duration Weeks
		1	2	3	4	5	6	
Benchmarks								(Six) Two 30 Minutes Class Per week
I. I. 1	Be aware of the movements associated with striking the ball	I	R					
I. I. 2	Understand the importance of hitting the ball with the palm and heel of the hand	I	R					
I. I. 3	Be aware of the importance of the “follow-through” action of the arm when striking the ball	I	R					
I.I.4	Design and play small group games that engage cooperating with others to keep the ball away from opponents.	I	R					
I. I. 5	Select and categorize specialized equipment used for participation in a variety of activities.	I	R					
I. I. 6	Learn the correct method of hitting a ball	I	R					
I. I. 7	Dribble a ball and maintain control while traveling within a group.	I	R					
I.I.8	Recognize fundamental components and strategies used in simple games and activities.	I	R					
I. I. 9	Recognize similar movement concepts in a variety of skills.	I	R					
I. I.10	Demonstrate skills of dodging, chasing, and fleeing to avoid or catch others.	I	R					
I. I. 11	Dribble the ball with any foot using mature motor patterns.	I	R					
I.I.12	Design and play small group games that involve cooperating with others to keep an object away from opponents.	I	R					
I. I. 13	Select and recognize specialized equipment used for participation in a variety of activities.	I	R					
I. I. 14	Dribble the ball with any foot using mature motor patterns.	I	R					

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADE 1 & 2
STRAND: MANIPULATIVE SKILLS**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE / MATERIALS	ASSESSMENT
Underhand Roll	<p>Face the target, feet shoulder width apart, knees bent, eyes on the target, object held in dominant hand with palms up in front of the body.</p> <ol style="list-style-type: none"> 1. Swing the rolling arm back at least to waist level. 2. Step forward with the foot opposite the rolling arm. Swing the rolling arm forward and release the object on the ground at a low level while bending at the knees and the waist. The front of the body should be facing the target. 3. Follow Through: Rolling hand continues toward the target in front of the body and finishes above the waist with palm facing upward. 	<p>Bowling Golf Math Bowling Create a word Cage ball Madness Switcharoo Crazy Dots Athlete's Foot Cone Madness It's a Strike</p>	<p>"Teaching the Nuts and Bolts of Physical Education" by A. Vonnie Colvin, Nancy J. Edgar Markos and Pamela J. Walker</p> <p>"Activities and Games for Fun Filled Physical Education Lessons" by Margaret Major-Albury</p> <p><i>Physical Education Theory Workbook Lower Primary Level</i></p> <ul style="list-style-type: none"> - Hoops - Ropes - Bean bags - Balls - Boxes - Nerf balls - Cones - Bowling pins - Giant Alphabet Letters 	<p>Partner Skills Check</p> <p>Create an Activity to demonstrate how to perform an underhand roll.</p>
Underhand Throw	<p>Ready Position: Face the target, feet shoulder width apart, knees bent, eyes on the target, object held in dominant hand with palms up in front of the body.</p> <ol style="list-style-type: none"> 1. Swing the throwing arm back to at least the waist level. 2. Step forward with the foot opposite the throwing arm. Bring the throwing arm forward, and release the object below the waist. The arm stays straight throughout the entire movement. 3. Follow Through: Throwing hand continues toward the target in front of the body with palms 	<p>Throw and Go Color Targets Create a Word Stew Pot Cage ball Madness Pin Ball Bean-Bag and Basket Relay Bean Bag Board</p> <p>Have students throw bean bags into boxes at a given distance.</p>	<p><i>Physical Education Theory Workbook Lower Primary Level</i></p> <ul style="list-style-type: none"> - Hoops - Ropes - Bean bags - Balls - Boxes - Nerf balls - Cones - Bowling pins - Giant Alphabet Letters 	<p>Partner Skills Check</p> <p>Create an Activity to demonstrate how to perform an underhand throw.</p>

Overhand Throw	<p>facing upward. Ready Position: Face the target with feet shoulder width apart, knees bent, eyes on the target. Hold the object in front of the body in dominant hand.</p> <ol style="list-style-type: none"> 1. Turn the body as the feet pivot in place so that your non dominant side is toward the target. Bring the throwing hand back in a downward circular motion and extended away from the intended line of travel with the palms facing upward, extend the non-throwing arm toward the target creating a T with the throwing arm and pointing toward the target. 2. Step forward with the foot that is opposite the hand holding the object, hips and shoulders rotate toward the target. Front of the body faces the target, arms come forward past the head. 3. Follow Through: Throwing hand continues toward the target and continues diagonally across the body. 	<p>Complete “Worksheet Thirteen,” pg. 21 from <i>Physical Education Theory Workbook Lower Levels</i></p> <p>Color Targets Create a Word Cage Ball Madness Kerplunk Pin Ball Battle Ball Knock ‘em down Kickball Throw and Go</p>	<p>“Teaching the Nuts and Bolts of Physical Education” by A. Vonnie Colvin, Nancy J. Edgar Markos and Pamela J. Walker</p> <p>“Activities and Games for Fun Filled Physical Education Lessons” by Margaret Major-Albury</p> <ul style="list-style-type: none"> - Hoops - Ropes - Bean bags - Balls - Boxes - Nerf balls - Cones - Bowling pins - Giant Alphabet Letters 	<p>Partner Skills Check</p> <p>Create an Activity to demonstrate how to perform an overhand throw.</p>
Two Hand Overhead Throw	<p>Ready Position: Face the target , feet shoulder width apart, knees bent, eyes on the target. Hands held slightly behind and to the side of the ball. Hold the object at chest level.</p> <ol style="list-style-type: none"> 1. Bring the object above and behind the head. Arms are bent. 2. Step forward with one foot while extending arms and releasing object towards the target. There is a wrist snap with this action. 3. Follow Through: After the object is released, hands are turned so that the palms are facing away from each other and thumbs are pointing downwards. 	<p>Color Targets Create a Word Target Throws Cage Ball Madness Pin Ball Cycle / Recycle Kerplunk Hazard Ball</p>		<p>Partner Skills Check</p> <p>Create an Activity to demonstrate how to perform a two hand overhead throw.</p>
Catch Above the Waist	<p>Ready Position: Face the target, feet shoulder width apart, knees bent, eyes on the approaching object. Elbows are bent near the sides and hands</p>			<p>Partner Skills Check</p> <p>Create an Activity to demonstrate how to catch above the waist.</p>

<p>Catch Below the Waist</p>	<p>are held in front of the body. Thumbs are close to or touching one another to form the letter W. 1. As the object is released, step toward the thrower and extend the arms and hand to meet the object. Hands are held in front of the body with elbows bent near the sides and thumbs are together. 2. Use only the fingers and the thumbs to catch the object. The object should not be trapped against the body. 3. Give: Absorb the force of the object by bringing the arms back toward the body.</p> <p>Ready Position: Facing the target with feet shoulder width apart, knees bent, eyes on the approaching object. Elbows are bent near sides, hands held in front of the body. 1. As the ball is released, step toward the thrower and extend the arms and hand to meet the object. Hands are held in front of the body with elbows bent near the sides. Pinkie fingers are together. 2. Use only the fingers and the thumbs to catch the object. The object should not be trapped against the body. 3. Give: Absorb the force of the object by bringing the arms back toward the body.</p>	<p>Part Time Hanging Around Swing Catch Partner Pass Cycle / Recycle Catchball Star Pass Triangle Pass Kick ball Throw and Go</p>	<p>Physical Education Theory Workbook Lower Primary Level</p> <p>“Teaching the Nuts and Bolts of Physical Education” by A. Vonnie Colvin, Nancy J. Edgar Markos and Pamela J. Walker</p> <p>“Activities and Games for Fun Filled Physical Education Lessons” by Margaret Major-Albury</p> <ul style="list-style-type: none"> - Hoops - Ropes - Bean bags - Balls - Boxes - Nerf balls - Cones - Bowling pins - Giant Alphabet Letters 	<p>Partner Skills Check</p> <p>Create an Activity to demonstrate how to catch below the waist.</p>
<p>Bounce Pass</p>	<p>Ready Position: Facing the target, feet shoulder width apart, knees bent, eyes on the target. Hold the ball with thumbs together and fingers on the sides of the ball. Hold the ball close to the body at chest level. 1. Step forward with one foot while extending the arms forward and downward and releasing the ball so that it bounces closer to the target than to the passer. 2. Follow Through: After the ball is released,</p>	<p>Party Time Hanging Around Swing Catch Partner Pass Surprise Catch Volcano Cycle / Recycle Triangle Pass Star pass Kickball Throw and Go</p> <p>Not on my Side Three Ball Juggle It's Yours Not Mine</p>	<p>Physical Education Theory Workbook Lower Primary Level</p>	<p>Partner Skills Check</p> <p>Create an Activity to demonstrate how to bounce pass.</p> <p>Complete worksheet twelve, pg. 23 from <i>Physical Education Theory Workbook, Lower levels</i></p>

<p>Chest Pass</p>	<p>hands are turned so that the palms are facing away from each other with the thumbs pointing downward. There is a snap of the wrist with this action.</p> <p>Ready Position: Facing the target, feet shoulder width apart, knees bent, and eyes on the target. Hold the ball with thumbs together and fingers on the sides of the ball. Hold the ball close to the body at chest level.</p> <ol style="list-style-type: none"> 1. Step forward with one foot while extending arms and releasing the ball toward the target. 2. Follow Through: After the ball is released, hands are turned so that the palms are facing away from each other with the thumbs pointing downward. There is a snap of the wrist with this action. 	<p>Kerplunk Cage Ball Madness Pin Ball</p> <p>Color Targets Create A Word Hot Potato Back It Up Slide and Pass Cycle / Recycle Triangle Pass Star Pass</p>	<p>“Teaching the Nuts and Bolts of Physical Education” by A. Vonnie Colvin, Nancy J. Edgar Markos and Pamela J. Walker</p> <p>“Activities and Games for Fun Filled Physical Education Lessons” by Margaret Major-Albury</p> <ul style="list-style-type: none"> - Hoops - Ropes - Bean bags - Balls - Boxes - Nerf balls - Cones - Bowling pins - Giant Alphabet Letters 	<p>Partner Skills Check</p> <p>Create an Activity to demonstrate a chest pass.</p>
<p>Basketball Dribble</p>	<p>Ready Position: Knees bent, feet shoulder width apart, eyes looking forward. Hold the ball in both hands in front of the body.</p> <ol style="list-style-type: none"> 1. Push: One hand contacts the ball at waist level or below and pushes it downward using the finger pads only. Make sure they are using the pads of all four fingers and the thumb. The wrist flexes and the elbow extends downward as the ball is pushed down. 2. As the ball is contacted, the head is up and the eyes are focused forward. 3. Keep the ball in front of the body. Bounce the ball diagonally in front of the body and away from the feet. 	<p>Color Targets Create A Word Cross the Line Double Trouble Dribble Follow the Leader Rip and Roar Mindfield Hoop Ball</p>		<p>Partner Skills Check</p> <p>Create an Activity to demonstrate how to dribble a basketball.</p>
<p>Soccer Dribble</p>	<p>Ready Position: Ball is on the ground directly below the head. Feet shoulder width apart and knees are bent.</p> <ol style="list-style-type: none"> 1. Perform a short series of taps with the inside or 	<p>Complete “Worksheet Fourteen,” pg. 22 from <i>Physical Education Theory Workbook Lower Levels</i></p>		

	<p>outside of the foot not the toe. Use of the non-dominant foot should be practiced and encouraged.</p> <p>2. Keep the ball close. The ball should be on the ground directly below the head as it is contacted: eyes look forward. Keep the ball within two to four feet while dribbling.</p> <p>3. Move with the ball. The soccer dribble is a movement activity and should be performed at a speed faster than a walk.</p>	<p>Color Targets Create A Word Follow the Leader Rip and Roar Mindfield Soccer Madness It's Crowded Soccer Obstacle Relay</p>	<p><i>Physical Education Theory Workbook Lower Primary Level</i></p> <p>“Teaching the Nuts and Bolts of Physical Education” by A. Vonnie Colvin, Nancy J. Edgar Markos and Pamela J. Walker</p> <p>“Activities and Games for Fun Filled Physical Education Lessons” by Margaret Major-Albury</p> <ul style="list-style-type: none"> - Hoops - Ropes - Bean bags - Balls - Boxes - Nerf balls - Cones - Bowling pins - Giant Alphabet Letters 	<p>Partner Skills Check</p> <p>Create an Activity to demonstrate how to dribble a soccer ball.</p> <p>Complete worksheet fourteen, pg. 26 from <i>Physical Education Theory Workbook, Lower levels.</i></p>
--	---	--	---	---

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 1-2
MINOR GAMES USING LOCOMOTOR MOVEMENTS

Main goal: Learn rules and movement associated with Minor Games.

Sub-Goals: Demonstrate knowledge of rules governing Minor Games

Apply knowledge of minor games to the development of Motor Skills.

Instructional Resources		GRADE LEVELS					Duration Weeks
Benchmarks		1	2				
I. I. 1	Recognize Fundamental components and strategies used in minor games and activities	I	I				(Six) Two 30 Minutes Class Per week
I. I. 2	Recognize the difference in the ability level of others.	I	I				
I. I. 3	Recognize the importance of "Moving in Space"						
I.I. 4	Describe essential elements of Minor Games.	I	I				

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 1 & 2 UNIT
MINOR GAMES USING LOCOMOTOR MOVEMENTS**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES	ASSESSMENT
<p>By the end of grades 1 – 2 students will be able to:</p> <ul style="list-style-type: none"> - Skip, hop, gallop, and slide, using mature motor patterns. - Participate in a wide variety of activities that involve locomotion. - Demonstrate skills of chasing, fleeing, and dodging to avoid or to catch others. - Jump land using a variety of takeoff and landing patterns. <p>a) Two feet to two feet. b) Two feet to one. c) One foot to the other.</p> <ul style="list-style-type: none"> - Jump, swinging long rope using two-foot pattern. - March in steps to a rhythmical (even) beat. - Gallop forward using mature pattern. 	<p>LOCOMOTOR SKILL</p> <p>i. Locomotor Movements</p> <p>a. Walk- heels touch the ground first, arms move opposite legs.</p> <p>b. Run – Ball of foot touches ground first, arms move opposite legs..</p> <p>c. Jump – Bend knees, jump, land on balls of the foot, and use only one foot.</p> <p>d. Bend knees, jump, land on balls of the foot, and use only one foot.</p> <p>e. Gallop – Toe to heel, one foot always chases the other.</p> <p>f. Skip – Step - hops, arms move opposite legs, kick the beach ball.</p> <p>g. Slide- Side – together, one foot pushes the other sideways</p> <p>h. Leap – Bend knees, one foot to the other, land on balls of feet, stretch</p>	<ul style="list-style-type: none"> - Teacher reads “Locomotor Fitness” pg. 11 from the <i>Physical Education Theory Workbook Lower Primary Levels</i> to students. - Have students travel through general space using specified locomotive movement. - Students practice traveling and leaping over hoops. - Ask children to gallop, then slide. Let children walk through each movement if they are unable to perform it smoothly or rhythmically. - Draw a box on the ground to show where students should stand as they jump over a long rope. Have them practice jumping forward and backward, side to side over a swinging rope. - Hang objects from ropes at different heights; have students practice jumping to reach them. - Students jump for distance from behind a mark on the ground. 	<p><i>Physical Education Theory Workbook Lower Primary Level</i></p> <ul style="list-style-type: none"> - Cones - Jump Ropes - Hoola hoops - Mats 	<ul style="list-style-type: none"> - Evaluate students jumping over a self- turn short jump rope while keeping in their self-space. - Assess students rope-turning skills. - Identify locomotive skills using “Worksheet Eight,” pg. 54 from the <i>Physical Education Theory Workbook Lower Primary Level</i>

	<p>legs wide.</p> <p>2. Chasing, Fleeing, and dodging</p> <p>a. Chase – Move quickly; watch their middle to see which direction they move in, quick changes in direction, pathways, and speed.</p> <p>b. Flee – Move quickly, quick changes.</p> <p>c. Dodge:</p> <ul style="list-style-type: none"> - Quick movements, keep on the balls of your feet- be ready, - Quick changes in direction, pathways, and speed. <p>3. Jumping and Landing</p> <p>a. Height – feet shoulder-width apart, bend hips and knees, push off balls of feet, arms swing back to up.</p> <p>b. Distance – feet shoulder-width apart, push off balls of feet, arms swing back to front.</p> <p>c. Short jump rope – Bend knees when pushing off or landing, Slow jump, yield on land.</p> <p>d. Long Jump rope – Slow jumps yield on landing. Make big circles with arm when turning the rope.</p>	<ul style="list-style-type: none"> - Completes worksheet five, pg. 12 from <i>Physical Education Theory Workbook, Lower levels</i> - Completes worksheet six, pg. 13 from <i>Physical Education Theory Workbook, Lower levels</i> <p>LOCOMOTIVE GAMES</p> <ol style="list-style-type: none"> 1) Find your letter 2) Squirrel in the tree 3) Foxes and Squirrels 4) Circle Round <p>Personal and General Space Change of direction & speed.</p> <ol style="list-style-type: none"> 1) Traffic 2) Simple Tag 3) Hot Spot 4) Red Light 5) Crows and Cranes <p>General Space, changes of direction and speed change of direction and speed.</p> <p>Do as I do- Matching. Mouse trap- High and low change of sped. Automobile- General space and pathways. Fragile rock- Relationships and sharing.</p>	<p><i>Physical Education Theory Workbook Lower Primary Level</i></p> <ul style="list-style-type: none"> - Cones - Jump Ropes - Hooola hoops - Mats 	<ul style="list-style-type: none"> - Evaluate students jumping over a self- turn short jump rope while keeping in their self-space. - Assess students rope-turning skills. - Evaluate students’ ability to perform skill in pattern sequence. - Identify locomotive skills using “Worksheet Eight,” pg. 54 from the <i>Physical Education Theory Workbook Lower Primary Level</i>
--	---	--	--	---

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 3-4
MINOR GAMES USING LOCOMOTOR MOVEMENTS

MAIN GOAL: Learn rules and movement associated with Minor Games.

SUB-GOALS: Demonstrate knowledge of rules governing Minor Games

Apply knowledge gained to the principles of socialization and respect for the space of others.

Instructional Resources		GRADE LEVELS						Duration Weeks
Benchmarks		1	2	3	4	5	6	(Six) Two 30 One 60 Minutes Class Per week
I. I. 1	Recognize Fundamental components and strategies used in Minor Games			R	R			
I. I. 2	Be aware of the importance of respecting the "Space" of Fellow Classmates			R	R			
I. I. 3	Describe the essential elements of minor games.			R	R			

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 & 4 UNIT
MINOR GAMES USING LOCOMOTOR MOVEMENTS**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES	ASSESSMENT
<p>By the end of grades 3 and 4 students should be able to:-</p> <ul style="list-style-type: none"> - Follow a Fleeing Partner to catch or over take him. - Travel and dodge stationary opponents. - Use dodging skills to avoid a soft light weight projectile. - Jump a jump rope in at least three different ways – forward, backward, skip step, fast, running – skip steps. - Jump a swinging rope with yielding landings. - Jump for distance. - Jump for height. - Jump a self-turned rope using buoyant landings. - Jump into and out of a turning long rope. 	<p>LOCOMOTOR SKILL</p> <p>1. Chasing, Fleeing, and dodging</p> <p>a. Chase – Move quickly; watch their middle to see which direction they move in, quick changes in direction, pathways, and speed. Arms move opposite legs.</p> <p>b. Flee - Move quickly, quick changes.</p> <p>c. Dodge – Quick movements, keep on the balls of your feet- be ready, Quick changes in direction, pathways, and speed.</p> <p>2. Jumping and Landing</p> <p>a. Height – feet shoulder-width apart, bend hips and knees, push off balls of feet, arms swing back to up.</p> <p>b. Distance- feet shoulder-width apart, push off balls of feet, arms swing back to front.</p> <p>c. Short jump rope – Bend knees when pushing off or landing, Slow jump, yield on landing</p> <p>d. Long jump rope- Slow jumps yield on landing. Make big circles with</p>	<p>Read “Locomotor Fitness,” pg. 11 from the <i>Physical Education Theory Workbook for Lower Primary Level</i></p> <p>Complete “Worksheet Seven,” pg. 14 from the <i>Physical Education Theory Workbook from the Lower Primary Level</i>.</p> <p>Complete “Worksheet Eight,” pg. 15 from the <i>Physical Education Theory Workbook from the Lower Primary Level</i>.</p> <p>LOCOMOTIVE SKILL GAMES</p> <ol style="list-style-type: none"> 1. Steal the bacon or dog and the bone 2. Dodge balls 3. Squirrel in the tree. 4. Mouse traps 5. In the River on the Bank <ol style="list-style-type: none"> 1. Loose Caboose 2. Back pass the bean bag 3. Without hands 	<p><i>Physical Education Theory Workbook for Lower Primary Level</i></p> <ul style="list-style-type: none"> - Cones - Jump Ropes - Hoola hoops - Mats - Dodge Ball 	<ol style="list-style-type: none"> 1. List the six locomotor movements. 2. Assess students ability to jump for: <ol style="list-style-type: none"> a. distance b. height 3. Evaluate students ability to: <ol style="list-style-type: none"> A. Run in various patterns <ul style="list-style-type: none"> - Zig-Zag -Straight - Circular B. Skip in various patterns <ul style="list-style-type: none"> - Zig-Zag -Straight - Circular 5. Evaluate students’ knowledge of the skills using worksheet nine, pg. 16 from the <i>Physical Education Theory Workbook from the Lower Primary Level</i>.

