

<p><u>NYS Standard 4:</u> Exhibits responsible personal and social behavior that respects self and others.</p> <p><u>NYS Standard 5:</u> Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.</p> <p><u>NYS Standard 6:</u> Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.</p>	<p><u>Soccer Unit –</u></p>	<p>8. Supine and prone 9. Floats</p> <p>5. Drills</p> <ol style="list-style-type: none"> a. Catch up b. Lane line c. Bobbing d. Cheaters backstroke e. Kick boards f. Pull buoys g. Land drills <ol style="list-style-type: none"> 1. Safety Statements 2. Terminology 3. Rules 4. Skills <ol style="list-style-type: none"> h. Dribbling i. Passing j. Throw-ins k. Goalkeeper l. Ball control • Drills <ol style="list-style-type: none"> a. Foundations b. Taps c. Pull Back d. Inside/Outside Rolls e. Juggling f. One/Two Touch g. Zone soccer • Game Play <ol style="list-style-type: none"> a. Modified Games 	<ul style="list-style-type: none"> • STRONGSOCCE R.COM • NSCAA (NATIONAL SOCCER COACHES ATHLETIC ASSOCIATION) 	<p><u>Skills Rubric</u> For passing, trapping, shooting and dribbling</p> <ul style="list-style-type: none"> • Question/Answer <p>Oral Written</p> <ul style="list-style-type: none"> • Observation 	<p><u>Sept/October</u></p>
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<p><u>NASPE</u> <u>Standard 4:</u> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><u>NASPE</u> <u>Standard 5:</u> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>					
	<p><u>Fitness I Unit –</u></p>	<ol style="list-style-type: none"> 1. Safety Statement 2. Terminology food pyramid 3. Serving sizes 4. Eating from the rainbow 5. Food groups 6. Portion plate 7. Skills <ol style="list-style-type: none"> a. Rotation b. Upper body c. Lower body d. Aerobic e. Anaerobic f. Stretching g. Flexibility 	<ul style="list-style-type: none"> ● Physical Best activity guide ● Success oriented PR activities ● Quality Lesson Plans For secondary PE ● Youth strength training ● Eat well and keep moving ● My pyramid.gov website 	<p>Question/Answer Oral Written Observation</p>	<p>December/Jan</p>

		<ul style="list-style-type: none"> Station work each day working on various strength training 	Athletic fitness for kids		
	<u>BASKETBALL-</u>	<ol style="list-style-type: none"> Rules History Respect Sportsmanship Safety Skills: <ol style="list-style-type: none"> Shooting (BEEF) Ball Handling (Dribbling) Passing Defensive Slide (On Ball Defense) Rebounding 	PECENTRAL.COM THE COMPLETE PHYSICAL EDUCATION PLAN HANDBOOK <ul style="list-style-type: none"> GAMES TO KEEP KIDS MOVING 	SKILLS TEST <ol style="list-style-type: none"> Lay Ups Passing Tech Dribbling Defensive SLide Written Quiz Oral Response 1 v 1 Games	Dec/Jan
	Fitness unit Content/skills (What needs to be taught?)		Curriculum Materials and resources Used	All) Assessments Used (Benchmarks)	Time Line
	<u>Fitness I Unit –</u>	<ol style="list-style-type: none"> Safety Statement Terminology food pyramid 	<ul style="list-style-type: none"> Physical Best activity guide 	Question/Answer Oral	December/Jan

		<ul style="list-style-type: none"> 10. Serving sizes 11. Eating from the rainbow 12. Food groups 13. Portion plate 14. Skills <ul style="list-style-type: none"> a. Rotation b. Upper body c. Lower body d. Aerobic e. Anaerobic f. Stretching g. Flexibility • Station work each day working on various strength training 	<ul style="list-style-type: none"> • Success oriented PR activities • Quality Lesson Plans <p>For secondary PE</p> <ul style="list-style-type: none"> • Youth strength training • Eat well and keep moving • My pyramid.gov website <p>Athletic fitness for kids</p>	<p>Written</p> <p>Observation</p>	<p>We split boys and girls during bball and fitness</p>
	<p>Content/skills (What needs to be taught?)</p>				
	<p><u>Gymnastics-</u></p>	<ul style="list-style-type: none"> 1. Safety Statement 2. Terminology 3. Skills <ul style="list-style-type: none"> a. Tumbling b. Balance c. Rolls d. Walks e. Sequencing 	<ul style="list-style-type: none"> • Eric Malmberg Kidnastics • Kidnastics 1,2,3 from Cortland • Youth strength training for gymnastics 	<p>Skills Rubric</p> <p>Question/Answer</p> <ul style="list-style-type: none"> • Oral • Written • Sequence the skills into a routine <p>Observation</p>	<p>Feb.</p>