<ul style="list-style-type: none"> - Jump and land using a variety of take offs and landing in relation to various equipment - hoops, low hurdles, rope shapes, carpet squares. - Jump and hop in place, while traveling and in relation to an object. - Design a simple sequence using locomotive and body movements. - Leap a variety of distances, leading with either right or left leg. - Run and hurdle a succession of low to medium level obstacles using either leg to lead. - Travel and smoothly change directions or movements to music with sets (measures) of four beats. - Jump and hop on the spot. Combine two or more even locomotor movements into a pattern. 	<p>arm when turning the rope. Opposite legs, kick the beach ball.</p> <ul style="list-style-type: none"> e. Slide- Side – together, one foot pushes the other sideways f. Leap – Bend knees, one foot to the other, land on balls of feet, stretch legs wide. <p>3. Chasing, Fleeing, and dodging</p> <ul style="list-style-type: none"> a. Chase – Move quickly; watch their middle to see which direction they move in, quick changes in direction, pathways, and speed. b. Flee – Move quickly, quick changes. c. Dodge: <ul style="list-style-type: none"> - Quick movements, keep on the balls of your feet- be ready, - Quick changes in direction, pathways, and speed. <p>4. Jumping and Landing</p> <ul style="list-style-type: none"> a. Height – feet shoulder-width apart, bend hips and knees, push off balls of feet, arms swing back to up. b. Distance – feet shoulder-width apart, push off balls of feet, arms swing back to front. c. Short jump rope – Bend knees when pushing off or landing, Slow jump, yield on land d. Long Jump rope – Slow jumps yield on landing. Make big circles with arm when turning the rope. 	<p>Read “Locomotor Fitness,” pg. 11 from the <i>Physical Education Theory Workbook, Lower Primary Level</i></p> <p>Complete “Worksheet Seven,” pg. 14 from the <i>Physical Education Theory Workbook, Lower Primary Level.</i></p> <p>Complete “Worksheet Two,” pg. 9 from the <i>Physical Education Theory Workbook, Grade 4-6.</i></p> <p>LOCOMOTIVE SKILL GAMES</p> <ol style="list-style-type: none"> 1. Steal the bacon or dog and the bone 2. Dodge balls 3. Squirrel in the tree. 4. Mouse traps 5. In the River on the Bank <ol style="list-style-type: none"> 1. Loose Caboose 2. Back pass the bean bag 3. Without hands 	<p><i>Physical Education Theory Workbook for Lower Primary Level</i></p> <p><i>Physical Education Theory Workbook, Grade 4-6.</i></p> <ul style="list-style-type: none"> - Cones - Jump Ropes - Hoola hoops - Mats - Dodge Ball 	<ol style="list-style-type: none"> 1. List the six locomotor movements. 2. Assess students ability to jump for: <ol style="list-style-type: none"> a. distance b. height 3. Evaluate students ability to: <ol style="list-style-type: none"> A. Run in various patterns <ul style="list-style-type: none"> - Zig-Zag -Straight - Circular B. Skip in various patterns <ul style="list-style-type: none"> - Zig-Zag -Straight - Circular 5. Evaluate students’ knowledge of the skills using worksheet nine, pg. 16 from the <i>Physical Education Theory Workbook from the Lower Primary Level.</i>
---	---	---	--	---

PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 5 & 6
MINOR GAMES USING LOCOMOTOR MOVEMENTS

Main goal: Learn The Importance of Minor Games in Movement Education.

Sub-Goals: Demonstrate an understanding of the importance of “Spacing”.

Apply knowledge of minor games to “Major” games.

Instructional Resources		GRADE LEVELS						Duration Weeks
Benchmarks		1	2	3	4	5	6	(Six) Two 30 Minutes Class Per week
I. I. 2	Recognize the relationship between “ Minor-Games” to “Major- Games”	I	I	R	R	A	A	
I. I. 3	Be aware of “Spatial” Relationships during games.	I	I	R	R	A	A	
I. I. 4	Identify the difference between “Locomotor” and “Non-Locomotor” movement.							

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES: 5 & 6 UNIT
GAMES USING LOCOMOTOR MOVEMENTS**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT
<p>By the end of grades 5 - 6 students will be able to:</p> <ul style="list-style-type: none"> - Follow a Fleeing Partner's Pathway to catch or over take him. - Travel and dodge stationary opponents. - Use dodging skills in small groups. - To avoid a soft light weight object. - Jump a self-turned rope in at least three different ways – forward, backward, skip step, fast, running – skip steps. - Jump a swinging rope with yielding landings, bending knees to absorb the shock of landing. - Jump a distance. - Jump for height. - Jump a self-turned rope using buoyant landings. - Jump into and out of a turning long rope. - Jump and hop while traveling and in relation 	<p>LOCOMOTOR SKILL</p> <p>Chasing, Fleeing, and dodging</p> <p>a. Chase – Move quickly; watch their middle to see which direction they move in, quick changes in direction they move in, and quick changes in direction, pathways, and speed.</p> <p>b. Flee – Move quickly, quick changes.</p> <p>c. Dodge – Quick movements, keep on the balls of your feet – be ready, quick changes in direction, pathways and speed.</p> <p>Jumping and Landing</p> <ul style="list-style-type: none"> • Height- feet shoulder-width apart, Bend hips and knees push off balls of feet, arms swing back to up. • Distance- feet shoulder-width apart, push off balls of feet, arms swing back to front. 	<p>LOCOMOTOR GAMES</p> <ol style="list-style-type: none"> 1. Circle Tag 2. Dodge Ball 3. Steal the Bacon 4. Leap Frog 5. Jump The Shot 6. Mouse and Cheese 7. Lazy Cat <p>Complete “Worksheet Two,” pg. 9 from the <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <p>Read “Activities that increase Movement, Strength and Flexibility” pg. 17 from <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <p>Complete “Worksheet Seven,” pg. 18 from the <i>Physical Education Theory Workbook, Grade 4-6</i>.</p>	<p>“Activities and Games for Fun Filled Physical Education Lessons” by Margaret Major-Albury</p> <p><i>Physical Education Theory Workbook for Lower Primary Level</i></p> <p><i>Physical Education Theory Workbook, Grade 4-6.</i></p> <ul style="list-style-type: none"> - Cones - Jump Ropes - Hoola hoops - Mats - Dodge Ball 	<ol style="list-style-type: none"> 1. Assess student's ability to perform the different types of locomotor movement in game situations. 2. Evaluate students' performance of the different locomotor movements (run, hop, skip, leap, jump) using predicted letters or numbers patterns. 3. Observe students performing the different locomotor movements in groups or individually. 4. Assess students ability to: <ol style="list-style-type: none"> a. hops off right and left foot b. jump from a standing and running point

<p>to an object.</p> <ul style="list-style-type: none"> - Perform jumping skills in $\frac{3}{4}$ or $\frac{4}{4}$ time using ropes thinking sticks. - Jump and land using a variety of takeoffs and landing in relation to various equipment- hoops, low hurdles, rope shapes, carpet squares. - Design a simple sequence using locomotive and body movements. - Leap a variety of distances, leading with either right or left leg. - Run and hurdle a succession of low to medium level obstacles using either leg to lead. - Travel and smoothly change directions or movements to music with sets (measures) of four beats. - Jump and hop while traveling and in relation to an object. - Combine two or more even locomotive movements into a pattern. 	<ul style="list-style-type: none"> • Short jump rope- Bend knees when pushing off or landing, Slow jump, yield on landing • Long jump rope – Slow jumps yield on landing. Make big circles with arm when turning the rope. 	<p>LOCOMOTOR GAMES</p> <ol style="list-style-type: none"> 1. Circle Tag 2. Dodge Ball 3. Steal the Bacon 4. Leap Frog 5. Jump The Shot 6. Mouse and Cheese 7. Lazy Cat <p>Complete “Worksheet Two,” pg. 9 from the <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <p>Read “Activities that increase Movement, Strength and Flexibility” pg. 17 from <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <p>Complete “Worksheet Seven,” pg. 18 from the <i>Physical Education Theory Workbook, Grade 4-6</i>.</p>	<p>“Activities and Games for Fun Filled Physical Education Lessons” by Margaret Major-Albury</p> <p><i>Physical Education Theory Workbook for Lower Primary Level</i></p> <p><i>Physical Education Theory Workbook, Grade 4-6.</i></p> <ul style="list-style-type: none"> - Cones - Jump Ropes - Hoola hoops - Mats - Dodge Ball - Jump Ropes 	<ol style="list-style-type: none"> 1. Assess student’s ability to perform the different types of locomotor movement in game situations. 2. Evaluate students’ performance of the different locomotor movements (run, hop, skip, leap, jump) using predicted letters or numbers patterns. 3. Observe students performing the different locomotor movements in groups or individually. 4. Assess students ability to: <ol style="list-style-type: none"> a. hops off right and left foot b. jump from a standing and running point
---	--	---	---	---

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE CHART
GRADES 3-4
BASKETBALL**

- STANDARD 1:** Demonstrates Competency in many movement forms and proficiency in a few movement forms.
STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.
STANDARD 5: Demonstrates responsible personal and social behavior in physical activity settings.
STANDARD 7: Understands that physical activity provides opportunities for enjoyment, challenge and social interaction.

GENERAL OBJECTIVES: Learn skills necessary to perform a variety of physical activities. To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement. SUB-GOAL - Demonstrate progress toward the mature form of selected locomotor, non-locomotor and manipulative skills. Adapt and combine skills to the demands of increasingly complex situations of selected movement forms.		GRADE LEVELS						Duration weeks
INSTRUCTIONAL OBJECTIVES		3	4					(Six) Two 30/One 60 Minutes Class Per week
1.1	Demonstrate clear contrast between slow and fast movements.	I	R					
1.2	Travel in different ways in a large group without bumping into others or falling.	I	R					
1.3	Travel in forward and sideways direction and change direction quickly in response to a signal.	I	R					
1.4	Distinguish between straight, curve and zigzag pathways while traveling in various ways.	I	R					
1.5	Make both large and small body shapes while traveling.	I						
1.6	Travel, demonstrating a variety of relationships with objects. E.g. over, under, behind, alongside, through etc.	I	R					
1.7	Place a variety of body parts in high, middle and low levels.	I	R					

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill.

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 - 4
BASKETBALL**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT
<p>By the end of grade 3 & 4 students will be able to:-</p> <ul style="list-style-type: none"> - Dribble while moving to right or left. - Dribble a ball in self-space using alternative hands. - Dribble and change direction at signal. - Dribble while keeping the ball away from stationary opponents. - Dribble and change the pathway, moving on at the signal. - Dribble and chest pass or bounce the ball to a stationary partner. - Demonstrate, execute or recognize the five basic passes. - Correctly perform shooting techniques at a proper height, and distance. 	<p>1. DRIBBLING</p> <p>a. Dribbling – Ball in front and out to side of the body, firm flexible wrists.</p> <p>b. Push the ball downwards with a great enough force so that rebounds back to your hand.</p> <p>2. PASSING</p> <p>a. Bounce pass- hands to side with thumbs behind the ball, push the ball away and down.</p> <p>b. Chest pass- pushes ball away from your chest, step toward the intended target.</p> <p>c. The baseball pass</p> <p>d. The underhand pass</p> <p>e. The overhead pass</p> <p>3. SHOOTING</p> <p>a. Pushing hand is behind, toward bottom of the ball, the other hand supports the ball at the side, extend arms up and out.</p> <p>b. Make a lay-up in the basket using either hand.</p>	<ul style="list-style-type: none"> - Read “Basketball,” pg. 37 from the <i>Physical Education Theory Workbook, Grade 4-6</i> - Have children dribble the ball and change directions as you give the signal. - Have students dribble while moving to the right and left, each making sure to dribble with the hand opposite the direction they are moving in. - Have students face you; use hand or verbal signals to indicate the direction they should dribble in (forward, backward, right, left). Then have them get in groups, with one partner directing the others in the group; rotate so each child gets to be leader. <ol style="list-style-type: none"> 1. Five Passes 2. Circle Guard and Pass 3. Dribblerama 4. Free-throw shot 5. Lay- up, right and left <p>Complete “Worksheet Seventeen,” pg. 41 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p>	<p><i>Physical Education Theory Workbook, Grade 4-6.</i></p> <ul style="list-style-type: none"> - Cones - Balls - Whistle - Playing Area 	<ul style="list-style-type: none"> - Critique students, shooting and passing skills using a checklist of the skills to see if students mastered the desired skill effectively. - Assess student’s ability to dribble and move through a large boundary area keeping control of the ball and avoiding others. <p>Evaluate students ability to:</p> <ol style="list-style-type: none"> a. Controlled dribbling b. Alternating hands c. Speed dribbling. <p>Evaluate students’ knowledge using “Bonus Research Activity” pg. 41</p>

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 - 6
BASKETBALL**

GENERAL OBJECTIVES: Learn skills necessary to perform a variety of physical activities.

To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement

STANDARD 1: Demonstrates Competency in many movement forms and proficiency in a few movement forms.

STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.

STANDARD 3: Demonstrates responsible personal and social behavior in physical activity settings

<p>GENERAL OBJECTIVES: Learn skills necessary to perform a variety of physical activities. To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement.</p> <p>SUB-GOAL - Demonstrate progress toward the mature form of selected locomotor, non-locomotor and manipulative skills. Adapt and combine skills to the demands of increasingly complex situations of selected movement forms.</p>		GRADE LEVELS				Duration weeks
CONCEPT: BASIC MOVEMENT				5	6	
INSTRUCTIONAL OBJECTIVES						
1.1	Demonstrate clear contrast between slow and fast movements.			A	A	(Six) 60 Minutes Class Per week
1.2	Travel in different ways in a large group without bumping into others or falling.			A	A	
1.3	Travel in forward and sideways direction and change direction quickly in response to a signal.			A	A	
1.4	Distinguish between straight, curve and zigzag pathways while traveling in various ways.			A	A	
1.5	Make both large and small body shapes while traveling.			A	A	
1.6	Travel, demonstrating a variety of relationships with objects. E.g. over, under, behind, alongside, through etc.			A	A	
1.7	Place a variety of body parts in high, middle and low levels.			A	A	
1.8	Consistently throw and catch a ball while guarded by an opponent			A	A	
1.9	Design and play small group games that engages cooperating with each other to keep the ball away from opponents			I	A	
1.10	Dribble a ball and maintain control while traveling in a group			R	A	

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill.

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 - 6
STRAND: BASKETBALL**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT
<p>By the end of grade 5-6 students will be able to:-</p> <ul style="list-style-type: none"> - Dribble and smoothly change from one direction to another without stopping. - Dribble continuously while stopping and starting traveling at a signal. - Dribble and throw a leading pass to a stationary moving partner using one of the five passes. - Protect the ball by keeping the body between the ball and the defensive player. (The pivot Foot should always make contact with the ground). - The zone defense student will be able to play an area on the court. - One man-to man Students will be able to play defense on another student or player. 	<p>1. DRIBBLING a. Dribbling – Ball in front and out to side of the body, firm flexible wrists. b. Speed dribble using left/right hand (Cross over, between/through the legs)</p> <p>2. PASSING a. Bounce pass- hands to side, behind the ball, push the ball out and down. b. Chest pass- pushes ball away from your chest, step toward your partner or target.</p> <p>3. SHOOTING a. Pushing hand is behind, toward bottom of the ball, your other hand supports the ball at the side, extend arms up and out. b. Make a lay-up in the basket using either hand.</p> <p>4. PIVOTING a. A player cannot move once he receives the basketball. However, he can pivot on one foot, right or left. That foot must remain in contact with the ground at all times until the player decides to dribble or pass the ball off.</p>	<ul style="list-style-type: none"> - Read “Basketball,” pg. 37 from the <i>Physical Education Theory Workbook, Grade 4-6</i> - In small groups (2-on-2, 3-on-2, 2-on-1), students on offense use dribbling and passing to keep the ball away from defenders. Allow the players to make up their own rules. When it is appropriate, discuss the offensive and defensive strategies of creating and denying space, and why these are important. - In small groups, students dribble, pass, receive, and shoot toward a goal of appropriate height or some other target. - Complete “Worksheet Seventeen” pg. 41 from the <i>Physical Education Theory Workbook, Grade 4-6</i> 	<p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <p><i>Dynamic Physical Education for Elementary Schools</i></p> <ul style="list-style-type: none"> - Cones - Balls - Whistle - Playing Area 	<p>-Assess students’ knowledge of the game through: a. modified game situation group Competition</p> <p>-Evaluate student’s knowledge of the basketball court using “Bonus Research Activity,” p. 41 from the <i>Physical Education Theory Workbook, Grade 4-6</i>.</p>

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT
<p>- Explain differences between zone defense and man-to-man defense.</p>	<p>5. ZONE MAN-TO-MAN</p> <p>b. To defend is to deny the team that has the ball a successful pass or shot at the basket.</p> <p>c. Man-to-man is each player from the defending team guarding or staying with an offending player. In zone defense, each defending player fills a chosen zone on the offensive team's half of the court.</p>	<p>- Children play games of knockout, round the clock and horse.</p> <p>-Complete "Worksheet Sixteen" pg. 40 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p>	<p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <p><i>Dynamic Physical Education for Elementary Schools</i></p> <ul style="list-style-type: none"> - Cones - Balls - Whistle - Playing Area 	<p>-Evaluate students understanding of Zone Defense</p>

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
BASKETBALL 3 - 4
PRACTICAL SKILL TEST

Teacher will ask students to:

A. Passing

- a) Make a chest pass to a partner
- b) Show a bounce Pass
- c) Show a Baseball pass
- d) Show an overhead pass
- e) Demonstrate an underhand pass

B. Shooting

- a) Make 5 attempts laying up the ball using the right hand
- b) Make 5 attempts laying up the ball using the left hand
- c) Make 5 attempts to make a SET SHOT in 60 seconds

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
BASKETBALL 5 - 6
PRACTICAL SKILL TEST**

1. Passing For Accuracy - target can be arranged on the court or a wall may be used. Students are expected to use the chest pass to demonstrate accuracy, passing from 10 ft.
2. Passing for distance - Students will use the basketball to pass the ball from the free throw- line to a partner at least forty feet.
3. Speed dribbling - students dribble from baseline to baseline exhibiting control of the ball. Stopwatch is used to time students.
4. Control dribbling - chairs or cones can be used. Chairs or cones are lined up from baseline to baseline in a straight line or in a zig-zag pattern. Students dribble through chairs or cones. Runs through the cones are timed. Students can be given two runs; the best time can be used.
5. Shooting - students are expected to demonstrate shooting ability by shooting free-throws; amount can be established by the teacher.
 - a. Free throws/Jump shots- students are expected to shoot a designated amount of free throws
 - b. Jump shot – students are given 2 minutes to score as many points as possible from different spots on the court. Points are given for baskets made at each spot.
6. Lay- ups - students are expected to score a designated amount of lay-ups in a prescribed amount of time e.g. 3 shots in 1 minute or 5 shots in 2 minutes

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 - 4
SOCCER

MAIN GOAL: Learn the proper techniques associated with kicking, dribbling, tackling and throwing-in a soccer ball.

Sub-Goal: Demonstrate competency in the Instep kick and the inside kick
Demonstrate competency in dribbling the ball with the inside and outside parts of the foot.

GENERAL OBJECTIVES: Learn skills necessary to perform a variety of physical activities. To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement		GRADE LEVELS				Duration Weeks
CONCEPT: SOCCER				3	4	
SUB-GOAL- 1.1: To train and prepare for tournaments.						
INSTRUCTIONAL OBJECTIVES						
1.1	Recognize similar movement concepts in a variety of skills.			I	R	
1.2	Demonstrate skills of dodging, chasing, and fleeing to avoid or catch others.			I	R	
1.3	Kick a stationary ball using a smooth continuous running approach prior to the kick.			I	R	
1.4	Dribble the ball with any foot using mature motor patterns.			I	R	
1.5	Design and play small group games that involve cooperating with others to keep an object away from opponents.			I	R	

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3-4
SOCCER**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE MATERIALS	ASSESSMENT
<p>By the end of grades 3-4 students should be able to: -</p> <ul style="list-style-type: none"> - Demonstrate kicking a stationary ball along the ground towards a partner or target while using the inside of the foot. - Demonstrate ball control a slowly moving ball rolling toward and away from them, contacting the ball with the ball of the foot. - Demonstrating punting a ball into the air using the instep. - Demonstrate how to run and kick a ball that is moving slowly toward them and away from them using the instep. - Demonstrate how to use the inside or outside of the feet to slowly dribble the ball. - Demonstrate how to dribble while changing pathways and directions at signal. - Demonstrate dribbling in a group in a boundary area without losing control of the ball or colliding with others. 	<p>KICKING AND PUNTING</p> <ol style="list-style-type: none"> 1. Instep kick – Kick underneath the ball, toes follow through to the target. 2. Inside kick – Kick through the middle of the ball, inside of the foot points to the target. 3. Dribbling – using the inside of the feet, using the outside of the feet. 4. Punting - Kick hard; look ahead 5. Collecting 6. Inside of foot – Inside of the foot faces the ball, contact the middle of the ball, give with the foot – (trap an egg) 7. With body parts – Move under 	<ol style="list-style-type: none"> 1. Read : “Soccer” pg. 42 from the <i>Physical Education Theory Workbook, Grade 4-6</i> 2. Have students use the instep to kick the ball to the target above. 3. Students will use the inside of the foot to a target. 4. Students dribble the ball using the inside and outside of the foot. 5. Complete “Worksheet Eighteen” pg. 43 from the <i>Physical Education Theory Workbook, Grade 4-6</i>. 6. Students will hold the ball in their hands, release it, and kick it as hard as they can. 7. Students will trap the ball with the inside of the foot. 	<ul style="list-style-type: none"> - <i>Physical Education Theory Workbook, Grade 4-6</i> - Put up targets - <i>Dynamic physical education for elementary school.</i> - B.F.A coaching manual. - Cones - Soccer Balls - protective gears - shin guards - footwear - soccer boots - goal posts - Playing Area 	<ol style="list-style-type: none"> 1. Evaluate students dribbling the soccer ball in and out of the cones to exhibit control. 2. Evaluate students kicking a ball to a target 3 yards away. 3. Assess student’s ability to pass the ball to a partner with the inside of foot 3 yards away. 4. Assess student’s ability to pass the ball to a partner with the outside of the foot. 5. Evaluate student’s ability to dribble the ball in a straight line to a target with the inside of foot. 6. Evaluate student’s throw-in techniques under game

<ul style="list-style-type: none"> - Demonstrate dribbling and then kick the ball to large target area from a distance of choice using the foot. - Demonstrate dribbling and then kick the ball to a target using the inside of the foot. - Demonstrate how to use the inside of the foot to collect a punt ball coming towards them. - Demonstrate how to punt a ball high and as far as possible. 	<p>the ball, give with the body (trap an egg)</p>	<p>8. Students will control a fast moving ball and trap it with the inside of the foot.</p> <p>9. Students will trap an air bound ball with chest or inner thigh</p> <p>Complete “Worksheet Nineteen” pg. 44 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Side games</p> <ol style="list-style-type: none"> 1. Circle kick ball 2. Soccer touch ball 3. Line soccer 4. Six spot keep away 5. Pin kick ball 	<ul style="list-style-type: none"> - <i>Physical Education Theory Workbook, Grade 4-6</i> - Put up targets - <i>Dynamic physical education for elementary school.</i> - B.F.A coaching manual. - Cones - Soccer Balls - protective gears - shin guards - foot wear - soccer -Boots -Playing area - goal posts 	<p>situations.</p> <p>7. Assess students tackling techniques in game situations.</p> <p>8. Evaluate ball control passing in twos, threes, fours or fives.</p> <p>All activities are timed.</p>
---	---	--	--	---

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5-6
SOCCER**

MAIN GOAL: Learn the proper techniques associated with kicking, passing, punting, heading, and trapping a soccer ball with different parts of the body (kneeing, heading, chest)

SUB-GOAL: Demonstrate competency in punting

Demonstrate competency in the Instep kick and the inside kick

Demonstrate competency in controlled dribbling with the inside and outside foot.

GENERAL OBJECTIVES: Learn skills necessary to perform a variety of physical activities. To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement		GRADE LEVELS						Duration Weeks
CONCEPT: SOCCER						5	6	(Six) One 60 Minutes Class Per week
SUB-GOAL- 1.I: To train and prepare for tournaments.								
INSTRUCTIONAL OBJECTIVES								
1.1	Recognize similar movement concepts in a variety of skills.					R	A	
1.2	Demonstrate skills of dodging, chasing, and fleeing to avoid or catch others.					R	A	
1.3	Kick a stationary ball using a smooth continuous running approach prior to the kick.					R	A	
1.4	Dribble the ball with any foot using mature motor patterns.					R	A	
1.5	Design and play small group games that involve cooperating with others to keep an object away from opponents.					R	A	
1.6	Dribble while preventing an opponent from stealing the ball.					R	A	
1.7	Recognize fundamental components and strategies used in simple games and activities.					R	A	
1.8	Identify ways in which movement concepts can be used to refine movement skills.					R	A	
1.9	Select and recognize specialized equipment used for participation in a variety of activities.					R	A	
1.10	Dribble a ball with your feet and maintain control while traveling in a group.					R	A	
1.11	Continuously dribble a ball using your feet without losing control.					R	A	
1.12	Use at least three different body parts to strike a ball towards a target.					R	A	
1.13	Use the inside or the instep of the foot to kick a slowly rolling ball into the air or along the ground.					R	A	
1.14	Kick using mature motor patterns.					R	A	
1.15	Travel in forward and sideways direction and change direction quickly in response to a signal.					R	A	
1.16	Use at least three different body parts to strike a ball towards a target.					R	A	

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5-6
SOCCER**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE MATERIALS	ASSESSMENT
<p>By the end of grade 5-6 students will be able to: -</p> <ol style="list-style-type: none"> 1. Recap from grade 3 and 4. 2. Demonstrate the proper technique to collect a punted ball coming towards them with the inside of the foot. 3. Demonstrate the proper technique to punt a high ball for distance 4. Demonstrate how to dribble a soccer ball in various patterns 5. Demonstrate how to dribble a soccer ball at controlled speed in various patterns. 6. Demonstrate how to punt a ball using the 2 or 3 steps. 7. Demonstrate how to punt a ball using a 2 or 3 step approach. 8. Demonstrate how to punt a ball to targets at varying distances. 9. Demonstrate Collect and control thrown or kicked ball using the thigh or chest. 10. Defend a goal by catching or deflecting balls kicked to them with appropriate force. 	<p>KICKING AND PUNTING</p> <ol style="list-style-type: none"> 1. Instep kick – Kick underneath the ball, toes follow through to the target. 2. Inside kick – Kick through the middle of the ball, inside of the foot points to the target. 3. Dribbling – use inside of the feet, use outside of the feet. 4. Punting – Kick hard; look ahead 5. Collecting 6. Inside of foot – Inside of the foot faces the ball, contact the middle of the ball, give with the foot – (trap an egg) 7. With body parts - Move under the ball; give with the body (trap an egg). 	<ol style="list-style-type: none"> 1. Read “Soccer” pg. 42 from the <i>Physical Education Theory Workbook, Grade 4-6</i>. 2. Have students use the instep to kick the ball to the target above. 3. Students will use the inside of the foot to kick to a target. 4. Students dribble the ball using the inside and outside of the foot. 5. Students will hold the ball in their hands, release it, and kick it as hard as they can. 6. Students will trap the ball with the inside of the foot. 7. Students will control a fast moving ball and trap it with the inside of the foot. 8. Students will trap an air bound ball with chest or inner thigh. 	<ul style="list-style-type: none"> - <i>Physical Education Theory Workbook, Grade 4-6</i> - <i>Dynamic Physical Education for Elementary Schools.</i> - B.F.A coaching manual. - Ball - Protective gears - Shin guards - Foot wear Clarks - Goal post - Playing Area 	<ol style="list-style-type: none"> 1. Evaluate students’ knowledge using “Worksheet Eighteen” pg. 43 from the <i>Physical Education Theory Workbook, Grade 4-6</i> 2. Observe students ability to dribble the ball 20 yards using the inside and outside of the foot. They are timed from start to finish. 3. Assess student’s ability to dribble the ball through cones or obstacles to display control. They are timed from start to finish. 4. Evaluate student’s ability to attempt to score goals from 10-15 yards away. They are given 5 attempts at goal kicking for accuracy and distance.

<p>11. Dribble and pass in a small game; keep away situation.</p> <p>12. Co-operate to play a designed or given small group game involving dribbling passing, kicking, or punting to keep the ball away from opponents and to reach the goal over.</p>		<p>Set up different target zones and areas; pair up students. One partner runs up to and kicks a ball using the instep; the other marks the spot where it lands. After five kicks, they switch roles. Challenge the students to kick to the farthest zone they can.</p> <p>9. Put up targets and challenge students to kick above, then below them. Discuss what they had to do differently for each kick (for above, use the instep, for below, use the inside).</p> <p>10. Complete “Worksheet Nineteen” pg. 44 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Side games</p> <ol style="list-style-type: none"> 1. Dribblerama 2. Lane Soccer 3. Line Soccer 4. Six-spot keep away 5. Pin-kick keep away 		<ol style="list-style-type: none"> 5. Evaluate student’s ability to trap the ball with the ball of the foot and the inside of the foot simultaneously when the ball is passed to them by the teacher. 6. Evaluate student’s ability to pass 5 balls in 2 minutes, from the starting point 10 yards away between the cones behind the line. 7. Observe student’s performance in modified game situation. <p>All activities are timed.</p>
--	--	---	--	--

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
SKILL TEST
GRADES 3-6**

GRADE LEVEL	SKILL	ASSESSMENT TEST
3-4	CONTROL DRIBBLE KICKING FOR ACCURACY PASSING THE BALL DRIBBLE	<p>Dribble the ball around the square following the goal line back to your starting point.</p> <p>Kick the ball to a target 10 yards over the line between the cones.</p> <p>Pass the ball with the inside of the foot to a partner 10 yards away.</p> <p>Dribble the ball in a straight line to a target with the inside of the foot.</p>
5-6	CONTROL DRIBBLE SPEED DRIBBLING GOAL SCORING TRAPPING	<p>Students will dribble the ball in and out of a row of cones to exhibit control. They are timed from start to finish.</p> <p>Students dribble the ball 15 yards using the inside and outside of the foot. They are timed from start to finish.</p> <p>Cones can be used as goals for students to attempt some goals from 10 yards away. They are given 5 attempts at goal.</p> <p>The teacher will pass the ball to the student and the students will trap the ball with the inside of the foot.</p>
5-6	SPEED DRIBBLING CONTROL DRIBBLING GOAL SCORING TRAPPING PASSING	<p>Student will dribble the ball 20 yards using the inside and outside of the foot. They are timed from start to finish.</p> <p>Students are required to dribble the ball through cones or obstacles to display control. They are timed from start to finish.</p> <p>Cones can be used as goals for students to attempt some goals from 10-15 yards away. They are given 5 attempts at goal.</p> <p>Students are expected to trap the ball using with the ball of the foot and then the inside of the foot when the ball is passed to them by the teacher.</p> <p>Students are given 2 minutes to pass 5 balls from the starting point 10 yards away between the cones.</p>

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 3-4
SOFTBALL**

STANDARD	1. Demonstrate competency and proficiency in movement forms
STANDARD	2. Apply movement concepts to the learning and development of motor skills
STANDARD	3. Display responsible personal and social behaviors in physical activity settings

STANDARD	1. Understand that physical activity provides opportunity for enjoyment, challenge, self-expression and social interaction.
-----------------	---

Concept: SOFTBALL

Sub-Goal: To train and prepare for tournaments		GRADE LEVELS					Duration Weeks
		3	4				
Instructional Activities							
I.I.1	Toss a ball and catch it before it bounces (twice).	I	R				(Six) Two 30/ One 60 Minutes Class Per week
I.I.2	Demonstrate the difference between an overhand and underhand throw	I	R				
I.I.3	Throw a ball hard demonstrating the overhand techniques, a side orientation and an underhand position.	I	R				
I.I.4	Catch a gently thrown ball using proper hand positions,	I	R				
I.I.5	Consistently strike a ball with a bat from a tee or cone using a correct stance grip and side orientation	I	R				
I.I.6	Strike a softly pitching ball with a bat demonstrating appropriate grip, side to the target	I	R				
I.I.7	Throw, catch and kick using matured motor pattern.	I	R				
I.I.8	Select and categories socialized equipment used for participation in a variety of activities	I	R				

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 & 4
SOFTBALL**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES	ASSESSMENT
<p>By the end of Grades 1 & 2 students should be able to:</p> <ul style="list-style-type: none"> - Demonstrate how to catch a self-toss yarn or other softball. - Demonstrate how to catch a softly thrown ball at different levels. - Demonstrate how to catch a ball thrown softly at different places around the body. - Demonstrate how to Throw a variety of objects using an under-hand motion (bean bags, sponge balls) etc. - Demonstrate how to Throw as far as possible using an underhand motion – Demonstrate how to throwing far distance. - Demonstrate how to Throw to themselves (underhand) and catch using a glove. 	<p>Catching and Throwing</p> <ul style="list-style-type: none"> - Underhand throw : face the target; arm swings back - “tick”, arm swing forward – “tock”, step with the opposite foot. - Overhand throw : Side of body to target; Swing arm down, back and up, with opposite foot in front. Gloves facing forward at all times. - Catching: reach out to the ball, watch the ball; thumbs together for the balls above the waist, pinkies together for balls below the waist. <p>Batting</p> <ul style="list-style-type: none"> - Tee in front, side to the target - Shake hands with bat, your favorite hand on top - Stand bats length away from tee or plate. 	<ul style="list-style-type: none"> - Have students throw either underhand or overhand to a variety of targets e.g. Place hoops and tires on the ground in a line at progressively farther distances that students can throw to. - Students work in groups tossing and catching a ball. - Students practice throwing and catching the ball by themselves in self-space. - Challenge students to clap once, twice or three times after toss, before they catch the ball; spin around and catch it; or add other movements before they catch it. - Challenge students to throw a ball up and catch it at a high level, medium level or a low level. - Throw the ball up and catch it in different places around the body e.g. catch it on the right side, the left side. - In small groups, the students will practice hitting a ball off a tee with light-weight bat while other students practice fielding the ball; they rotate so all will get a chance to bat and field the ball. 	<p><i>Dynamic Physical Education for Elementary Schools.</i></p> <ul style="list-style-type: none"> - <i>Playing Area</i> - <i>Gloves</i> - <i>Mitts</i> - <i>Bases</i> - <i>Chest Protector</i> - <i>Leg guards</i> - <i>Pitcher’s mound</i> - <i>Home plate</i> - <i>Chalk</i> - <i>Face mask</i> - <i>Softball Bats</i> - <i>Batting helmets</i> - <i>softballs</i> 	<ul style="list-style-type: none"> - Assess student’s technique to correctly throw a ball. - Evaluate students’ knowledge on identifying the correct way to step when throwing a ball. - Observe students on the correct way to place hands when catching a ball, e.g. 12 ‘o’clock thumb together for balls below the waist. Pinkies together for balls below the waist. 9 ‘o’ clock left side and 3 ‘o’ clock right side. - Observe student’s stance at holding the bat. - Assess students throwing for distance and accuracy. - Evaluate students’ knowledge of space awareness, change of direction and speed and specific game skills of throwing, catching, and batting in modified game situations.

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 & 6 UNIT
SOFTBALL**

GENERAL OBJECTIVES: Learn skills necessary to perform a variety of physical activity.
To display good sportsmanship and good attitude while maintaining emotional stability through physical release from frustration, fatigue and confinement

STANDARD	1. Demonstrate competency and proficiency in movement forms
STANDARD	2. Apply movement concepts to the learning and development of motor skills
STANDARD	3. Display responsible personal and social behaviors in physical activity settings

		GRADE LEVELS						Duration Weeks
CONCEPT: SOFTBALL		5	6					(Six) One 60 minutes class per week
SUB-GOAL To train and prepare for tournaments								
INSTRUCTIONAL OBJECTIVES								
I.I.1	Toss a ball and catch it before it bounces	R	R					
I.I.2	Demonstrate the difference between an overhand and underhand throw	R	R					
I.I.3	Throw a ball hard demonstrating the overhand techniques, a side orientation, and an underhand position.	R	R					
I.I.4	Catch a gently thrown ball using proper hand positions.	R	R					
I.I.5	Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.	R	R					
I.I.6	Consistently strike a softly thrown ball with a bat demonstrating appropriate grip, side to the target.	R	R					
I.I.7	Throw, catch and kick using matured motor pattern.	R	R					
I.I.8	Select and categorize specialized equipment used for participation in a variety of activities.	R	R					
I.I.9	Recognize fundamental components and strategies used in simple games and activities.	R	R					
I.I.10	Identify ways in which movement concepts can be used to refine motor skills.	R	R					
I.I.11	Throw a variety of objects demonstrating both accuracy and distance.							

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 & 6 UNIT
SOFTBALL**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE	ASSESSMENT
<p>By the end of Grades 5 & 6 students will be able to:-</p> <ul style="list-style-type: none"> - Demonstrate how to Throw to a target or partner using varying degrees of force and speed - Demonstrate how to catch a ball while moving toward a specific area. - Demonstrate how to catch a gently tossed ball using a glove. - Demonstrate how to Strike a ball toward large target area from an appropriate distance. - Demonstrate the skill of running the base. 	<p>Catching and Throwing</p> <ul style="list-style-type: none"> - Underhand throw – face the target; arm swing back “tick;” arm swing forward - “tock”, step with the opposite foot; bend the knees as you step; point your fingers to the target. - Overhand throw – side of body to target; swing arm down, back and up, step with opposite foot; hand points straight up; twist your body as the ball is thrown ; point your finger to the target; throw hard. - Catching - reach out to the ball; watch the ball; thumbs together for balls above the waist; pinkies together for catching balls below the waist; move to meet the ball; give with your body; pull the ball into your body. <p>Batting</p> <ul style="list-style-type: none"> - Tee in front, side to the target - Shake hands with bat, your favorite hand on top - Stand bat length away from tee or plate - Step in the direction of the ball, stretched, stroke, extend to the target <p>Base running</p> <ul style="list-style-type: none"> - To practice base running and scoring. - To run past the bag, touching it in the process. The runner on base position until the pitcher releases the ball. 	<ul style="list-style-type: none"> - Have students throw the ball, using varying degrees of force and speed to a partner. - Discuss what makes a good underhand pitch; allow students to practice pitching toward a home plate. Then, in groups of three or four, have students practice the roles of batter, fielder, and pitcher. - Discuss various pathways objects can move through the air. Have students experiment throwing the ball so that it moves in a straight or curve pathway, pitching. <p>Games</p> <ol style="list-style-type: none"> 1. One Old Cat 2. Fly-ball Catching 3. Twenty-one Softball 4. Beat the ball 5. Long Ball 6. Tee Ball 7. Scrub 8. Five Hundred 9. Files and Grounders 	<p><i>Dynamic Physical Education for Elementary Schools.</i></p> <ul style="list-style-type: none"> - <i>Playing Area</i> - <i>Gloves</i> - <i>Mitts</i> - <i>Bases</i> - <i>Chest Protector</i> - <i>Leg guards</i> - <i>Pitcher’s mound</i> - <i>Home plate</i> - <i>Chalk</i> - <i>Face mask</i> - <i>Softball Bats</i> - <i>Batting helmets</i> - <i>softballs</i> 	<p>Modified games</p> <p>Situation slow pitch</p> <p>Assess students’ knowledge of the rules and game in:</p> <ul style="list-style-type: none"> - Group Competition <p>Evaluate students ability to catch and throw the softball</p> <p>Observe students batting performance/accuracy</p> <ul style="list-style-type: none"> - Have student bat ball 20 times from tee <p>Assess students’ knowledge through written assignments:</p> <ol style="list-style-type: none"> a. Batting b. Catching c. Base running

	<ul style="list-style-type: none"> - With either toe in contact with base the runner leans forward with the weight on the ball of the leading foot and eyes on pitcher. After pitch is made he/she takes a few steps away in direction of next base. 	<p>Have students run from home plate and around the bases back to home plate.</p> <p>Have students play modified games.</p>		<p>Observe students ability to perform base running in a timely manner (Time run)</p>
--	---	---	--	---

PRIMARY PHYSICAL EDUCATION
GRADES 3 & 4
SOFTBALL
PRACTICAL SKILL TEST

SKILL TEST

THROWING

- a. Students will demonstrate correct techniques for both the underhand and overhead throws.
- b. Students are given a target to hit; they pay attention to proper arm rotation and stepping forward with opposite foot.
- c. Students catch in pairs and pay attention to proper catching techniques: thumbs together on high balls and pinkies touching on low balls.
- d. Test for speed and accuracy:-

- Catch in pairs: a) if the ball drops the pair is out
b) the last team remaining is the winner

Students run from home plate to second base.
Runs will be timed. Students may be given two attempts.

HITTING/BATTING

Students hit off a 'Tee'

- a. Proper grip with dominant hand on top
- b. Step toward the pitch when swinging
- c. Point awarded for each fair ball.

FIELDING

- a). Students will be asked to field a specified amount of ground balls.
- b). Students will be asked to catch a specified amount of fly balls.

PRIMARY PHYSICAL EDUCATION
GRADES 5 - 6
SOFTBALL
PRACTICAL SKILL TEST

THROWING AND CATCHING

- a. Students throw and catch in groups and pairs using first softer balls and without gloves.
- b. As competence increases they use the softball and gloves.
- c. Students throw as far as they can and the spot is measured. The students who measures the longest distance wins.

Students hit from a 3 'T' and 3 pitched balls. Points are given for fair ball hit. Students hit 3 balls from a bare

Each child is given a chance to throw 2 or 3 pitches at a target 20 feet away. Eliminate persons who miss the target until there is one official winner.

BASE RUNNING

Students are timed running from home plate to home-plate. Students must touch each base. A second penalty is added to total time for each missed base.

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 1 - 2
TRACK AND FIELD - SPRINTING

MAIN GOAL: Learn the proper techniques associated with sprinting.

SUB-GOALS: Demonstrate competing in sprints
Learn the importance of proper body alignment and breathing when sprinting.

Instructional Objectives		GRADE LEVELS					Duration Weeks
		1	2				
Benchmarks		I	2				
I. 1. 1	Be aware of the importance of Proper "Form" when sprinting	I	I				(Six) Two 30 minute sessions per week
I. 1. 2	Identify Proper arm and knee action used when sprinting	I	I				
I. 1. 3	Be aware of the importance of breathing when sprinting and not holding the breath when sprinting	I	I				

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 1 & 2 UNIT
TRACK AND FIELD**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES	ASSESSMENT
<p>By the end of Grades 1 - 2 the students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate the different starting positions. - Display proper running Techniques. - Demonstrate the difference between running, sprinting, walking, striding and jogging. 	<p>SPRINTS</p> <ul style="list-style-type: none"> - Sprinting ranges from the 50 meters the 400 meters. Sprinting consists of two basic principles: stride length and stride speed. There are three parts of effective sprinting: the start, efficient running form, and the finish. Each of these basic parts of the total sprint effort has essential demands. Sprinting form is a very individual matter because of differences in body builds. However, fundamental running movements can be portrayed in general terms of correct foot placement, arm action, shoulder and head angles, body alignment, and leg and knee action. <p>FOOT PLACEMENT</p> <ul style="list-style-type: none"> - Emphasize the toes pointing straight ahead, as opposed to in or out, for efficient running. <p>ARM ACTION</p> <ul style="list-style-type: none"> - Arms are used for balance - Thumbs should be relaxed - The arm moves driving the elbow forward and back, never passing higher than the armpit on the forward swing and never further than six inches beyond the hips. - Arms never cross the midline of the body. <p>SHOULDERS</p>	<p>Teacher reads chapter six, pg. 35 from <i>Physical Education Theory Workbook, Lower Level</i></p> <p>Learning Activities for running Form Drill</p> <ul style="list-style-type: none"> - Done at 50 – 75% speed - Concentrate on upright body position. - Good use of arms - Knee high lift. <p>High Knee</p> <ul style="list-style-type: none"> - Can be done walking, skipping, or running. - Heel and knee lift together. - Arm works opposite to legs - Keep body upright - Toes point toward the shin to work on active placement of the foot. <p>Kick Back Drill</p> <ul style="list-style-type: none"> - Teach good heel recovery - Log and snap heel to bullocks - Very little knee lift. - Quick action with heel and leg. <p>Backward Running</p> <ul style="list-style-type: none"> - Run backward - Use arm motion 	<p><i>Dynamic Physical Education for Elementary Schools.</i></p> <p><i>Physical Education Theory Workbook, Lower Level</i></p> <ul style="list-style-type: none"> - Cones - Whistle - Bibs/pinnies <p><i>Dynamic Physical Education for</i></p>	<ul style="list-style-type: none"> - Observe student's: <ul style="list-style-type: none"> a. proper use of form b. Body alignment. c. Foot place setting d. Arm action e. Shoulder, head, ankle, leg and knee action. - Observe student's: <ul style="list-style-type: none"> b. Starting c. Running d. And finishing form - Evaluate students' knowledge using worksheet nineteen, p. 38 from <i>Physical Education Theory Workbook, Lower Level</i>

	<ul style="list-style-type: none"> - The shoulder should be relaxed with little or no rotation. <p>HEAD</p> <ul style="list-style-type: none"> - The head should be straight ahead with eyes focused on the finish line. - The face (jaws and facial muscles) should be relaxed. <p>BODY ALIGNMENT</p> <ul style="list-style-type: none"> - The student should rise up on his or her toes and lean forward to where a position of balance is barely maintained, that is the correct body angle. Forward angle is best when accelerating. <p>LEG ACTION AND KNEE LIFT</p> <ul style="list-style-type: none"> - Knees should come up close to parallel and straight ahead. Do not permit knees to rotate in or out. - The sprinter should run on the balls of the foot, using a pushing action to get drive against the surface of the track. - Maintain stride length regardless of fatigue; run relaxed. <p>THE FINISH</p> <ul style="list-style-type: none"> - When finishing, run through the finish line with a straight body; lean in the last stride. - Leap, land on balls of the feet. 	<p>Strengthen opposite muscles to prevent injury.</p> <p>Complete worksheet eighteen, pg. 37 from the <i>Physical Education Theory Workbook, Lower Levels</i></p> <p>Game activities</p> <ul style="list-style-type: none"> - Students must run 50 meters doing each drill for 5 meters. Every 5 meters is marked with a cone. The object is to complete the 50 meters doing each drill correctly. - Provide a variety of equipment for students to leap over and across. <p>Make a starting point; have students stand behind the line and jump as far as they can. Record length of jump.</p>	<p><i>Elementary Schools.</i></p> <p><i>Physical Education Theory Workbook, Lower Level</i></p> <ul style="list-style-type: none"> - Cones - Whistle - Bibs/pinnies 	<ul style="list-style-type: none"> - Observe student's: <ul style="list-style-type: none"> a. proper use of form b. Body alignment. c. Foot place setting d. Arm action e. Shoulder, head, ankle, leg and knee action. - Observe student's: <ul style="list-style-type: none"> e. Starting f. Running g. And finishing form <p>Evaluate students' knowledge using worksheet nineteen, p. 38 from <i>Physical Education Theory Workbook, Lower Level</i></p>
--	--	--	--	---

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 3-4
TRACK AND FIELD - SPRINTING

MAIN GOAL: Learn the proper techniques associated with sprinting.