Chenango Bridge 3-5 NYS Learning/Core Standards	dancing Content/skills (What needs to be taught?)	skills/practices	Curriculum Materials and resources Used	(All) Assessments Used (Benchmarks)	Time Line
	<u>DANCE-</u>	<ol style="list-style-type: none"> 1. Safety Statement 2. Terminology 3. Skills <ol style="list-style-type: none"> a. Grapevines b. 4 beat c. 8 beat d. Sequencing e. Line dances: Cotton eyed joe 3-4-5 Electric slide 3-4-5- Men in black 3-4-5 Cha cha slide 3-4-5 Macarena 3-4-5 Hot hot hot 3-4-5 Micheal Jackson thriller 5 Turbo Hustle 5 Hokey pokey 3-4-5 5-6-7-8 grade 3-4-5 Chicken dance 3-4-5 Cupid shuffle 3-4-5 Good times 3-4-5- 	<ul style="list-style-type: none"> ● Christy lane line dances ● You tube ● Dances from NYS AHPERD conferences ● You tube 	<p>Question/Answer Oral Written</p> <ul style="list-style-type: none"> ● Skills ● Staying on beat ● Grapevine dances ● Observation 	March

Grid – 9/23/10

Chenango Bridge 3-5 NYS Learning/Core Standards	Fitness testing Content/skills (What needs to be taught?)	skills/practices	Curriculum Materials and resources Used	(All) Assessments Used (Benchmarks)	Time Line
	<u>FitnessGram Unit-</u>	<ol style="list-style-type: none"> 1. Safety Statement 2. Terminology 3. Skills <ul style="list-style-type: none"> o Pacer o Pull ups o Push ups o Curl ups 	<ul style="list-style-type: none"> ● Physical Best activity guide ● Success oriented PE activities ● Quality Lesson Plans 	<p>Question/Answer Oral Written Teacher Observation Peer Observation</p>	March

		<ul style="list-style-type: none"> o Sit and reach o Back extensor <p>Will be working toward this test all year doing parts of the test so that when we actually do it they are prepared</p>	<p>For secondary PE</p> <ul style="list-style-type: none"> • Youth strength training 		
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Grid – 9/23/10

Chenango Bridge 3-5 NYS Learning/Core Standards	In line skating Content/skills (What needs to be taught?)	skills/practices	Curriculum Materials and resources Used	(All) Assessments Used (Benchmarks)	Time Line
	<p>In line Skating Unit –</p> <ul style="list-style-type: none"> • Safety Statement: • Wear all equipment <ul style="list-style-type: none"> • Terminology • Rules 	<ol style="list-style-type: none"> 1. Safety Statement: 2. Wear all equipment 3. Terminology 4. Rules 5. Skills <ul style="list-style-type: none"> o Glide o Swizzle o Hockey stop o Figure eight o 4 areas <p>Beginner, Adv. Beginner, Intermediate, Adv intermediate</p>	<ul style="list-style-type: none"> • Guidelines for Physical Education Programs k-12 • Games to Keep kids moving • In line skating curriculum and lesson plans 	<p>Skills Rubric for every level</p> <p>Question/Answer</p> <p>Oral</p> <p>Written</p> <p>Observation</p>	April

Grid – 9/23/10

Chenango Bridge 3-5 NYS Learning/Core Standards	Tennis Content/skills (What needs to be taught?)	skills/practices	Curriculum Materials and resources Used	(All) Assessments Used (Benchmarks)	Time Line
	<p><u>Tennis-</u></p>	<ul style="list-style-type: none"> • skills taught: • forehand • back hand <ol style="list-style-type: none"> 1. Safety Statement 2. Terminology 3. Skills <ul style="list-style-type: none"> o forehand 	<ul style="list-style-type: none"> • Tennis tactics • The tennis drill book • Youth strength training (tennis agility drills) 	<p>Question/Answer</p> <p>Oral</p> <p>Written</p> <ul style="list-style-type: none"> • Skills test rubric <p>Forehand</p> <p>Backhand</p>	May

		<ul style="list-style-type: none"> o backhand o scoring o lines o serving o ready position o singles/doubles positioning o scoring love-15-30-45-game 	<ul style="list-style-type: none"> • Net Generation 	<ul style="list-style-type: none"> serving • Observation 	
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Grid – 03/12/21

NYS Learning/Core Standards	<u>TRACK AND FIELD</u> Content/skills (What needs to be taught?)	<u>skills/practices</u>	Curriculum Materials Used and resources	(All) Assessments Used (Benchmarks)	Time Line
	<p><u>Track & Field:</u></p> <p><u>Filler units</u></p> <ol style="list-style-type: none"> 1. Drums Alive 2. Snow Shoeing (if we have snow) 	<ol style="list-style-type: none"> 5. Safety & Rules 6. History (Olympics) 7. Cooperation 8. Sportsmanship 9. Training Tactics (Interval) 10. Teamwork 11. Skills: <ol style="list-style-type: none"> 1. Hurdles 2. High Jump 3. Shot Putt 4. Triple Jump 5. Spring Event 6. Distance Event 7. Relay Events <p>Activity specific skills</p>	<p>TRACK AND FIELD TEACHING FUNDAMENTALS</p> <p>PEcentral.com OPENpe.com</p>	<p>WRITTEN QUIZ CLASS PARTICIPATION SKILLS TEST</p> <ol style="list-style-type: none"> 1. HURDLES 2. HIGH JUMP 3. TRIPLE JUMP 4. SHOT PUTT 	<p>MAY/JUNE</p>

	<ol style="list-style-type: none">3. Games4. Softball/kickball the last 5 days of school				
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