SUB-GOALS: Demonstrate competing in sprints
Learn the importance of proper body alignment and breathing when sprinting.

Instructional Objectives		GRADE LEVELS					Duration Weeks
		3	4				
Benchmarks							
I. I. 1	Be aware of the importance of Proper "Form" when sprinting	R	R				(Six) Two 30 minute sessions per week
I. I. 2	Identify Proper arm and knee action used when sprinting	R	R				
I. I. 3	Be aware of the importance of breathing when sprinting and not holding the breath when sprinting	R	R				

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 & 4 UNIT
TRACK AND FIELD - SPRINTS**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES	ASSESSMENT
<p>By the end of Grades 3 - 4 students will be able to:</p> <ul style="list-style-type: none"> - Experience the different starting positions. - Display proper sprinting techniques. - Demonstrate the difference between running, sprinting, walking, striding and jogging. - Demonstrate how to pace themselves when running middle distance races - Experience the different starting positions. - Display proper sprinting techniques. - Demonstrate the difference between 	<p>SPRINTS</p> <ul style="list-style-type: none"> - Sprinting ranges from the short 50 meters to the long sprint of 400 meters. Sprinting consists of two basic principles: stride length and stride speed. There are three parts of effective sprinting: the start, efficient running form, and the finish. Each of these basic parts of the total sprint effort has essential demands. Sprinting form is a very individual matter because of differences in body builds. However, fundamental running movements can be described in general terms of correct foot placement, arm action, shoulder and head angles, body alignment, and leg and knee action. <p>FOOT PLACEMENT</p> <ul style="list-style-type: none"> - Emphasize the toes pointing straight ahead for efficient running. <p>ARM ACTION</p> <ul style="list-style-type: none"> - Arms are used for balance - Fingers should be relaxed - The arm moves driving the elbow forward and back, never passing higher than the armpit on the forward swing and never further than six inches beyond the hips. 	<p>Read "Track and Field," pg. 48 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>The skill should be:</p> <ul style="list-style-type: none"> - Done at 50 - 75% speed - Concentrated on upright body position. <p>High Knee drill</p> <ul style="list-style-type: none"> - Can be done walking, skipping, or running. - Heel and knee lift together. - Good use of arms - Knee high lift. - Arm works opposite to legs - Keep body upright - Toes point toward the shin to work on active placement of the foot. <p>Butt Kick</p> <ul style="list-style-type: none"> - Teach good heel recovery - Log and snap heel to buttocks - Very Little knee lift. - Quick action with heel and leg - Quick arm action <p>Backward Running</p> <ul style="list-style-type: none"> - Run backward/extending legs - Use arm motion 	<p><i>Dynamic Physical Education for Elementary Schools.</i></p> <p><i>Physical Education Theory Workbook, Lower Level</i></p> <ul style="list-style-type: none"> - Cones - Baton - Stopwatch <p><i>Dynamic Physical</i></p>	<p>Evaluate students' knowledge of the sport using worksheet twenty-four, pg. 55 from <i>Physical Education Theory Workbook Grade 4-6</i></p> <p>Observe students ability using the "Skill Test"</p> <p>Observe students' performance in: Sprinting</p> <ul style="list-style-type: none"> - 50m <p>Assess students:</p> <ul style="list-style-type: none"> - starting position - arm/foot opposition - Positioning of shoulders (relaxed) - Eyes on the finish line - Arms at a 90°

<p>running, sprinting, walking, striding and jogging.</p>	<ul style="list-style-type: none"> - Arms never cross the midline of the body. <p>BODY ALIGNMENT</p> <ul style="list-style-type: none"> - The runner should rise up on his or her toes and lean forward to where a position of balance is barely maintained; that is the correct body angle. Forward angle is best when accelerating. <p>SHOULDERS</p> <ul style="list-style-type: none"> - The shoulder should be relaxed with little or no rotation. <p>HEAD</p> <ul style="list-style-type: none"> - The head should be straight ahead with eyes focused on the finish line. - The face (jaws and facial muscles) should be relaxed. <p>LEG ACTION AND KNEE LIFT</p> <ul style="list-style-type: none"> - Knees should be lifted sharply forward and upward and then brought down with vigorous motion followed by a forceful push of the toe. - The sprinter should run on the balls of the foot, using a pushing action to get drive against the surface of the track. - Maintain stride length regardless of fatigue, run relaxed. <p>THE FINISH</p> <ul style="list-style-type: none"> - When finishing, run through the finish line with a straight body; lean in the last stride. 	<ul style="list-style-type: none"> - Strengthen opposite muscles to prevent injury. - Complete worksheet twenty-four, p. 55 from the <i>Physical Education Theory Workbook, Grade 4-6</i> - Complete worksheet nineteen, p. 38 from the <i>Physical Education Theory Workbook, Lower level</i> <p>-</p> <p>Game activities</p> <ul style="list-style-type: none"> - Students must run 100 meters doing each drill for 25 meters. Every 25 meters is marked with scone. The object is to complete the 100 meters doing each drill correctly. - Long sprint – group all runners by ability (three or four groups). Run 200 – 400 meters, one group at a time. Repeat two - three times. Relays should be a measure by itself. - Practice with persons on either side of the lane to emphasize the importance of concentration and focus. - Practice sprint drills with a Baton. - Learn activities for middle distance 	<p><i>Education for Elementary Schools.</i></p> <p><i>Physical Education Theory Workbook, Lower Level</i></p> <ul style="list-style-type: none"> - Cones - Baton - Stopwatch <p><i>Dynamic Physical</i></p>	<ul style="list-style-type: none"> - Assess Knowledge with worksheet twenty-five, p. 56 from the <i>Physical Education Theory Workbook, Grade 4-6</i> - State the difference between sprinting and pace running - List three component of track and field - Assess Knowledge with worksheet nineteen and twenty, p. 38 & 39 from the <i>Physical Education Theory Workbook, Lower Level</i> - Identify the difference between sprint, middle and distance races;
---	--	--	--	---

	<p>MIDDLE DISTANCE EVENTS</p> <p>As the distance increases from sprints to middle distance events, running form changes; strides are shorter, the foot strike is more toward the ball of the foot rather than on the toes, arm carriage is lower and less vigorous in middle distance training, there must be more running. Runners should start by building on slow, long distances through intervals with short recovery periods. Distance runners should run relaxed, concentrating on a steady, even-paced rhythm. The basic essentials of efficient running involve:</p> <p>FOOT PLACEMENT</p> <ul style="list-style-type: none"> - Foot should be pointed straight ahead. The foot strike is more the ball of the foot. <p>ARM ACTION</p> <ul style="list-style-type: none"> - Arms play a balancing role in running - The arms should be kept at a 90 degree angle with thumbs up. - As the arms move forward and back in position, they should never pass higher than the chest on the forward move and never further than the hips. - The arms should never cross the middle of the body. <p>Body alignment</p> <ul style="list-style-type: none"> - Once running speed is achieved, the body's angle tends toward the perpendicular. - The body is held almost erect with the shoulders and face relaxed. - There should be little or no rotation in the 	<ul style="list-style-type: none"> - Done 50% pace. - Concentrate on endurance, strength, speed and breathing. - Walking strides 3 sets of 200m drills at 50% jogging in between sets back to 200m mark. <p>3 sets of 6500m at 50% with 5 minutes rest in between.</p>	<p><i>Education for Elementary Schools.</i></p> <p><i>Physical Education Theory Workbook, Lower Level</i></p> <ul style="list-style-type: none"> - Cones - Baton - Stopwatch <p><i>Dynamic Physical</i></p>	<p>Evaluate students' knowledge of the sport using worksheet twenty-four, pg. 55 from <i>Physical Education Theory Workbook Grade 4-6</i></p> <p>Observe students ability using the "Skill Test"</p> <p>Observe students' performance in: Sprinting</p> <ul style="list-style-type: none"> - 50m <p>Assess students:</p> <ul style="list-style-type: none"> - starting position - arm/foot opposition - Positioning of shoulders (relaxed) - Eyes on the finish line - Arms at a 90° <p>Assess Knowledge with worksheet twenty-five, p. 56 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p>
--	--	---	--	--

	<p>upper body.</p> <p>Stride Length</p> <ul style="list-style-type: none"> - The slower the speed of the arm, the shorter the stride. - Longer strides require more energy: in distance running where economy of energy is important, runners should take natural strides. <p>Breathing</p> <ul style="list-style-type: none"> - The runner should keep the jaw relaxed and breathe through the nose and mouth simultaneously. <p>Relays in track and field today There are two common types of relay in primary school track and field. They are:</p> <ol style="list-style-type: none"> i. 4 x 100 Meter Relay ii. 4 x 400 Meter Relay <ul style="list-style-type: none"> - All relay events consist of four runners. - All four runners need to understand Baton handling, border positions and zone awareness. <p>4 x 100 Meter Relays</p> <ul style="list-style-type: none"> - The four runners who make up the relay team must stay in their designated lane for the entire race. <p>Each runner will have to run 100 meters before handing off the Baton.</p>		<p><i>Education for Elementary Schools.</i></p> <p><i>Physical Education Theory Workbook, Lower Level</i></p> <ul style="list-style-type: none"> - Cones - Baton - Stopwatch 	<p>State the difference between sprinting and pace running</p> <p>List three component of track and field</p> <p>Assess Knowledge with worksheet nineteen and twenty, p. 38 & 39 from the <i>Physical Education Theory Workbook, Lower Level</i></p> <p>Identify the difference between sprint, middle and distance races;</p> <p>Evaluate student's Baton exchange techniques</p>
--	--	--	---	--

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 5 - 6
TRACK AND FIELD - SPRINTING

Main Goal: Learn the basic principles of sprinting action

Sub-Goals: Demonstrate competency in the execution of the sprinting actions
Demonstrate competency in the execution of distance running actions

Instructional Objectives		GRADE LEVELS						Duration Weeks
						5	6	
Benchmarks								
I. I. 1	Perform sprinting action utilizing arm action					A	A	(Six) One 60 minute sessions per week
I. I. 2	Identify proper body alignment and breathing pattern					A	A	
I. I. 3	Identify differences in distance running form and sprinting form					A	A	
I. I. 4	Perform proper breathing techniques when sprinting.							

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 & 6 UNIT
TRACK AND FIELD -SPRINTING**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT
<p>By the end of Grades 5 - 6 students will be able to:</p> <ul style="list-style-type: none"> - Experience the different starting positions - Display proper sprinting techniques - Demonstrate the difference between running, sprinting, walking, striding and jogging - Display proper throwing techniques - Demonstrate the different techniques of the high jump - Demonstrate how to make the proper Baton exchange in the correct zone. 	<p>SPRINTS</p> <ul style="list-style-type: none"> - Sprinting ranges from the short 50 meters to the long sprint of 400 meters. Sprinting consists of two basic principles: stride length and stride speed. There are three parts of effective sprinting: the start, efficient running form, and the finish. Each of these basic parts of the total sprint effort has essential demands. Sprinting form is a very individual matter because of differences in body builds. However, fundamental running movements can be described in general terms of correct foot placement, arm action, shoulder and head angles, body alignment, and leg and knee action. <p>FOOT PLACEMENT</p> <ul style="list-style-type: none"> - Emphasize the toes pointing straight ahead, as opposed to in or out, for efficient running. <p>ARM ACTION</p> <ul style="list-style-type: none"> - Arms are used for balance - Thumbs should be up and wrist and hand relaxed - The arm moves driving the elbow forward and back, never passing higher than the armpit on the forward swing and never 	<p>Read "Track and Field," pg. 48 -53 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Learn Activities for running/sprinting Form Drill</p> <ul style="list-style-type: none"> - Done at 50 – 75% speed - Concentrate on upright body position. - Good use of arms - High knee lift. <p>High Knee drill</p> <ul style="list-style-type: none"> - Can be done walking, skipping, or running. - Heel and knee lift together. - Arm works opposite to legs - Keep body upright - Toes point toward the shin to work on active placement of the foot. <p>Kick Back Drill</p> <ul style="list-style-type: none"> - Teach good heel recovery - Log and snap heel to bullocks - Very little knee lift. - Quick action with heel and 	<p><i>Dynamic Physical Education for Elementary Schools.</i></p> <p><i>Physical Education Theory Workbook, Lower Level</i></p> <ul style="list-style-type: none"> - Cones - Baton - Stopwatch 	<p>List three component of track and field</p> <p>Observe students ability using the "Skill Test"</p> <p>Observe students' performance in: Sprinting</p> <ul style="list-style-type: none"> - 50m <p>Assess students:</p> <ul style="list-style-type: none"> - starting position - arm/foot opposition - Positioning of shoulders (relaxed) - Eyes on the finish line - Arms at a 90°

	<p>further than six inches beyond the hips.</p> <ul style="list-style-type: none"> - Arms never cross the midline of the body. <p>SHOULDERS</p> <ul style="list-style-type: none"> - The shoulder should be relaxed with little or no rotation. <p>HEAD</p> <ul style="list-style-type: none"> - The head should be straight ahead with eyes focused on the finish line. - The face (jaws and facial muscles) should be relaxed. <p>BODY ALIGNMENT</p> <ul style="list-style-type: none"> - The runner should rise up on his or her toes and lean forward to where a position of balance is barely maintained: that is the correct body angle. Forward angle is best when accelerating. <p>LEG ACTION AND KNEE LIFT</p> <ul style="list-style-type: none"> - The Knees should be raised sharply forward and upward and then brought down with vigorous motion followed by a forceful push by the toe. - The sprinter should run on the balls of the foot, using a pushing action to get drive against the surface of the track. - Maintain stride length regardless of fatigue; run relaxed. <p>THE FINISH</p> <ul style="list-style-type: none"> - When finishing, run through the finish line with a straight body; lean in the last stride. <p>MIDDLE DISTANCE EVENTS</p>	<p>leg.</p> <p>Backward Running</p> <ul style="list-style-type: none"> - Run backward - Use arm motion <p>Strengthen opposite muscles to prevent injury.</p> <p>Complete worksheet twenty-three, pg. 51 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Game activities</p> <p>Students must run 100 meters doing each drill for 25 meters. Every 25 meters is marked with scone. The object is to complete the 100 meters doing each drill correctly.</p>		<p>Assess students' knowledge with worksheet twenty-five, p. 56 from the <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <p>State the difference between sprinting and pace running</p> <p>Observe students' performance in middle distance events (time races)</p>
--	---	---	--	---

	<p>As the distance increase from sprints to middle distance events, running form changes; strides are shorter, the foot strike is more toward the ball of the foot rather than on the toes, arm carriage is lower and less vigorous. In middle distance training, there must be more running. Runners should start by building on slow, long distances through intervals with short recovery periods. Distance runners should run relaxed, concentrating on a steady, even-paced rhythm. The basic essentials of efficient running involve:</p> <p>FOOT PLACEMENT</p> <ul style="list-style-type: none"> - Feet should be pointed straight ahead. The foot strike is more on the ball of the foot. <p>ARM ACTION</p> <ul style="list-style-type: none"> - Arms play a balancing role in running - The arms should be kept at a 90 degree angle with thumbs up. - As the arms move forward and back in position, they should never pass higher than the chest on the forward move and never further than the hips. - The arms should never cross the middle of the body. <p>Body alignment</p> <ul style="list-style-type: none"> - Once running speed is achieved, the body angle bends toward the perpendicular. - The body is held almost erect with the shoulders and face relaxed. - There should be little or no rotation in the upper body. <p>Stride Length</p> <ul style="list-style-type: none"> - The slower the speed of the arm, the 			<p>Evaluate student's knowledge of the:</p> <ul style="list-style-type: none"> - Types of relays events. - The amount of members that makes up a relay team - Types of Baton exchanges use in relay events <p>Watch the execution of proper Baton exchange within the exchange zone</p> <p>Evaluate student's Baton exchange techniques</p>
--	---	--	--	--

	<p>shorter the stride.</p> <ul style="list-style-type: none"> - Longer strides require more energy: in distance running where economy of energy is important; runners should take natural strides. <p>Breathing</p> <ul style="list-style-type: none"> - The runner should keep the jaw relaxed and breathe through the nose and mouth simultaneously. <p>Relays</p> <ul style="list-style-type: none"> - In track and field today there are two common types of relay in primary school track and field. They are: <ul style="list-style-type: none"> iii. 4 x 100 Meter Relay iv. 4 x 400 Meter Relay - All relay events consist of four runners - All four runners need to understand Baton handling, border positions and zone awareness. <p>4 x 100 Meter Relays</p> <ul style="list-style-type: none"> - The four runners who make up the relay team must stay in their designated lane for the entire race. <p>Each runner will have to run 100 meters before handing off the Baton.</p>	<p>Read "Track and Field Events," pg. 52- 54 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <p>Complete worksheet twenty-four, pg. 55 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p>		
--	---	--	--	--

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 1 - 2
TRACK AND FIELD - LONG JUMP

MAIN GOAL: Learn the basic principles for the Long Jump.

SUB-GOALS: Demonstrate competency in standing Long Jump.

Learn the importance of speed and elevation as it relates to distance

Instructional Objectives		GRADE LEVELS					Duration Weeks
		1	2				
Benchmarks							
I. I. 1	Identify the difference(s) between the standing long jump and the running long jump	I	R				(Six)
I. I. 2	Identify the different styles of the long jump	I	R				Two 30 minute sessions per week
I. I. 2	Perform the mechanics of the various Jumping styles	I	R				
I. I. 3	Understand the rules governing leaving the "pit"	I	R				

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 1-2
TRACK AND FIELD – LONG JUMP**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT
<p>By the end of Grades 1-2 students will be able to:</p> <ul style="list-style-type: none"> - To teach students the proper techniques in long jump. - To help students develop their skills in jumping. - Demonstrate how to perform the basics in the standing Long Jump. - Demonstrate Standing position - Demonstrate Reaching - Demonstrate Stretching - Demonstrate Bending 	<p style="text-align: center;">STANDING LONG JUMP</p> <p>Taking off with both feet.</p> <p>The arms are brought back and driven in an upward vigorous thrust in order to propel the body upward and forward.</p> <p>Approach A good stance is needed in order to execute the jump.</p> <p>The stance can begin from a squatting position with knees bent and toes pointing towards the sand pit.</p> <p>Take-Off The take-off should be taken with:</p> <ul style="list-style-type: none"> - both feet - Use hand to propel body into the air - strive for height. <p>Landing The chest is thrust forward and the knees flexed.</p> <p>Land on both feet after knees have been brought forward.</p>	<p>Jump-O-Rama</p> <ul style="list-style-type: none"> - Have students jump into the air emphasizing how high they can jump. - Have students jump forward to try and reach an object (balls, bean bags, hula hoop etc.) in front of them <p>Complete worksheet eighteen pg. 37 from the <i>Physical Education Theory Workbook, Lower Levels.</i></p> <p>Complete worksheet “Review 9,” pg. 51 from the <i>Physical Education Theory Workbook, Lower Levels.</i></p>	<p><i>Dynamics of Physical Education in Elementary Schools.</i></p> <p><i>Physical Education Theory Workbook, Lower Levels</i></p> <ul style="list-style-type: none"> - Balls - Bean bags - Hula hoop - Cones - Long jump pit 	<p>Observe students jumping technique</p> <p>Evaluate students</p> <ol style="list-style-type: none"> i. Stance ii. Approach iii. Take -Off iv. Landing <p>Assess students’ knowledge with worksheet “Review 5,” pg. 47 from the <i>Physical Education Theory Workbook, Lower Levels</i></p>

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 3 - 4
TRACK AND FIELD - LONG JUMP

MAIN GOAL: Learn the basic principles for the Long Jump.

SUB-GOALS: Demonstrate competency in standing Long Jump.

Learn the importance of speed and elevation as it relates to distance

Apply movement concepts and Principles to the learning of Running, Throwing and Jumping skills

Instructional Objectives		GRADE LEVELS					Duration Weeks
		3	4				
Benchmarks							
I. I. 1	Identify the difference(s) between the standing long jump and the running long jump	I	R				Two 30/one 60 minutes session per week
I. I. 2	Identify the different styles of the long jump	I	R				
I. I. 2	Perform the mechanics of the various Jumping styles	I	R				
I. I. 3	Understand the rules governing entering and leaving the "pit"	I	R				
I. I. 4	Be aware of hitting the take-off board.	I	R				

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 -4
TRACK AND FIELD – LONG JUMP**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT
<p>By the end of Grades 3 -4 students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate how to the proper techniques in long jump. - Demonstrate how to help students develop their skills in jumping. - Demonstrate how to teach the basics in the standing Long Jump. - Demonstrate Standing position - Demonstrate Reaching - Demonstrate Stretching - Demonstrate Bending 	<p>STANDING LONG JUMP</p> <p>Taking off with both feet.</p> <p>The arms are brought back and driven in an upward vigorous thrust in order to propel the body upward and forward.</p> <p>Approach A good stance is needed in order to execute the jump.</p> <p>The stance can begin from a squatting position with knees bent and toes pointing towards the sand pit.</p> <p>Take-Off The take-off should be taken with:</p> <ul style="list-style-type: none"> - both feet - Use hand to propel body into the air - strive for height. <p>Landing The chest is trust forward and the knees flexed.</p> <p>Land on both feet after knees have been brought forward.</p> <p>RUNNING LONG JUMP</p> <ul style="list-style-type: none"> - A short run is needed 	<p>Jump-O-Rama</p> <ul style="list-style-type: none"> - Have students jump into the air emphasizing how high they can jump. - Have students jump forward to try and reach an object (balls, bean bags, hula hoop etc.) in front of them <p>Have student stride to the take-off board</p> <p>Complete worksheet eighteen pg. 37 from the <i>Physical Education Theory Workbook, Lower Levels.</i></p> <p>Complete worksheet “Review 9,” pg. 51 from the <i>Physical Education Theory Workbook, Lower Levels.</i></p>	<p><i>Dynamics of Physical Education in Elementary Schools.</i></p> <p><i>Physical Education Theory Workbook, Lower Levels</i></p> <ul style="list-style-type: none"> - Balls - Bean bags - Hula hoop - Cones - Long jump pit 	<p>Observe students jumping technique</p> <p>Evaluate students</p> <ul style="list-style-type: none"> v. Stance vi. Approach vii. Take -Off viii. Landing <p>Assess students’ knowledge with worksheet “Review 5,” pg. 47 form the <i>Physical Education Theory Workbook, Lower Levels</i></p> <p>Assess students’ knowledge with worksheet twenty-four pg. 55 form the <i>Physical Education Theory Workbook, Grade 4-6</i></p>

	<ul style="list-style-type: none"> - There are four main areas <ul style="list-style-type: none"> (a) Approach (b) Take-off (c) Flight (d) Landing <p>Approach</p> <p>A good run is needed in order to execute the jump.</p> <p>The run can begin a few yards away from the long jump board.</p> <p>Take-Off</p> <p>The take-off should be taken with:</p> <ul style="list-style-type: none"> - One foot - Use hands to propel body into the air - strive for distance in the long jump pit. <p>Flight</p> <p>Landing</p> <p>The chest is thrust forward and the knees flexed.</p>			
--	---	--	--	--

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 5 - 6
TRACK AND FIELD - LONG JUMP

Main Goal: Learn the basic principles of the Long Jump

Sub-Goals: Demonstrate competency in the various mechanics of the Long Jump forms used in Track and Field
Apply movement concepts and Principles to the learning of Running, Throwing and Jumping skills

Instructional Objectives		GRADE LEVELS						Duration Weeks
						5	6	
Benchmarks								
I. I. 1	Perform the mechanics of the Running Long Jump					A	A	One 60 minutes session per week
I. I. 2	Identify various types of leg action used in the Long Jump					A	A	
I. I. 3	Be aware of Rules governing the landing pit					A	A	
I. I. 4	Be aware of hitting the take-off board.					A	A	

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 5 - 6
TRACK AND FIELD - LONG JUMP**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT
<p>By the end of Grades 5 - 6 students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate how to the proper techniques in long jump. - Demonstrate how to help students develop their skills in jumping. - Demonstrate the basics in the standing and running Long Jump. - Demonstrate Standing position - Demonstrate Reaching - Demonstrate Stretching - Demonstrate Bending 	<p>LONG JUMP</p> <ul style="list-style-type: none"> - The key to an effective successful jump is how high the jumper can raised his or her center of gravity. - Long Jump is performed on a Long Jump runway, which is normally 40 meters in length and 1.25 meters in width. - The jumper's landing area is called a "Pit" which is located at the end of the Long Jump runway. It is usually 3 meters wide and filled with soft damped sand. - The "Pit" with the take-off board should be level plain - There are two types of Long Jump techniques used in elementary schools. These are: (c) Standing Long Jump (d) Running Long Jump <p>STANDING LONG JUMP</p> <ul style="list-style-type: none"> - This type of jump is made with both feet. - The arms are brought back and driven in an upward vigorous thrust in order to propel the body upward and forward. <p>RUNNING LONG JUMP</p> <ul style="list-style-type: none"> - A short run is needed - There are four main areas (a) Approach (b) Take-off (f) Landing 	<p>Jump-O-Rama</p> <ul style="list-style-type: none"> - Have students jump into the air emphasizing how high they can jump. - Have students jump forward to try and reach an object (balls, bean bags, hula hoop etc.) in front of them <p>Have students stand on the take-off board and jump into the sand pit landing on both feet.</p> <p>Have student stride to the take-off board</p> <p>Have students perform the long jump</p>	<p><i>Dynamics of Physical Education in Elementary Schools.</i></p> <p><i>Physical Education Theory Workbook, Lower Levels</i></p> <ul style="list-style-type: none"> - Balls - Bean bags - Hula hoop - Cones - Long jump pit 	<p>Observe students jumping technique</p> <p>Evaluate students</p> <ol style="list-style-type: none"> i. Stance ii. Approach iii. Take -Off iv. Landing <p>Assess students' knowledge with worksheet twenty-four pg. 55 form the <i>Physical Education Theory Workbook, Grade 4-6</i></p>

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 3 - 4
TRACK AND FIELD - HIGH JUMP

Main goal: Learn the basic principles for the “Fosbury-Flop” style of the high-jump.

Sub-Goals: Demonstrate competency in the execution of the Fosbury-Flop

Instructional Objectives		GRADE LEVELS				
				3	4	
Benchmarks						Duration Weeks
I. I. 1	Perform the mechanics involved in the “Fosbury-Flop”			I	R	Two 30/one 60 minutes session per week
I. I. 2	Identify other styles of the high-jump			I	R	
I. I. 3	Explain the importance of landing properly on the ”bed”			I	R	

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
HIGH JUMP
GRADES 3 - 4**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT
<p>By the end of grade 3 -4 The students will be able to demonstrate:</p> <ul style="list-style-type: none"> - Demonstrate taking off on the correct foot - Demonstrate the ability to kick with the front leg and clear the 3' 3" bar. - Demonstrate how to Perform the scissors jump - Demonstrate the straddle jump 	<p>HIGH JUMP</p> <ul style="list-style-type: none"> i. The high jump bar should be at a height that concentrates on techniques rather than height. ii. There are two basic jumping techniques used. These are: <ul style="list-style-type: none"> (a) Scissors (b) Fosbury Flop iii. Both techniques require the jumper to run-up, take-off, flight and land. <p>SCISSORS JUMP</p> <p>(A) GATHER</p> <ul style="list-style-type: none"> i. The take-off is by the leg that is further from the bar. The rear leg is lifted and goes over, followed by a leaping moment by the rear leg. <p>(B) KICK</p> <ul style="list-style-type: none"> ii. Focus on an upward kick with the front leg. <p>(C) ARM MOVEMENT</p>	<p>Have students attempt a jump without a bar to determine the lead leg.</p> <p>Have students step over the cross bar from the left. Left leg goes over first, followed by the right leg.</p> <p>The students will step over the crossbar from the right, right leg goes over first followed by the left leg.</p> <p>Approach Drills</p> <ol style="list-style-type: none"> 1. Curve Running 2. Cone Running 3. Serpentine Curve: <ul style="list-style-type: none"> - Run 9 to 10 strides and give an arm or knee drive after curve. 4. Have students stand on bench in front of a bar and gently push them into a bar and gently push them into a soft landing pit. 	<p><i>Dynamics of Physical Education in Elementary Schools.</i></p> <ul style="list-style-type: none"> - Mats - Poles - High jump bars - Landing bed - Crossbars 	<p>Observe students performing the scissors jump</p> <p>Observe students performing the straddle roll</p> <p>Assess student jumping technique as it relates to: Approach Landing</p> <p>Explain the different jumping techniques</p> <p>Evaluate jumping technique in competition mode</p>

	<p>- Upward thrust of the arms</p> <p>STRADDLE ROLL</p> <p>Run-Up</p> <p>iii. The jumper approaches the high-jump bed at a 35 to 40 degree angle.</p> <p>iv. The jumper must lower his center of gravity and lengthen his strides during his last step on approaching the high jump bed.</p> <p>TAKE-OFF</p> <p>v. The take-off foot should be ahead of the jumper's center of gravity</p> <p>vi. The take-off foot lands heel first</p> <p>vii. Both arms are pulled back.</p> <p>viii. The free leg is unbend and swings vigorously upward before the take-off foot lose contact with the ground.</p>	<p>Take-off Drills</p> <ul style="list-style-type: none"> - Arm Drives - Knee Drive - One step scissors over a line or cross-bar. <p>Over Bar Drill</p> <ul style="list-style-type: none"> - Have the student run 3 to 5 strides to stack mats and do back jumps with two foot take-off. <p>Use a Hula Hoop and have students take-off in the hoop and land outside.</p>		
--	---	--	--	--

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 5 - 6
TRACK AND FIELD - HIGH JUMP

Main goal: Learn the basic principles for the “Fosbury-Flop” style of the high-jump.

Sub-Goals: Demonstrate competency in the execution of the Fosbury-Flop

Instructional Objectives		GRADE LEVELS						Duration Weeks
				3	4	5	6	
Benchmarks								(Six) One 60 Minutes Class Per week
I. I. 1	Perform the mechanics involved in the “Fosbury-Flop”					I	R	
I. I. 2	Identify other styles of the high-jump					I	R	
I. I. 3	Explain the importance of landing properly on the “bed”					I	R	

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 - 6
HIGH JUMP**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT
<p>By the end of grade 5- 6 The students will be able to demonstrate:</p> <ul style="list-style-type: none"> - taking off on the correct foot - the ability to kick with the front leg and clear the 3' 3" bar. - Perform the scissiors jump - Perform the straddle jump - Perform the Fosbury Flop 	<p>HIGH JUMP The high jump bar should be at a height that concentrates on techniques rather than height.</p> <p>There are two basic jumping techniques used. These are:</p> <ul style="list-style-type: none"> (a) Scissiors (b) Fosbury Flop <p>Both techniques require the jumper to run-up, take-off, flight and land.</p> <p>SCISSORS JUMP</p> <p>GATHER The take-off is by the leg that is further from the bar. The rear leg is lifted and goes over, followed by a leaping moment by the rear leg.</p> <p>KICK Focus on an upward kick with the front leg.</p> <p>ARM MOVEMENT</p> <ul style="list-style-type: none"> - Upward thrust of the arms <p>STRADDLE ROLL</p> <p>RUN UP</p>	<p>To determine the lead leg the students will attempt a jump without a bar.</p> <p>The students will step over the crossbar from the left. Left leg goes over first, followed by the right leg.</p> <p>The students will step over the crossbar from the right, right leg goes over first followed by the left leg.</p> <p>Approach Drills</p> <ul style="list-style-type: none"> i. Curve Running ii. Cone Running iii. Serpentine Curve: Run 9 to 10 strides and give an arm or knee drive after curve. iv. Have students stand on bench in front of a bar and gently push them into a bar and 	<p><i>Dynamics of Physical Education in Elementary Schools.</i></p> <ul style="list-style-type: none"> - Mats - Poles - High jump bars - Landing bed - Crossbars 	<p>Observe students performing the scissiors jump</p> <p>Observe students performing the straddle roll</p> <p>Assess student jumping technique as it relates to: Approach Landing</p> <p>Explain the different jumping techniques</p> <p>Evaluate jumping technique in competition mode</p> <p>Evaluate</p> <ul style="list-style-type: none"> - Run-up - One foot take off landing in the bed - Flexion at the knees and hips to clear the bar.

	<p>The jumper approaches the high-jump bed at a 35 to 40 degree angle.</p> <p>The jumper must lower his center of gravity and lengthen his strides during his last step on approaching the high jump bed.</p> <p>TAKE-OFF The take-off foot should be ahead of the jumper's center of gravity</p> <p>The take-off foot lands heel first</p> <p>Both arms are pulled back.</p> <p>The free leg is unbend and swings vigorously upward before the take-off foot loses contact with the ground.</p> <p>FOSBURY FLOP Run-Up The jumper approaches the high jump bed in a curved manner.</p> <p>The last three to four strides are shorter than in a straddle jump.</p> <p>The feet follow a path more parallel to the cross bar.</p> <p>TAKE-OFF The take-off leg is less flexed and is planted almost parallel to the crossbar.</p> <p>The knee is lifted to hip height and the free</p>	<p>gently push them into a soft landing pit.</p> <p>Take-off Drills</p> <ul style="list-style-type: none"> v. Arm Drives vi. Knee Drive vii. One step scissors over a line or cross-bar. <p>Over Bar Drill Have the student run 3 to 5 strides to stack mats and do back jumps with two foot take-off.</p> <p>Use a Hula Hoop and have students take-off in the hoop and land outside.</p> <p>. Backward jumping and flop bar clearance (without & with bar).</p> <ul style="list-style-type: none"> 1. Flop high jump from a 3-stride non-curved run-up. 2. Flop high jump from 9 - 11 stride curved run-up. 3. Curved run-up <p>Bounding with arm swings</p>		
--	---	--	--	--

	<p>leg rotated inward across the body for rotation of the back.</p> <p>The arms are pulled upward.</p> <p>LANDING The jumper lands on his back and gently rolls on to his back.</p>			
--	--	--	--	--

PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 5 - 6
TRACK AND FIELD - SHOT PUTT

Main Goal: Learn the mechanics and rules governing the Shot Putt event

Sub-Goals: Demonstrate knowledge of the rules governing entering and leaving the circle
Understanding the principles of the Putt Event

Instructional Objectives		GRADE LEVELS						Duration Weeks
		1	2	3	4	5	6	
Benchmarks								(Six) One 60 Minutes Class Per week
I. I. 1	Perform the Shot Putt throw					I	R	
I. I. 2	Be aware of the rules governing the Shot Put event					I	R	
I. I. 3	Identify the different phases of the Shot Put event: initial, glide					I	R	
I. I. 4	Throwing Phases							

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 5 - 6
TRACK AND FIELD – SHOT PUTT**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT
<p>By the end of grades 5 – 6, students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate how the shot put is held in the base of the fingers as explained by the teacher. - Given the visual aid, explain where the shot put is placed - Explain when a shot-put throw is considered a scratch. - Display good sportsmanship 	<p>SHOT PUTT There are three types of phases in shot putt, These are:</p> <ul style="list-style-type: none"> - Initial Phase - Glide Phase - Final Phase - Throw Phase <p>INITIAL PHASE</p> <ul style="list-style-type: none"> - The student’s back is facing the direction of the throw - The weight of the body is on the left or right leg - The trunk of the athlete is lowered and the heel of the supporting leg is lifted slightly off the ground. <p>GLIDING PHASE</p> <ul style="list-style-type: none"> - The athlete vigorously extends his right leg while driving back from the sole and then to the heel. - The left leg is strongly kicked back to the stop board - The right foot is turned anti-clockwise as it leaves the ground while the left foot reaches for the ground near the stop board. - Both feet land on their soles - The trunk leans back and the weight is carried on the right leg. <p>FINAL PHASE</p> <ul style="list-style-type: none"> - The right foot and knees are turned to the front facing the stop board of the Shot Putt circle - Drive the hips forward and upward as the legs are being extended - The body weight is evenly distributed between the feet 	<ol style="list-style-type: none"> 1. Have students experiment how they must practice each phase individually. 2. Pair up students; have them take turns observing each other’s initial phases. 3. Have students practice their gliding phase using small round balls. 4. Allow students to practice the proper way to enter and exit the shot putt circle. 5. Practice throwing the small ball to improve the various phases. Alternating between various styles (glide or travel across the ring). 6. Practice lower leg push to gain power for the throw. 7. Practice throwing the shot trying to get it to a certain target. 	<p><i>Dynamics of Physical Education in Elementary Schools.</i></p> <ul style="list-style-type: none"> - Cones - Shot Putt - Softballs - Tennis Balls - Visual Aids - Video Clips - Ropes - Spot Markers - Whistle - Boxes 	<p>Observe students performing the final phase</p> <p>Observe students performing the throwing phase</p> <p>Assess student throwing technique as it relates to: Distance</p> <p>Explain the different throwing techniques</p> <p>Evaluate throwing technique in competition mode</p> <p>Verbal Assessment/ questioning of the students knowledge after the lesson.</p> <p>Skill Test</p>

	<ul style="list-style-type: none"> - The shoulders remain firm and rotate forward <p>THROW PHASE</p> <ul style="list-style-type: none"> - The right shoulder and arm push the shot forward and upward - The right leg drives the body forward against the resistance of the left leg - The leg fully extends as the hand gives the last pulse to the shot 	<p>8. Practice to throw the shot put at a distance of 2m, 4m, 6m, and 8m marked by dome cones</p>		
--	--	---	--	--

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 3 - 4
VOLLEYBALL

MAIN GOAL: Learn the correct method of hitting a ball

SUB-GOALS: Demonstrate competency in the underhand serve and the overhead pass (flick)

Instructional Objectives		GRADE LEVELS						Duration Weeks
Benchmarks				3	4			(Six) Two 30/One 60 Minutes Class Per week
I. I. 1	Be aware of the movements associated with striking the ball			R	R			
I. I. 2	Understand the importance of hitting the ball with the palm and heel of the hand			R	R			
I. I. 2	Be aware of the importance of the “follow-through” action of the arm when striking the ball			R	R			

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
VOLLEYBALL
GRADES 3 & 4**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT
<p>By the end of Grades 3 - 4 students should be able to:</p> <ul style="list-style-type: none"> - Strike a lightweight ball with at least three different body parts: knee, foot, elbows, hand etc. - Understand how to strike a soft lightweight ball or a balloon upward with the hand, keeping it in self-space. - Travel slowly and strike a soft lightweight balloon, beach ball or volleyball upward with the hand or other body parts. - Demonstrate the proper technique to pass the volleyball using the underhand serve - Demonstrate the proper technique to pass the volleyball using the 	<ol style="list-style-type: none"> 1. Underhand Serve <ul style="list-style-type: none"> - Bring your arm back - Step forward with the opposite foot - Hit the ball - Use the heel of the hand 2. Overhead Volley <ul style="list-style-type: none"> - Toss - Hands above the head – high level - Push arms straight - Watch the ball - Pass the ball in a high arc so it floats down to the intended receiver. - Quickly move back to playing position. 2. Forearm (bump) pass <ul style="list-style-type: none"> - Step one foot in front - Bend the knees - Hands point down - Arms point down - Arms like a paddle - Move into correct position before executing the pass 	<p>Have students read pg. 45 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <ol style="list-style-type: none"> 1. Have students experiment how they must strike the ball to make it go up, forward, back over their heads or in any other directions. 2. Pair up students; have them take turns striking and catching. 3. Have students practice overhead volleying and catching with self-tossed balls or balloons, keeping them in self-space. 4. Volley over low netball to partner who catches then volleys a return. 5. Practice striking a soft object with hand while keeping in self-space. Alternative with right and left hands. 9. Using a ball that bounces, have students bounce and then pop it upward. 10. Complete worksheet twenty, pg. 46 from the <i>Physical Education Theory Workbook,</i> 	<p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <ul style="list-style-type: none"> - Volley court - Volleyball net - Volleyball - Cones - Balloons - Beach balls - Whistle 	<p>Observe students striking the ball underhand</p> <p>Assess students volleying technique as it relate to:</p> <ul style="list-style-type: none"> - Foot movement - Hand movement - Hand and eye coordination <p>Evaluate students' knowledge of the court and positions using worksheet twenty-two, pg.47 from the <i>Physical Education Theory Workbook Grade 4-6</i></p> <p>Observe students' knowledge of the rules of the game in game situations.</p>

<p>forearm pass</p> <p>- State the rules governing a volleyball game</p>	<ul style="list-style-type: none"> - The ball should be contacted when it is between the knees and the waist. - Contact the ball on the forearm between the wrist and elbows. Upon contact, “lift” the body upward by strengthening the legs. Generally do not swing forearms upward above the head. <p>i. Rules</p> <ul style="list-style-type: none"> - Number of hits - Rotation - Serving positions - Side out - Points 	<p><i>Grade 4-6</i></p> <p>11. Complete “Review 8” pg. 50 from the <i>Physical Education Theory Workbook, Lower Levels</i></p> <p>12. Practice serving ball underhand, trying to get it to a certain target.</p> <p>9. Take turns striking ball underhand over a low net or line; allow ball to bounce once.</p> <p>10. Have students practice softly tossing ball to partner who returns it with an overhead volleying pass. Switch after five volleys.</p> <p>11. Softly toss ball to students who practice the bump forehand pass.</p> <p>12. Have students explore why the various clues are important: e.g. what happens when volleying the ball without bending your knees.</p>	<p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <ul style="list-style-type: none"> - Volley court - Volleyball net - Volleyball - Cones - Balloons - Beach balls 	<p>Observe students striking the ball underhand</p> <p>Assess students volleying technique as it relate to:</p> <ul style="list-style-type: none"> - Foot movement - Hand movement - Hand and eye coordination <p>Evaluate students’ knowledge of the court and positions using worksheet twenty-two, pg.47 from the <i>Physical Education Theory Workbook Grade 4-6</i></p> <p>Observe students’ knowledge of the rules of the game in game situations.</p>
--	---	---	--	---

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
GRADES 5 - 6
VOLLEYBALL

MAIN GOAL: Students learn the importance of co-operation during play

SUB-GOALS: Demonstrate competency in the underhand serve and the overhead pass

Instructional Objectives		GRADE LEVELS						Duration Weeks
						5	6	
Benchmarks						5	6	(Six) One 60 Minutes Class Per week
I. I. 1	Understand the importance of co-operation and teamwork when playing games					A	A	
I. I. 2	Be aware of the mechanics involved in the overhead serve.					R	A	
I. I. 3	Understand the difference between the overhead and under-hand serves.					R	A	
I. I. 4	Identify outstanding Bahamian Volleyball Players: Past and Present, Male and Female.					R	A	
I. I. 5	Understand Basic Rules of the game of Volleyball.					R	A	

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 & 6
VOLLEYBALL**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT
<p>By the end of Grade 5 & 6 students should be able to:</p> <ul style="list-style-type: none"> - Cooperate in a group to strike a lightweight ball with various body parts while keeping it off the ground. - Underhand strike a light weight ball over a medium level net or rope from an appropriate distance. - Overhead volley a lightweight ball back and forth with a partner across a medium level net or rope. - Move to bump-pass or overhead volley a lightweight ball to a partner. - Bump-pass a lightweight ball to an area different from where the ball was tossed. - Bump-pass a lightly tossed lightweight ball back to a partner across a medium level rope or net. 	<p>1. Underhand Serving</p> <ul style="list-style-type: none"> - Foot opposite to striking hand should be in forward position. - Draw striking arm back with straight arm. - Step with the opposite foot, simultaneously executing the pass. - The ball should be contacted when it is between the knees and the waist. - Use the heel of the hand. - Point your hand to the target. - Follow through to about shoulder level. <p>2. Overhead Serve</p> <ul style="list-style-type: none"> - Foot opposite to striking hand should be in forward position - Hold the ball about eye level - Simultaneously shift weight to rear foot as toss is made, then to the front foot as striking arm moves forward. - Snap the wrist as contact is made and follow through with the extended arm. <p>3. Overhead Volley – Two-hand Overhand Pass</p> <ul style="list-style-type: none"> - Overhead Volley – Two-hand 	<p>Have students read pg. 45 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <ul style="list-style-type: none"> - Have students experiment how they must strike the ball to make it go up, forward, backwards over their heads or in any other directions. - Pair up students; have them take turns striking and catching. - Have students practice overhead volleying and catching with self-tossed balls or balloons, keeping them in self-space. - Using medium level rope or net, students overhead volley a ball back to the partner who tossed it. As skill increases challenge players to volley back and forth. - Using medium level rope or net, have one student gently toss a ball to their partner 	<p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <ul style="list-style-type: none"> - Volley court - Volleyball net - Volleyball - Cones - Balloons - Beach balls - Whistle 	<ul style="list-style-type: none"> - Assess student’s general knowledge using worksheet twenty-one on page 47 from “<i>Physical Education Theory Workbook, Grade 4-6.</i>” - Observe student’s skill (bumping, setting, spiking, serving) in game mode. - Critique students bumping skills individually (see how many times they can bump pass the volleyball to a specific target.)

<ul style="list-style-type: none"> - Use underhand and overhead volleys and bump passes to co-operatively keep a ball in play over a medium level net or rope with a partner or a small group. - Use underhand and overhead volleys and bump passes in a given or self-designed small group game. 	<p>Pass.</p> <ul style="list-style-type: none"> - Move into correct position. - Hands above the head – high level. - Push arms straight. - Contact the ball close to the forehead. - Contact the ball with the fingers and thumbs. - Snap the wrists forward and upward and follow through in the direction of the ball. <p>4, Forearm (bump) pass</p> <ul style="list-style-type: none"> - Step one foot in front - Bend the knees - Hands point down - Arms like a paddle - Move into correct position before executing the pass. - The ball should be contacted when it is between the knees and the waist. - Contact the ball on the forearms between the wrists and elbows. Upon contact, “Lift” the body upward by straightening the legs. Generally do not swing forearms upward above the head. - Do not follow through. <p>5. Set</p> <ul style="list-style-type: none"> - Move into the correct position just before passing the ball. - Watch the ball - Pass the ball in a high arc so it floats down to the receiver. 	<p>who in return bump passes the ball back to the tossed. Challenge them to bump the pass the ball back to an area where their partner is not.</p> <ul style="list-style-type: none"> - Students partner up and gently toss a ball to different places around the court to a partner who must move in position to bump pass or overhead volley the ball back to the tossed. After five tosses – students switch roles. - Students set up and play small-group game that involves using overhead volleying and bump passing to keep the ball in play as long as possible. - Complete worksheet twenty, pg. 46 from the <i>Physical Education Theory Workbook, Grade 4-6</i> - Challenge students to eventually start passing the ball to where the defense is not positioned. 		
---	---	--	--	--

	<ul style="list-style-type: none">- Quickly move back to playing position. <p>6. Rules</p> <ul style="list-style-type: none">- Number of hits- Rotations- Serving positions- Side out- Points- Line Violations			
--	--	--	--	--

PHYSICAL EDUCATION
GRADES 3-4
PRACTICAL VOLLEYBALL SKILL TEST

Students demonstrate correct technique and sequence of the underhand serve hitting the ball over a lowered net from the soft line.

- Underhand Pass**
- Children demonstrate striking techniques of lightweight ball with forearm
 - Bent knees, straight arms with contact between elbows and wrist.
 - Teacher will toss the ball to students.

1. Children are tested on their hitting technique of a lightweight ball using teaching sequence for the underhand service.

Emphasis on:

- correct stepping
- ball toss
- striking arm
- positioning

2. Children are tested on proper techniques of the overhead pass and its form.

Emphasis on:

- Body positioning
- Stances
- Striking form
- Flicking to SCIF against a wall, or over the net to a team-mate.

3. Children demonstrate proper bumping techniques from different angles – straight forward, left or right sides.

Emphasis on:

- Body positioning
- Arm extension
- Bumping to SCIF, bumping against a wall, or bumping a tossed ball. Balls should be tossed by the teacher.

Questions

What is a set up?

How is it performed? (etc.)

PHYSICAL EDUCATION
GRADES 5-6
PRACTICAL VOLLEYBALL SKILL TEST

Parallel line is drawn through the middle of the court. Each half is further subdivided into three equal areas by lines drawn parallel to the sidelines. This gives six areas numbered 1 - 6 and which compares to the playing stations. Each student is allowed one attempt to serve the ball into each of the six areas in turn. Two points are awarded for serving into the designated court area. One point is given for missing the designated area.

- Bumping** - Keep it up, Repetitious hitting
- Bumping for accuracy passing** - To a setter or hitting a prescribed target.

Court layout for service testing

Wall volleying – Player stands behind a line four (4) feet away from a wall. A line representing the height of the net is drawn on the wall about six and half feet (6.5) up. Players are asked to make as many volleys as they can in one (1) minute. If a student steps over the line in a volley, or if the ball goes lower than the mark on the wall, that volley does not count. This test can be administered for the underhand pass (bump) and the overhead pass (flick).

Simplified serving-- Students stand in the normal serving position behind the line on any side of the court. The score is the number of successful serves out of ten trials. Each serve that clears the net counts as one.

Underhand and Overhead Services

- Serving to a spot on the court to demonstrate accuracy.
- Children demonstrate correct techniques in both forms of serving

Emphasis on:

- Body Positioning
- Proper contact with the ball

- Proper arm motion

Overhead pass

- viii. Children demonstrate correct body positioning and striking technique to correctly perform an overhead pass. They pass the ball to one another in small groups.

The Bump

- ix. Children bump the ball from different positions demonstrating proper techniques.
- x. Bent knees, straight arms with contact point between elbows and wrist.
- xi. Keeping the ball up using the bump for a number of continuous hits; bumping a tossed ball. Number of attempts 5 - 10

Setting

- Children demonstrate proper setting techniques. They are divided in sets of threes: one receiver, a setter and a spiker. Each child gets a chance at all three positions.

Rules of the game

- xii. Children demonstrate that they understand court positioning by placing number cards in correct positions on the courts.
- xiii. They respond to questions on court size, heights of net, number of players, points, line violations.

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADE 1 - 2
CONCEPT: SWIMMING

Main goal: Learn skills necessary to perform a variety of physical activities.
To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration and fatigue.

Sub-Goal: To train and prepare for tournaments		GRADE LEVELS						Duration Week
		1	2					
Instructional Activities								(Six) Two 30 Minutes Class Per week
I.1.1	Consistently blowing bubbles under the water	I	R					
I.1.2	Supported floating on the back	I	R					
I.1.3	Consistently kicking the legs in the water	I	R					
I.1.4	Consistently bobbing and blowing bubbles under the water	I	R					
I.1.5	Supported gliding	I	R					
I.1.6	Supported kicking	I	R					

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADE 1 - 2
CONCEPT: SWIMMING

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE /MATERIALS	ASSESSMENT
<p>By the end of Grade 1 & 2 students will be able to:</p> <ul style="list-style-type: none"> - Submerge face into water - Open eyes under the water - Demonstrate a front float and recovery. - Demonstrate a front glide and recovery. - Demonstrate a back glide and recovery. 	<p>Gradual water adaptation</p> <ul style="list-style-type: none"> - Submersion of face into water - Opening eyes under water - Movement of hands and feet in the water <p>Bubbles</p> <ul style="list-style-type: none"> - Blowing bubbles under water. - Bobbing with bubbles and air exchange. <p>Breathing</p> <ul style="list-style-type: none"> - Holding and releasing <p>Floats and Glides</p> <p>Front Glide for 5 seconds</p> <ul style="list-style-type: none"> - Teach the front float from the front (face to face) supporting the students under the armpits. - Emphasize blowing bubbles - Place one hand on the wall and the other arm on the water. - Place face in the water. - Gently kick off the wall and streamline bringing arms over ears. 	<ul style="list-style-type: none"> - Have students sit on edge or step and move hands and feet in the water. - Have students cup the water in their hands and bring it to their faces "washing Face". - Have students lay on their stomachs and bring their faces to the water slowly and gently. - Have students put their entire face in the water and open their eyes. - Have students opened their eyes under water (Adaptation: have students open their eyes under water to look at a toy or toys in the water.) - Have students hold hands and walk through shallow water. (Adaptive: move toy through the water) - Have students walk through the water without help. - Have students move their arms through water while walking. - Have students blow bubbles into the water in their hands. - Have students blow bubbles into the water in the pool putting more and more of their face into the pool each time. 	<ul style="list-style-type: none"> - Float boards - Goggles - Swimming Suits - Swim caps - Towels etc. 	<ol style="list-style-type: none"> 1. Examine students entering and exiting the water safely. 2. Asses the students putting water on the face, head and body. 3. Assess student's body position and readiness for face submersion. 4. Show proper technique for surface glides with aid of instructor. 5. Show proper technique for front float with assistance from the instructor 6. Assess the proper technique of manipulating the legs and arms for kicking. 7. Assess student's ability to swim 25 yards of

	<p>Back Glide for 5 seconds</p> <ul style="list-style-type: none"> - Students will face and hold the wall in a crouch position. - Place ears in the water. - Bring the knees up and toes pointed. - Squeeze the hips. - Slowly push off the wall onto your back and look up to the sky. <p>Kicking</p> <ul style="list-style-type: none"> - All kicking should be done from the hips. - Toes pointed and upper body relaxed. 	<ul style="list-style-type: none"> - Have student blow big bubbles under water every 20 seconds. - Have students move up and down in and out of the water from a free standing position blowing bubbles and exchanging air (shallow end). - Have students exhale slowly and steadily. - Have students lay on their stomachs in a relaxed manner while supporting them under the armpit. - Students will push off the wall onto their backs for 5 seconds. - Have student's lay on their stomachs with feet against the pool wall. The students will push off gliding through the water while being supported under the armpits. - Have students sit on the edge of the pool with their toes pointed and kick. - Have students hold onto the edge of the pool while laying on their stomachs and practice kicking. 		<p>continuous crawl stroke with roll-to-the back or rotary breathing.</p> <p>8. Assess student's ability to swim underwater.</p>
--	--	---	--	--

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADE 3-4
CONCEPT: SWIMMING

Main goal: Learn skills necessary to perform a variety of physical activities.
To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration and fatigue.

Sub-Goal: To train and prepare for tournaments		GRADE LEVELS						Duration Weeks
		3	4					
Instructional Activities								(Six) Two 30/One 60 Minutes Class Per week
I.1.1	Consistently blowing bubbles in the water	R	R					
I.1.2	Supported floating on the back and front	R	R					
I.1.3	Consistently kick the legs in the water using kick board	R	R					
I.1.4	Consistently bob and blow bubbles in the water	R	R					
I.1.5	Unsupported gliding through the water	R	R					
I.1.6	Treading water consistently without support	R	R					
I.1.7	Knowledgeable about water safety rules and rescue skills	R	R					
I.1.8	Combine arm and kicking action using the front crawl	R	R					
I.1.9	Demonstrate front crawl with breathing to side	R	R					
I.1.10	Perform the front crawl and backstroke without support	R	R					

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADE 3 - 4
CONCEPT: SWIMMING

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE MATERIALS	ASSESSMENT
<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate knowledge of aquatic environment safety and hygiene concerns. - Demonstrate basic safety and hygiene practices. - Demonstrate how to tread water - Describe the proper technique of placing face into water - Open eyes under the water - Demonstrate a Front Float and recovery. - Demonstrate a front Glide and recovery. - Demonstrate a back Glide and recovery. 	<p>Gradual water adaptation</p> <ul style="list-style-type: none"> - Submersion of face into water - Opening eyes under water - Movement in the water <p>Bubbles</p> <ul style="list-style-type: none"> - Blowing bubbles under water. - Bobbing with bubbles and air exchange. <p>Breathing</p> <ul style="list-style-type: none"> - Holding and releasing <p>Floats and Glides</p> <p>Front Glide every 5 seconds</p> <ul style="list-style-type: none"> - Teach the front glide by supporting student's upper body by holding their hands together with one hand and their legs with the other hand. - Teach the front glide (advance) by having student place one 	<p>Read "Swimming," pg. 70-71 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <ul style="list-style-type: none"> - Have students cup the water in their hands and bring it to their faces "washing face". - Have students lie on their stomachs and bring their faces to the water slowly and gently. - Have students put their entire face in the water and open their eyes. - Have student's blow big bubbles under water every 20 seconds. - Have students move up and down in and out of the water from a freestanding position blowing bubbles and exchanging air (shallow end). - Have students hold their hands like a pencil. After which ask the student to take a deep breath and hold it. The student will place their face in the water. - Have advance students place one foot on the pool wall and hold their hands straight and together. 	<p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <p><i>Swim for Ocean Survival Manual</i></p> <ul style="list-style-type: none"> - Float boards - goggles - Swimming Suits - Swim caps - Towels etc. - Swimming pool 	<ol style="list-style-type: none"> 1. Examine students entering and exiting the water safely. 2. Show proper technique for surface glides with aid of instructor. 3. Observe students technique for front float with assistance from the instructor. 4. Assess the proper technique of manipulating the legs and arms for kicking 5. Assess students roll from one side to the other – back to front, front to back with instructors assistance.

<ul style="list-style-type: none"> - Demonstrate front and backward crawl. - Swim 25 yards using the front crawl 	<p>foot on the pool wall and hold their hands together with one hand and their legs with the other hand.</p> <ul style="list-style-type: none"> - Teach back floats by having students raise their stomach to the surface. - Emphasize holding their breath and remaining relaxed. <p>Kicking</p> <ul style="list-style-type: none"> - All kicking should be done from the hips. - Toes pointed and upper body relaxed <p>Crawl Stroke</p> <ul style="list-style-type: none"> - Rollover: Rollover allows the student to get a breath when they run out of air. The student will roll from "front" to "back" on their back with one arm above the surface and then "back" to "front" with one hand sweeping above the body into the air to help the body 	<p>On the instructors signal the student will push off the pool wall and hold their breath while placing their face in the water to perform the glide.</p> <ul style="list-style-type: none"> - Have the students enter the pool holding onto the pool wall with both hands and placing their ears in the water. The instructor will position themselves behind the student and support the student's head with one hand and the lower back with the other hand. The instructor will have the student look back at them and ask the student to raise their stomach to the surface and let go of the wall. - Complete worksheet thirty-two, page 72 from <i>Physical Education Theory Workbook, Grade 4-6</i>. - Have students sit along the edge of the pool with their legs extended and toes pointed. The instructor signal the students will kick as a group for 12 seconds. - Have students enter the pool holding on the edge. The students will lay on their stomach with their legs extended and kick for 12 seconds intervals. - Have students lay on their stomach holding a kick board and practice kicking for 10 yards. - Complete worksheet thirty- 	<p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <p><i>Swim for Ocean Survival Manual</i></p> <ul style="list-style-type: none"> - Float boards - goggles - Swimming Suits - Swim caps - Towels etc. 	<p>6. Assess students' ability to swim 25 yards of continuous crawl stroke with roll-to-the back or rotary breathing.</p> <p>7. Assess student's ability to swim underwater.</p> <p>8. Observe students ability to glide for 10 meters.</p>
--	---	--	--	---

	<p>roll over.</p> <ul style="list-style-type: none"> - Crawl-Arm stroke: Student's arms will enter the water in front of their shoulders; exit by the sweeping outward and upward. - Front Crawl: Students look forward and downward, breaking the water with the top of the forehead. The hips are close to the water surface with little body roll. 	<p>one, page 72 from <i>Physical Education Theory Workbook, Grade 4-6</i>.</p> <ul style="list-style-type: none"> - Have students practice the front crawl by holding onto the pool with both hands. The students will extend their body in the water and begin kicking and blowing their bubbles. On the instructors signal, the students will rotate their bodies to the side to take a deep breath. - Have students practice the front crawl by holding onto the kickboard with both hands. The students will push off and extend their body in the water and begin kicking and blowing their bubbles. On the instructors signal, the students will pull their left arm back in the water, rotate to the side, take a deep breath and the extend the left arm over their head to place it back on the kick board. The student will kick six times before repeating the same action on the right side. -Complete workshop thirty-three, page 74 from Physical Education Theory Workbook, Grade 4-6. -Complete workshop thirty-four, page 75 from Physical Education Theory Workbook, Grade 4-6. 		
--	---	---	--	--

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADE 5 - 6
CONCEPT: SWIMMING

Main goal: Learn skills necessary to perform a variety of physical activities.
To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration and fatigue.

Sub-Goal: To train and prepare for tournaments		GRADE LEVELS						Duration Weeks
		5	6					
Instructional Activities								(Six) 60 Minutes Class Per week
I.1.1	Consistently blowing bubbles in the water	R	R					
I.1.2	Supported floating on the back and front	R	R					
I.1.3	Consistently kick the legs in the water using kick board	R	R					
I.1.4	Consistently bob and blow bubbles in the water	R	R					
I.1.5	Unsupported gliding through the water	R	R					
I.1.6	Treading water consistently without support	R	R					
I.1.7	Knowledgeable about water safety rules and rescue skills	R	R					
I.1.8	Combine arm and kicking action using the front crawl	R	R					
I.1.9	Demonstrate front crawl with breathing to side	R	R					
I.1.10	Perform the front crawl and backstroke without support	R	R					

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
CONCEPT: SWIMMING
GRADE 5 - 6**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	Resource Materials	Assessment
<p>By the end of Grades 3 & 4 students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate how to tread water - Describe the proper technique of placing face into water - Open eyes under the water - Demonstrate a Front Float and recovery. - Demonstrate a front Glide and recovery. - Demonstrate front and backward crawl. - Demonstrate back floats and glide with support under the armpits 	<p>Gradual water adaptation</p> <ul style="list-style-type: none"> - Submersion of face into water - Opening eyes under water - Movement in the water <p>Bubbles</p> <ul style="list-style-type: none"> - Blowing bubbles under water. - Bobbing with bubbles and air exchange. <p>Breathing</p> <ul style="list-style-type: none"> - Holding and releasing <p>Floats and Glides</p> <p>Front Glide every 5 seconds</p> <ul style="list-style-type: none"> - Teach the front float from the front (face to face) supporting the students under the armpits. - Emphasize holding the breath 	<p>Read "Swimming," pg. 70-71 from the <i>Physical Education Theory Workbook, Grade 4-6</i></p> <ul style="list-style-type: none"> - Have students cup the water in their hands and bring it to their faces "washing face". - Have students lie on their stomachs and bring their faces to the water slowly and gently. - Have students put their entire face in the water and open their eyes. - Have student's blow big bubbles under water every 20 seconds. - Have students move up and down in and out of the water from a freestanding position blowing bubbles and exchanging air (shallow end). - Have students hold their hands like a pencil. After which ask the student to take a deep breath and hold it. The student will place their face in the water. - Have advance students place one foot on the pool wall and hold their hands straight and together. On the instructors signal the student will push off the pool wall and hold their breath while placing their face in the water to perform the glide. - Have the students enter the pool holding onto the pool wall with both hands and placing their ears in the water. The 	<p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <p><i>Swim for Ocean Survival Manual</i></p> <ul style="list-style-type: none"> - Float boards - goggles - Swimming Suits - Swim caps - Towels etc.. 	<ol style="list-style-type: none"> 1. Examine students entering and exiting the water safely. 2. Show proper technique for surface glides with aid of instructor. 3. Observe students technique for front float with assistance from the instructor. 4. Assess the proper technique of manipulating the legs and arms for kicking 5. Assess students roll from one side to the other – back to front, front to back with instructors assistance. 6. Assess students' ability to

<ul style="list-style-type: none"> - Demonstrate a front kick and recovery - Demonstrate a dolphin kick and recovery. - Demonstrate front and backward crawl. - Demonstrate the Breast Stroke 	<p>Kicking</p> <ul style="list-style-type: none"> - All kicking should be done from the hips. - Toes pointed and upper body relaxed <p>Crawl Stroke</p> <ul style="list-style-type: none"> - Rollover: Rollover allows the student to get a breath when they run out of air. The student will roll from "front" to "back" on their back with one arm above the surface and then "back" to "front" with one hand sweeping above the body into the air to help the body roll over. - Crawl-Arm stroke: The student's arms will enter the 	<p>instructor will position themselves behind the student and support the student's head with one hand and the lower back with the other hand. The instructor will have the student look back at them and ask the student to raise their stomach to the surface and let go of the wall.</p> <ul style="list-style-type: none"> - Complete worksheet thirty-two, page 72 from <i>Physical Education Theory Workbook, Grade 4-6.</i> - Have students sit along the edge of the pool with their legs extended and toes pointed. The instructor signal the students will kick as a group for 12 seconds. - Have students enter the pool holding on the edge. The students will lay on their stomach with their legs extended and kick for 12 seconds intervals. - Have students lay on their stomach holding a kickboard and practice kicking for 10 yards. - Complete worksheet thirty-one, page 72 from <i>Physical Education Theory Workbook, Grade 4-6.</i> - Have students practice the front crawl by holding onto the pool with both hands. The students will extend their body in the water and begin kicking and blowing their bubbles. On the instructors signal, the students will rotate their bodies to the side to take a deep breath. - Have students practice the front crawl by holding onto the kickboard with both hands. The students will push off and extend their body in the water and begin kicking and blowing their bubbles. On the instructors signal, the students will pull their left arm back in the water, rotate to the side, take a deep breath and the extend the left arm over their head to place it back on the kick board. 		<p>swim 25 yards of continuous crawl stroke with roll-to-the back or rotary breathing.</p> <p>7. Assess student's ability to swim underwater.</p> <p>8. Observe students ability to glide for 10 meters.</p> <p>9. Assess student's ability to perform the basic strokes for 10 meters.</p>
---	--	---	--	---

	<p>water in front of their shoulders; exit by sweeping outward and upward.</p> <p>- Front Crawl: Students look forward and downward, breaking the water with the top of the forehead. The hips are close to the water surface with little body roll.</p> <p>Back Stroke</p> <p>- Have students backstroke 10 meters</p> <p>Breast Stroke</p> <p>- Have students breaststroke 10 meters</p>	<p>The student will kick six times before repeating the same action on the right side.</p> <p>-Complete workshop thirty-three, page 74 from Physical Education Theory Workbook, Grade 4-6.</p> <p>-Complete workshop thirty-four, page 75 from Physical Education Theory Workbook, Grade 4-6.</p> <p>- Have the students enter the pool holding onto the pool wall with both hands and placing their ears in the water. The instructor will give the student a kickboard. The instructor will position themselves behind the student and support the student's head with one hand and the lower back with the other hand. The instructor will have the student look back at them and ask the student to raise their stomach to the surface and let go of the wall. The instructor will have the student continuously kick.</p> <p>- Students will perform the stroke again without the kickboard and using their hands. The instructor will inform the student that when one the right hand is close to the ear, the left hand is close to hips. The instructor will have the student kick continuously.</p> <p>- Have students lie on their stomachs holding a kickboard. The students will push off the edge of the pool with their foot and then pull both legs forward and then kick. (advance students can do the stroke without the kickboard to where they will use both hand at the same time starting from in front of the head "parting" the water and ending under the chest and bring the hands back together again in front of</p>		
--	--	---	--	--

the head.

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
BASEBALL
GRADES 3 - 4**

Main goal: Learn skills necessary to perform a variety of Physical activities.

To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration and fatigue.

STANDARD	1. Demonstrate competency and proficiency in movement forms
STANDARD	2. Apply movement concepts and principles to the learning and development of motor skills
STANDARD	3. Display responsible personal and social behaviors in physical activity settings
STANDARD	4. Understand that physical activity provides opportunity for enjoyment, challenge, self-expression and social interaction.

Sub-Goal: To train and prepare for tournaments		GRADE LEVELS						Duration Weeks
		3	4					
Instructional Activities								(Six) Two 30/One 60 Minutes Class Per week
I.I.1	Toss a ball and catch it before it bounces	I	R					
I.I.2	Demonstrate the difference between an overhand and underhand throw	I	R					
I.I.3	Throw a ball hard demonstrating the overhand techniques, a side orientation and an underhand position.	I	R					
I.I.4	Catch a gently thrown ball using proper hand positions,	I	R					
I.I.5	Consistently strike a ball with a bat from a tee or cone using the correct grip and side orientation	I	R					
I.I.6	Consistently strike a softly thrown ball with a bat demonstrating appreciate grip, side to the target	I	R					
I.I.7	Throw, catch and kick using matured motor pattern.	I	R					
I.I.8	Select and categorize socialized equipment used for participation in a variety of activities	I	R					
I.I.9	Recognize fundamental components and strategies used in simple games and activities	I	R					
I.I.10	Identify ways in which movement concepts can be used to refine movement skills	I	R					
I.I.11	Throw a variety of objects demonstrating both accuracy and distance	I	R					

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 3 & 4 UNIT
BASEBALL**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/ MATERIALS	ASSESSMENT
<p>By the end of Grades 3 & 4 students will be able to:</p> <ul style="list-style-type: none"> - Catch a self-tossed yarn ball. - Catch a softly thrown ball at different heights. - Catch a ball thrown softly at different places around the body. - Throw a variety of objects using an underhand and overhand motion. - Throw as far as possible using an underhand motion. - Strike a small playground ball using the hand or lightweight bat. - Throw a variety of objects to a target area using an overhand motion. - Throw, using an overhand-throw so 	<p>Catching and throwing</p> <ul style="list-style-type: none"> - Underhand throw – toss ball with strongest hand. - Overhand throw – side of body to target, swing arm down, back and up, step with the opposite foot. <p>Catching</p> <ul style="list-style-type: none"> - Thumbs together catch ball above the waist. Pinkies together for balls below the waist. - Reach out to the ball. Catch the ball into the glove. Open end of glove turned in the direction of the ball. <p>Batting</p> <ul style="list-style-type: none"> - Toe in front, side to the target. Shake hands with the bat, your strongest hand on top. - Stand bats length away from the tee. - Stand body sideways to pitcher and step in direction of pitcher 	<p>Have students work in small groups tossing and catching a ball.</p> <p>Students practice throwing and catching by themselves in self-space. Challenge them to clap one, two, or three times before they catch the ball. Twist around and catch or add some other movement e.g. bending on right knee or left knee etc.</p> <p>Challenge students to throw a ball up and catch it at a high, medium or low level.</p> <p>In small groups students practice batting the ball off the Tee with a lightweight bat, while the students practice fielding the ball; rotate to allow each child to hit and field the ball.</p> <p>Set up stations for throwing and catching – focus on the overhand throw.</p> <p>Children discuss the sequence of correct throwing technique.</p>	<p><i>Dynamics of Physical Education</i></p> <p><i>Official Baseball Rules 1996 Edition</i></p> <ul style="list-style-type: none"> - Baseball diamond - Bats - Baseballs - Baseball gloves - Baseball helmets - Bases - Face Mask - Chest protector - Leg Guards - Cones - Mits - Pitcher’s mound 	<p>1. Assess students throwing the ball overhead and underhand to a partner</p> <p>2. Critique batting and catching technique</p> <p>3. Evaluate students’ knowledge of the game using video clipping</p> <p>Skill Test</p>

<p>that the ball travels to different distances.</p> <ul style="list-style-type: none"> - Catch a ball tossed by themselves or by others at different levels. - Move in different directions to catch a ball thrown by a partner. - Pitch a baseball - Field ground balls - Catch fly balls. - Strike a softly pitched ball as far as possible with lightweight bat. 	<p>when attempting to hit the ball.</p> <p>Overhand throw</p> <ul style="list-style-type: none"> - Side of the body to target, swing arm forward and step toward the target with opposite foot. <p>Level Swing</p> <ul style="list-style-type: none"> - Pitching – begin with both feet on mound. Lift knee closest to plate and pitch ball forward. 	<p>Children catch with baseball gloves.</p> <p>Catch low balls and high balls – pay attention to the changing positioning of the glove.</p> <p>Bat ball of a “T” and slowly pitched from the mound.</p>		
--	--	---	--	--

**PRIMARY PHYSICAL EDUCATION
BASEBALL
SKILL TEST
GRADES 3 & 4**

SKILL TEST

Overhand Toss

Children are given a target to hit. They pay attention to proper arm rotation and stepping forward with the opposite foot.

CATCHING

Children catch in pairs and pay attention to proper catching techniques. Thumbs together on high balls and “pinkies” touching on low balls.

Test for speed and accuracy

Catch in pairs; if the ball drops, the pair is out.

The last team catching the ball (out) is the winning team.

Base Running: Running from home plate to 1st base; Time Run

HITTING

Children hit off a ‘Tee’

Proper grip with dominating hand on top – step toward the target.

Each student will hit four fair balls; award points for each fair ball.

PITCHING

Short distance pitching with a tennis or other light weight ball.

Children hit a circular target. Vary the size of the targets and award points for the number of targets hit.

The smaller the target, the higher the points scored.

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
BASEBALL
GRADES 5 & 6**

STANDARD 1: Understands that physical activity provides opportunities for enjoyment, challenges, self-expression, and social interaction.

GENERAL OBJECTIVES: Learn skills necessary to perform a variety of Physical activities.

To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration and fatigue.

Concept: Baseball

Sub-Goal: To train and prepare for tournaments		GRADE LEVELS						Duration Weeks
Instructional Activities						5	6	(Six) One 60 Minutes Class Per week
I.I.1	Toss a ball and catch it before it bounces once.					R	R	
I.I.2	Demonstrate the difference between an overhand and underhand throw					R	R	
I.I.3	Throw a ball hard demonstrating the overhand techniques, a side orientation and an underhand position.					R	R	
I.I.4	Catch a gently thrown ball using proper hand positions,					R	R	
I.I.5	Consistently strike a ball with a bat from a tee or cone using a correct grip and (side orientation) proper stance					R	R	
I.I.6	Strike a softly thrown ball with a bat demonstrating appropriate grip, side to the target					R	R	
I.I.7	Throw, catch and kick using matured motor pattern.					R	R	
I.I.8	Select and categorize socialized equipment used for participation in a variety of activities					R	R	
I.I.9	Recognize fundamental components and strategies used in simple games and activities					R	R	
I.I.10	Identify ways in which movement concepts can be used to refine movement skills					R	R	
I.I.11	Throw a variety of objects demonstrating both accuracy and distance					R	R	

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
BASEBALL
GRADES 5 & 6 UNIT

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/ MATERIALS	ASSESSMENT
<p>By the end of Grades 5 & 6 students will be able to:</p> <ul style="list-style-type: none"> - Throw to a partner using - Catch a ball while moving toward a specific area. - Strike a pitched ball using a bat. - Strike a ball with a bat using both strong and light force. - Pitch a baseball - Field ground balls - Run to bases. 	<p>Throwing and Catching</p> <ul style="list-style-type: none"> - Overhand throw – side of body to target – swing arm forward and follow through – step with opposite foot. <p>Catching</p> <ul style="list-style-type: none"> - Reach out to the ball; catch the ball into the glove. Open end of glove turned in the direction of the ball. - Glove facing forward at all times <p>Batting</p> <ul style="list-style-type: none"> - Shake hands grip. Strongest hand on top – Stand sideways to the pitcher – step toward to the pitcher as you swing. <p>Pitching</p> <ul style="list-style-type: none"> - Over-arm toss: begin with both feet on mound. Lift knee closer to plate and toss ball forward. 	<p>Set up stations for throwing and catching – focus on the overhand throwing.</p> <p>Have students catching high, low, fast and slow balls. Students move in different positions to catch the ball.</p> <p>Children catch with baseball gloves.</p> <p>Students hit ball of a ‘T’ and balls that are pitched.</p> <p>Emphasize level swinging.</p> <p>All students get a chance to pitch from a short distance then longer distance</p>	<p><i>Dynamics of Physical Education</i></p> <p><i>Official Baseball Rules 1996 Edition</i></p> <ul style="list-style-type: none"> - Baseball diamond - Bats - Baseballs - Baseball gloves - Baseball helmets - Bases - Face Mask - Chest protector - Leg Guards - Cones - Mits - Pitcher’s mound 	<ol style="list-style-type: none"> 1. Assess students throwing the ball overhead and underhand to a partner 2. Critique batting and catching technique 3. Evaluate students’ knowledge of the game using video clipping 4. Observe students techniques and knowledge in game mode <p>Skill Test</p>

PRIMARY PHYSICAL EDUCATION
BASEBALL SKILL TEST
GRADES 5 & 6

SKILL TEST

THROWING AND CATCHING

Children throw and catch in groups and pairs, first using softer balls and without gloves.

As competence increases they use the baseball and the gloves.

Children throw at a target; points are given for hitting target.

BATTING

Children hit from a batting “Tee” and pitched balls. Points are given for (fair ball hit) balls hit in fair territory.

PITCHING

Each child is given a chance to throw 2 or 3 pitches at a target. Eliminate persons who miss the target until there is one official winner.

BASE RUNNING

Running from home plate to home plate, students must touch each base; a five second penalty is added to total time for each missed base – timed run.

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE CHART
GRADES 3 - 4
CRICKET**

STANDARD 1 Demonstrates Competency in many movement forms and proficiency in a few movement forms.

STANDARD 2 Applies movement concepts and principles to the learning and development of motor skills.

STANDARD 5 Demonstrates responsible personal and social behavior in physical activity settings.

STANDARD 7 Understands that physical activity provides opportunities for enjoyment, challenge, and social interaction

GENERAL OBJECTIVE: learn skills necessary to perform a variety of physical activities. To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement		GRADE LEVELS						Duration weeks	
									CONCEPT: CRICKET SUB-GOAL: To train and prepare for tournaments.
INSTRUCTIONAL OBJECTIVES		1	2						
I.I.1	Throw a ball hard demonstrating the overhand techniques, a side orientation, and an underhand position.	I	R					(Six) Two 30 /One 60 Minute Classes Per week	
I.I.2	Consistently strike a ball with a bat using correct grip and slide orientation	I	R						
I.I.3	Consistently strike a softly thrown ball with a bat or paddle demonstrating appropriate grip, side to the target.	I	R						
I.I.4	Throw a variety of objects demonstrating both accuracy and distance.	I	R						
I.I.5	Consistently strike a ball using a bat so that it travels in an intended direction and height.	I	R						

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADE 1 & 2**

STRAND 3: CRICKET

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities.

To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement

STANDARD 1 Demonstrates Competency in many movement forms and proficiency in a few movement forms.

STANDARD 2 Applies movement concepts to the learning and development of motor skills.

STANDARD 5 Demonstrates responsible personal and social behavior in physical activity settings.

STANDARD 7 Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

SUB- GOAL: To train and prepare for tournaments.

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/ MATERIALS	ASSESSMENT
<p>By the end of Grades 1& 2 students should be able to:-</p> <ul style="list-style-type: none"> - Throw a cricket ball - Catch a softly thrown cricket ball - Field the cricket ball in various positions - Bowl a cricket ball – using an underarm motion. 	<p>Throwing: Use the arm as a guide as you throw the ball over the right shoulder towards a fielder, wicket keeper and the stumps. Opposite action for left hander. Step with foot opposite to the throwing hand. Throw the ball waist high to the receiver.</p> <p>Catching Observe the ball from above the head into the cupped shaped hands; close the hands on contact and pull it towards the body.</p> <p>Bowling Step forward with opposite foot and hand as you bring the ball from waist level with a straight hand and release just above the shoulder level. Bowl to hit the stumps.</p> <p>Fielding When fielding a rolling ball kneel with one</p>	<p>Read “Cricket” page 65 from the <i>Physical Education Theory Workbook, Grade 4-6.</i></p> <ul style="list-style-type: none"> - Bowl the ball and hit solid objects, e.g. block of wood, skittles, square of cardboard - Kick the ball to protect the skittles from the ball by kicking it. - Children run designated distances from box to box known as a safe zone. First on command and secondly to avoid being tagged with a soft sponge ball e.g. Children are divided into two teams. The first team is divided into the two boxes. The second team is scattered around the designated play area. The team in one of the boxes throws the ball anywhere into the play area; the children must run from one box to the other without being tagged with the ball. - Children hit a playground ball with fist or hand and run to safe zone before being tagged with the ball. 	<p>Physical Education Theory Workbook, Grade 4-6</p> <ul style="list-style-type: none"> - Kwik Cricket Resource Guide - Kwik Cricket balls - Tennis balls - Cones - Wickets 	<p>Observe students bowling one over (6 or 8 consecutive balls)</p> <p>Assess students’ knowledge using video clippings</p> <p>Evaluate students’ knowledge through research, pg. 67 from Physical Education Theory Workbooks, Grade 4-6.</p>

	<p>knee on the ground and the other at right angle to help block the ball. Hands are cupped together in contact with the ground to get the ball effectively.</p>	<ul style="list-style-type: none"> - Children run predetermined distances while picking up a small ball e.g. scatter balls over play area one ball before reaching the finish. - Children run and pick-up ball and toss it through an opening e.g. through a tire or loop. - Complete worksheet twenty-nine, pg. 68 from <i>Physical Education Theory Workbook, Grade 4-6</i>. 	<ul style="list-style-type: none"> - Gloves 	<p>Assess students' knowledge, skills and technique through game play</p>
--	--	---	--	---

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE CHART
GRADES 3-4
CRICKET**

STANDARD 1 Demonstrates Competency in many movement forms and proficiency in a few movement forms.

STANDARD 2 Applies movement concepts to the learning and development of motor skills.

STANDARD 5 Demonstrates responsible personal and social behavior in physical activity settings.

STANDARD 7 Understands that physical activity provides opportunities for enjoyment, challenge, and social interaction.

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities. To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement.		GRADE LEVELS					Duration weeks
INSTRUCTIONAL OBJECTIVES		1	2				
	Throw a ball hard demonstrating the overhand techniques, a side orientation, and an underhand position.	R	R				Two 30/One 60 Minutes Class Per week
	Consistently strike a ball with a bat using correct grip.	R	R				
	Consistently strike a softly thrown ball with a bat or paddle demonstrating appropriate grip.	R	R				
	Throw a variety of objects demonstrating both accuracy and distance.	R	R				
	Consistently strike a ball using a bat so that it travels in an intended direction and height.	R	R				

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE CHART
GRADES 5-6
CRICKET**

STANDARD 1 Demonstrates Competency in many movement forms and proficiency in a few movement forms.

STANDARD 2 Applies movement concepts to the learning and development of motor skills.

STANDARD 3 Demonstrates responsible personal and social behavior in physical activity settings.

STANDARD 4 Understands that physical activity provides opportunities for enjoyment, challenge and social interaction.

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities. To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement.		GRADE LEVELS					Duration weeks
CONCEPT: CRICKET SUB-GOAL: To train and prepare for tournaments.							
INSTRUCTIONAL OBJECTIVES		5	6				
I.1.1	Demonstrating the overhand techniques, a side orientation, and an underhand position.	R	A				(Six) One 60 Minutes Class Per week
I.1.2	Consistently strike a ball with a bat using correct grip and side orientation	R	R				
I.1.3	Consistently strike a softly thrown ball with a bat or paddle demonstrating appropriate grip.	R	A				
I.1.4	Throw a variety of objects demonstrating both accuracy and distance.	R	R				
I.1.5	Consistently strike a ball using a bat so that it travels in an intended direction and height.	R	R				

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADE 5 & 6**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCES/ MATERIALS	ASSESSMENT
<p>By the end of Grades 5 & 6 students should be able to:-</p> <ul style="list-style-type: none"> - Throw a cricket ball - Catch a softly thrown cricket ball - Bowl a cricket ball - Field the cricket ball in various positions - Bowl a cricket ball (in various positions) changing speeds. - Bat a cricket ball - Become familiar with wicket keeping skills. - Run between the wickets. 	<p>Throwing: Use the arm as a guide as you throw the ball over the right shoulder towards a fielder, wicket keeper and the stumps. Opposite action for left hander. Step with foot opposite to the throwing hand. Throw the ball waist height to the receiver.</p> <p>Catching Observe the ball from above the head into the cupped shaped hands close the hands on contact and pull it towards the body.</p> <p>Bowling Step forward with opposite foot and hand as you bring the ball from waist level with a straight hand and release just above the shoulder level. Bowl to hit the stumps.</p> <p>Fielding When fielding a rolling ball kneel with one knee on the ground and the other at right angle to help block the ball. Hands are cupped together in contact with the ground to get the ball effectively. When running to field the ball, if one cannot get to the proper fielding position, use the foot to stop the ball from reaching the boundary for extra runs. Never step over the boundary when catching a ball or the opposing team will get the extra runs.</p>	<ul style="list-style-type: none"> - Children run designated distances from box to box known as a safe zone. First on command and secondly to avoid being tagged with a soft sponge ball e.g. Children are divided into two teams. The first team is divided into the two boxes. The second team is scattered around the designated play area. The team in one of the boxes throws the ball anywhere into the play area; the children must run from one box to the other without being tagged with the ball. - Divide class into smaller groups and practice skills at various stations as listed below. <ol style="list-style-type: none"> 1. Bowling 2. Batting 3. Wicket keeping 4. Running, 5. Fielding, 6. Throwing and wicket keeping; scoring 	<p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <ul style="list-style-type: none"> - Kwik Cricket Resource Guide - Kwik Cricket balls - Tennis balls - Cones - Wickets - Gloves - Batting pad - Head gear 	<p>Observe students bowling one over (6 or 8 consecutive balls)</p> <p>Assess students knowledge using video clippings</p> <p>Evaluate student's knowledge through research, pg. 67 from Physical Education Theory Workbooks, Grade 4-6.</p> <p>Assess students' knowledge, skills and technique through game play</p>

<ul style="list-style-type: none"> - Use the protective gears effectively. - Score the game of cricket. - Know the boundaries - Understand the ways to get outs during play. 	<p>Batting Stand with feet shoulder width apart gripping the handle of the bat. If you can't swing the bats, block the ball with the bat. Always wear protective mitts, leg pads, cups and if necessary a helmet to prevent injuries while batting.</p> <p>Running between the wickets As a batter hits the ball and it appears that a run can be made, he runs to the opposite end sliding his bat into the crease, as does his partner. After hitting the ball the batter must keep the bat in his hand while running between the wickets, the bat must be grounded as he reaches the crease at the opposite end until the foot reaches the crease</p> <p>Wicket Keeping The wicket keeper must always wear appropriate pads and gloves to prevent the balls not hit by the batters passing him to go for runs. Catches all balls he can get to within his range. Stumps the batter out should he be out the crease as he receives the ball in the rear of the stumps.</p> <p>Scoring A run is scored when both batters cross over and reach the opposite crease before a fielded ball is thrown and hits the stumps. You may score more than one run when running. This depends upon the amount of times the batters cross over and reach their crease successfully.</p>	<ul style="list-style-type: none"> - Complete worksheet thirty, pg. 69 from "Physical Education Theory Workbook, Grade 4-6." 	<p><i>Physical Education Theory Workbook, Grade 4-6</i></p> <ul style="list-style-type: none"> - Cricket balls - Cones - Wickets - Bats - Gloves - Batting pad - Head gear 	<p>Observe students bowling one over (6 or 8 consecutive balls)</p> <p>Assess students knowledge using video clippings</p> <p>Evaluate student's knowledge through research, pg. 67 from Physical Education Theory Workbooks, Grade 4-6.</p> <p>Assess students' knowledge, skills and technique through game play</p>
--	--	---	---	--

	<p>Should a ball be hit and rolls along the ground to the boundary before being fielded or even if it comes in contact with the fielder and rolls there, this is scored as four runs and there is no need to run.</p> <p>Should a ball be hit and makes no contact with the ground before going in the back boundary, it is scored six runs.</p> <p>Extra runs:</p> <p>If a bowler's front foot lands in front of the crease as he delivers a ball, it is called a "no" ball and scored as one, four or six as hit by the batter.</p> <p>Should a bowler deliver a ball out of the batter's range, it is called a wide ball and can be scored as one run or four runs should it reach the boundary.</p> <p>Byes</p> <p>If a ball is bowled, the batter makes a play, misses it and it passes the wicket keeper, the batter can run for as many runs as possible; should it not hit the boundary, it can only be scored as four runs.</p> <p>Leg Byes</p> <p>Should the ball hit the batter's pad while he attempts to hit it, he and his partner may run as many runs as possible, providing it does not hit the boundary to be scored as four runs.</p> <p>Placing the ball when batting, the batter has the option to hit the ball in any direction. He</p>			<p>Observe students bowling one over (6 or 8 consecutive balls)</p> <p>Assess students knowledge using video clippings</p> <p>Evaluate student's knowledge through research, pg. 67 from Physical Education Theory Workbooks, Grade 4-6.</p> <p>Assess students' knowledge, skills and technique through game play</p>
--	--	--	--	--

	<p>pivots and steps in the direction in which he wants the ball to travel. The bat must also be swinging in the same direction.</p> <p>Throwing with accuracy now becomes important. The fielder must deliver the fielded ball to the nearest point to ensure a stamp out of an incoming runner.</p>			<p>Observe students bowling one over (6 or 8 consecutive balls)</p> <p>Assess students knowledge using video clippings</p> <p>Evaluate student's knowledge through research, pg. 67 from Physical Education Theory Workbooks, Grade 4-6.</p> <p>Assess students' knowledge, skills and technique through game play</p>
--	--	--	--	--

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
MINI TENNIS
GRADES 3 -4

- STANDARD 1** Demonstrates Competency in many movement forms and proficiency in a few movement forms.
STANDARD 2 Applies movement concepts and principles to the learning and development of motor skills.
STANDARD 5 Demonstrates responsible personal and social behavior in physical activity settings.
STANDARD 7 Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities. To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement		GRADE LEVELS		Duration Weeks	
CONCEPT: Mini Tennis		3	4	(Six) Two 30/ One 60 Minutes Class Per week	
SUB-GOAL- 1.I: To learn Basic Tennis skills for Life.					
INSTRUCTIONAL OBJECTIVES					
1.I.1	Continuously strike a ball to a wall or partner with a paddle, using forehand and backhand strokes.	I	R		
1.I.2	Select and categorize specified equipment used for participation in a variety of activities.	I	R		
1.I.3	Consistently strike a softly thrown ball with a bat or paddle demonstrating appropriate grip, side to the target.	I	R		
1.I.4	Travel changing speeds and directions.	I	R		
1.I.5	Strike a ball repeatedly with a paddle.	I	R		

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
MINI TENNIS
GRADES 3 & 4**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE MATERIALS	ASSESSMENT
<p>By the end of Grades 1 & 2 students should be able to:</p> <ul style="list-style-type: none"> - Hit a light weight tennis ball upward with a paddle. - Continuously hit a light weight ball upward 10 times using a paddle. - Bounce then hit a lightweight ball 10 times over a net/rope. - Throw the ball in the air and catch with both hands and one hand. 	<p>Techniques</p> <ol style="list-style-type: none"> a. Shake hands with the paddle b. Keep a firm wrist c. Watch the ball d. Paddle back quickly e. Make contact after the bounce <p>Ground Strokes Hit after the bounce</p> <ol style="list-style-type: none"> 2. Forehand 3. Turn hips and shoulders to target 4. Take paddle back 5. Keep a firm Wrist <p>Backhand</p> <ol style="list-style-type: none"> a. Turn hips and shoulders sideways to the net. b. Feet adjust sideways c. Weight transfers forward. 	<p>Read "Tennis" pg. 57 from Physical Education Theory Workbook, Grade 4-6.</p> <ul style="list-style-type: none"> - Grip the racket in one hand. - Grip the racket in other hand - Grip the racket in both hands. - Hold a ball on racket and move around the area. - Roll the ball with racket. - Bounce ball downward with racket. - Bounce ball upward with racket. - Bounce ball upward, use alternate faces of racket. - Toss ball to partner who bumps it back. - Bump ball back and forth over net with partner. - Complete worksheet twenty-six, p. 61 from <i>Physical Education Theory Workbook, Grade 4-6.</i> 	<p>Physical Education Theory Workbook, Grade 4-6.</p> <ul style="list-style-type: none"> - Foam tennis balls - paddles/rackets - net/rope - court - whistle - cones 	<p>Observe students tossing the ball, and hitting it forward to partner.</p> <p>Critique students' knowledge of the game using video clippings.</p> <p>Assess student's ability to toss a ball, and hit it forward to target.</p> <p>Assess student's ability to perform the forehand, backhand swings.</p> <p>Observe students hitting the ball back court.</p> <p>Compare and contrast the sport using worksheet twenty-eight, p. 64 from Physical Education Workbook, Grade 4-6.</p>

PRIMARY PHYSICAL EDUCATION
SCOPE AND SEQUENCE
MINI TENNIS GRADES 5 - 6

- STANDARD 1** Demonstrates Competency in many movement forms and proficiency in a few movement forms.
STANDARD 2 Applies movement concepts and principles to the learning and development of motor skills.
STANDARD 5 Demonstrates responsible personal and social behavior in physical activity settings.
STANDARD 7 Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

GENERAL OBJECTIVE: Learn skills necessary to perform a variety of physical activities. To display good sportsmanship and good attitudes while maintaining emotional stability through physical release from frustration, fatigue and confinement		GRADE LEVELS					Duration Weeks	
		5	6					
CONCEPT: Mini Tennis							(Six) One 60 Minutes Class Per week	
SUB-GOAL- 1.1: To learn Basic Tennis skills for Life. 1.2: To train and prepare for tournaments								
INSTRUCTIONAL OBJECTIVES								
I.1.1	Continuously strike a ball to a wall or partner with a paddle, using forehand and backhand strokes.	R	R					
I.1.2	Select and categorize specified equipment used for participation in a variety of activities.	R	R					
I.1.3	Consistently strike a softly thrown ball with a bat or paddle demonstrating appropriate grip, side to the target.	R	R					
I.1.4	Travel changing speeds and directions.	R	R					
I.1.5	Strike a ball repeatedly with a paddle.	R	R					

Key to chart: I = Introductory Skill. R = Reinforcement Skill. A = Advanced Skill

**PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 5 & 6**

OBJECTIVES	CONTENT/KNOWLEDGE	ACTIVITIES	RESOURCE MATERIALS	ASSESSMENT
<p>By the end of 3rd and 4th grade the student should be able to:</p> <ul style="list-style-type: none"> - Hit a returned ball with a paddle or Junior racket using a forehand stroke. - Hit a gently tossed ball from a partner using a backhand stroke. - Repeatedly hit a return ball from a wall using a backhand motion. - Hit a self-propelled ball with a racket over a net to various designated area using the forehand stroke. - Use Forehand/Backhand strokes to rally the ball over a net with a partner. 	<p>Ground Strokes The ready position</p> <p>1. Forehand</p> <ul style="list-style-type: none"> - The shoulder turn and backswing - The forehand swing - The follow through <p>2. Backhand Ready position</p> <ul style="list-style-type: none"> - The shoulder turn backswing - The foreword swing and contract point - The follow through <p>3. Volley</p> <ul style="list-style-type: none"> - Hit before the bounce - Forehand (the Preparation, The Contact - Backhand (The Preparation, The Contact/Follow Through <p>4 Serve</p> <ul style="list-style-type: none"> - To put the ball in play - The ready position/Stance - Backswing and Toss - Contact point - The Follow Through 	<p>Read "Tennis" p. 57 from Physical Education Theory Workbook, Grade 4-6.</p> <ul style="list-style-type: none"> - Set up a net about 3ft. high - Have children hit balls toward cones in the center of the court, cross court and down the line. - Use Forehand/backhand stroke to hit a gently thrown ball cross court. - Challenge children to hit balls with their rackets to the service line baseline. - Complete worksheet twenty-eight, pg. 64 from Physical Education Theory Workbook, Grade 4-6. - Complete worksheet twenty-seven, pg. 63 from Physical Education Theory Workbook, Grade 4-6. 	<ul style="list-style-type: none"> - Jr. Rackets - Tennis balls - Hula hoops - Wall space - Cones - Tennis ball Cans 	<p>Assess students on skills taught in the unit during class.</p> <ul style="list-style-type: none"> - Observe students hitting 5 Forehands over the net from the service line. - Evaluate student's backhand technique as they hit 5 backhands over the net from the service line. - Observe students technique as they hit 3 forehand volleys back to coach. - Evaluate student's technique as they hit 3 backhand volleys back to coach. - Evaluate students as the hit 3 serves into the deuce box. - Assess student

		<p>Games</p> <ul style="list-style-type: none"> - Wall Rally Relay - Hula tennis - Clean up your room - History drill - Knock it off 		<p>knowledge through “Research Activity” p. 62 from Physical Education Theory Workbook, Grade 4-6</p> <ul style="list-style-type: none"> - Evaluate student skills in game play
--	--	--	--	---

PRIMARY PHYSICAL EDUCATION
CURRICULUM GUIDELINES
MINI TENNIS SKILL TEST
GRADES 3 - 4

TENNIS

- Gripping the Racket** - Students will be asked to demonstrate how to hold the racket when not being used; explain why.
- Ready Position** - Students will be asked to demonstrate the ready position.
- Strokes** - Students will be asked to demonstrate the backhand and forehand stroke
- Volleying, Overhead, Forehand, Backhand, Service
- Serving** - Students will be asked to demonstrate the serve. They will be given five (5) chances to serve a ball into the service box.
- Serving for Accuracy** - A line is drawn parallel to the net through the middle of the court. Cones or chairs may be used as targets if a tennis court is not available.

GLOSSARY

SOCCER

Boundary	Area of Play
Center Circle	Area of the field where the ball is placed to start the game and after a goal is scored.
Control Dribble	Using your feet to dribble the ball close to the body.
Corner Kick	Kicking the ball from a corner of the field.
Direct Kick	Ball can be kicked directly to the goal.
Dribbling	Moving the ball around with the feet.
Goal	Goal is scored when the ball is kicked into the goal net; also the place where the ball is kicked to score
Goal Circle	An Area where the ball can be kicked from after a penalty.
Goal Keeper	Only player allowed touching the ball with their hands during the game.
Goal Net	Where the goalkeeper defend.
Half-time	Teams rest after the first half of the game. The point in a match where half of the game time has expired.
Handball	Touching the ball with any part of your arm.
Heading	Using your head to hit the ball.
Indirect Free-Kick	A ball that is kicked to a teammate.
In Step Kick	A kick using the lace part of your tennis shoes to kick the ball.
Inside of Foot Kick	A kick using the inner part of your foot to kick the ball.

Mark	A term for guarding
Outside of foot kick	A kick using the outer part of the foot to kick the ball
Pass	Kicking the ball to a teammate
Penalty	A kick awarded in the penalty area
Penalty Kick	A kick that is awarded after a penalty.
Speed Dribbling	Pushing the ball with your feet quickly.
Striker	The best shooter or scorer on the team.
Sweeper	The final defender in front of the goalkeeper.
Tackle	Taking the ball away from an offensive player.
Trapping	Stopping the ball.
Tripping	Using your feet to stop a player.
Throw-In	Putting the ball back into play when it goes out of bounds.

BASKETBALL

Assist	Passing the ball to another player who scores.
Bounce Pass	Type of pass that requires bouncing the ball to a teammate.
Center	A position on the court that is usually the tallest player on the team.
Center of Circle	The center of the court, where the jump ball takes place.
Chest Pass	a type of pass that is thrown from one player's chest to another.
Charge	An offensive foul.
Dribble	Using your hands to bounce the ball.
Dead Ball	Called after a violation has taken place.
Defense	Stopping a team from scoring
Dunk	This is a type of shot
Double Dribble	Restarting the dribble after the initial stop.
Field Goal	Shot made from anywhere on the court during play.
Free Shot	Taken after a foul.
Flagrant Foul	Called when players fight
Foul	Where a player intentionally fouls with intent to hurt another player
Forward	A position of a player on the team. There are usually two of them, small forward or power forward.

Guard	A position on a basketball team. There are usually two of them, a shooting guard or point guard.
Hoop	Another name for the basket
Jump Ball	Done at the beginning of a basketball game to put the ball into play.
Lay-Up-shot	A type of technique where the ball is thrown into the backboard.
Offense	The team that has the ball is the offensive team.
Overhead Pass	A type of pass that requires the use of both hands to throw the ball overhead to a teammate.
Pass	Throwing the ball to a teammate.
Personal Foul	A foul charged against the offender.
Pivoting	Moving around while one foot remains in contact with the ground.
Point	A score give to a team when the ball goes in the rim.
Referee	The person who controls the game.
Substitute	Changing of a player for another player
Steal	Taking the ball away from an offensive player
Shooter	The player that shoots the ball in attempt to score a basket.
Team	A group of people joining together to play as one
Technical Foul	A term made when a team has six or more players on the court; or inappropriate behavior during the game.
Team Foul	Charge against the team
Time Out	A call that is made by a coach to stop the game play.

Turnover	This is when the offensive team makes an error and loses the ball.
Traveling	Taking two or more steps without dribbling the ball.
Three-Pointer	This is a shot made from behind the three point line.
Man-to-Man	This is a type of defense where every player guards another player from the opposite team.
Point Guard	The play maker of the team.
Sidelines	The long outer lines use to inbound the basketball.

Soccer Terms

Dribbling	Moving the soccer ball around with the feet.
Passing	Kicking the soccer ball to a teammate
Tackling	Taking the ball away from an offensive player.
Running	Transitioning the soccer ball up and down the field
Heading	Using the to hit or play the soccer
Trapping	Using the feet, chest or thigh to stop the ball
Indirect Free Kick	The ball must be kicked to a teammate to start the game
Direct Kick	The ball can be kicked directly into the goal
Penalty Kick	Is awarded after a penalty
Goal Kick	This kick is taken by the goalkeeper to inbound the ball

Corner Kick	Taken from the corner of the field to inbound the ball or score
Throw In	Inbounding the soccer ball from the sideline.
Goalkeeper	The only player allowed to use their hands in the goal area.
Defenders	Positioned directly in front of the goalkeeper to oppose potential scoring
Midfielders	These players link the defense and the attackers on the soccer team
Forwards	The primary job is to score and create opportunities for the team to score

Track and Field

Baton	Equipment used to pass to runners during a relay
Long Jump	A horizontal jump
High Jump	A vertical jump
Sprints	Short fast races
Stopwatch	Used to time events
Javelin	A spear like equipment to be thrown for distance
Shot Putt	A round steal ball used to be putted for distance
Distance Races	Longer races ran for distance
Measuring Tapes	Used to measure jumping and throwing events
Starter	The person starting the events

Discus A flat disc object to be thrown for distance

Volleyball

Flicking An overhead pass using the fingers

Bumping A pass using the fore arms

Serving Hitting the ball over the net from the right back position behind the service line

Spiking A very hard hit of the ball over the net

Diggings Hitting a very low pass or serve up in the air

Dink A soft hit of the ball over the net

Cover Assisting a teammate as they attack or block the ball from the opposing side

Set A pass using the fingers to push the ball in the air

Attack Area This area is 10ft away from the center line where most attacks of the ball is made

Center line The line that divide the court in half

Side out When the goes out of bounds and a point is awarded

Playing Positions: Left Front, Center Front, Right Front, Right Back, Center Back and Left Back

SOFTBALL AND BASEBALL

Slide When a runner slides feet first or hand first to any base.

Catch When an offensive player safely cradles a batted ball before it drops to the ground.

On-Deck The next batter in line to the present hitter waits on-deck.

Throw To toss the ball using an underhand or overhand motion.

Umpire The official play caller or referee of the game.

Team Players of one squad on a roster.

2 run base hit When a batter hits a ball and is able to make it safely to second base. This is also called a double.

Catcher The defensive player that receives the balls from the pitcher, also called the Back Stop.

Side arm To swing the arm in a side wards motion when throwing the ball.

Center Field The playing area behind second base between right and left field.

Right field The playing area behind first base from the right foul line bordering centerfield.

Left field The playing area behind third base from the left side foul line, bordering centerfield.

Home Run When a batter hits a ball and is able to round all bases in succession and make it home.

Base hit A strike of the ball that enables the batter to make it safely to first.

Strike A pitch thrown that is batted in foul territory. Swing at and missed or not batted at but still in the strike zone of a batter.

Double play The act of putting out two offensive runners in the same play.

Hit A strike of the ball that enables the batter to make it safely to first or successive bases.

Run When a runner successfully runs around all the bases.

Inning When both teams have batted and six outs have been recorded

Walk When a batter is awarded a free base after being hit by a pitch or receives four balls.

Side-out When the batting team records three outs.

Foul A batted ball hit outside of the fair territory.

Dug-out The restricted areas for participating teams in a match or game.

PLAYING POSITIONS:

Pitcher	Deliverer of strikes and balls from the center of the diamond or mound
Catcher	Behind the plate
First baseman	On the right side of the diamond
Second baseman	Infielder in the area behind the pitcher
Third baseman	Infielder on the left side of the diamond
Short Stop	Infielder in the middle between second and third
Left field	Outfielder on the left side behind third base
Centre field	Outfielder center of the field between left field and right fielder.
Right field	Outfielder on the right side behind first base
Bunt	A softly hit ball that is pushed into play by the batter
Steal	To advance on the next base when the pitcher throws the ball towards the plate.
Pitch	A ball thrown by the pitcher for a batter to hit
Fair ball	A struck ball batted in fair territory.
Strike Zone	The area between a batter's knees and sternum and over the plate.
Side Orientation	The right or left side
Assist	When one player helps another player to make a put out.
Error	When a player makes a playable mistake either on the base path as a runner or on the field as a defensive player.

Grounder	A batted ball that bounces or rolls on the ground.
Fielder	Any one of the nine players on the defense team is called a fielder
Fly ball	A batted ball hit in the air fair or foul.
Batter	The offensive player attempting to hit the pitched ball
Dead ball	When play discontinues because of <ol style="list-style-type: none"> 1. a ball being hit outside of fair ground 2. a batter, runner or umpire is hit by the ball. 3. a time out being granted by the umpire to a player or coach
Play ball	Signifying the umpire's readiness to begin play at the beginning of the game, the beginning or subsequent innings or after a dead ball.
Batter's Box	The area on the left or right sides of the plate designated for a batter to stand.
Switch-Hitter	A batter that can hit from both the left and right sides of the plate.
Line Up	The official batting order of the nine or ten players in a game, handed to the umpire at the beginning of the game.
Home Team	The team that bats last or is playing on their own field.

CRICKET

Umpire	Official play caller of the game.
Time-out	Time awarded to a team (player or coach) for subs or brief discussion
Scorer	Official keeper of number of runs for match

Over	A complete round of six balls bowled to a pair of batters.
Grip	The way the hands of a batter are placed on the bat. Hands apart or pinkies interlocking
Underhand	The act of throwing the ball in an underhand motion. The arm swing's backward, downwards and forward.
Overhand	The opposite of the underhand throw; the arm swings from a high position, moving forward and following through downwards.
Runs	When a pair of batters exchange creases after a hit or when an umpire calls a bye or no ball.
Stance	A batter's feet position during his time at bat.
Batsman	One of the pair of batters that is receiving the bowled balls from the bowler.
Fielder	Person on the field trying to stop the runs.
Crease	The space directly in front of the wicket where the batter stands. It is marked by a line across the pitch giving the batter an eight foot space.
Four	When a batter hits a ball that rolls outside of the roped playing area, it is classified as four runs dubbed 'FOUR'.
Six	A ball that is hit outside of the roped area and lands outside not touching any part of the field inside the roped area.
Crouch	Suggested body position for all players on the defensive team when on the field, bent legs, hands out in front ready to catch or stop the ball.
Wicket Keeper	The defensive player that receive a balls from the bowler. This is equivalent to the catcher in baseball.
A wicket	When a batsman is out (bowled, caught/run out) a wicket is taken.
Run-Out	When a wickets is hit before his bat reaches the crease.
Home Team	The team that bats last in a game.
Caught	A hit ball that is caught before it hits the ground.
Visitors	The team that bats first in a game.
Century	When a batting team scores one hundred runs.

All Out	When all the batting pairs on both teams have all been called out.
LBW	Leg before wicket: this is a terminology used when a batter's leg or lower body is struck by a ball preventing the ball hitting the wicket.
Pitch	The legal playing field in the roped off area.
Bowl	The overhand pitch by the bowler is illegal.
Side Out	When all batting pairs on one team completing their turn at bat have all been called out.
Substitute	Legal replacement for injured or with-drawn player.
Bye	A ball that goes by the batsman and the wicketkeeper and runs are scored; it can touch a part of the batsman (not the bat) for a leg bye.

**PRIMARY PHYSICAL EDUCATION
CURRICULUM REFERENCE**

1. Glen Kirchner and Graham J. Fishburne
Physical Education For Elementary School Children
The McGraw – Hill companies Inc.
2. Christine J. Hopple, Ms (1995)
Outcomes In Elementary Physical Education
L. A Guide For Curriculum and Assessment
Copyright (1995) by Human Kinetics Publishers, Inc....
3. *National Association for Sport and Physical Education (1995)*
Moving into the Future, National Physical Education
Standards: A guide to Content and Assessment
WCB McGraw –Hill Companies Inc.
4. Robert P. Pangrazi (Arizona State University) 2001, 1998, 1995
Fifteenth Edition: *Dynamic Physical Education*
Physical Education for Elementary School Children
The McGraw – Hill companies Inc.....
5. *National Track and Field Youth Programme 2000*
Track and Field Youth Resource Book for Upper
Elementary and Middle Schools
6. Colin Hardy *Handbook for the Teacher of Teacher For*
Swimming
Pelam Books London 1987
7. IAAF Basic coaching Manual
8. *Physical Education for the Caribbean* Stanley
Green
9. *Teach Cricket (Cricket without Boundaries)*
CC Develop Program
Published by Albatross Partnership
10. ITF school Tennis Initiative teacher’s Manual
11. *Fearon’s Health*
Second Edition
Marna Owen
Paramount Publishing
12. Harcourt Publishing
“Be Active” *Intermediate Level 4 – 6*
13. Rolle, S. Cedricka (2014) “Physical Education
Theory Workbooks, Grade 4-6” (2014) by CreateSpace
Publishing