

PK3- PK4

SKILLS

- Create enter/exit procedures.
- Personal Space
- General Space
- Travels forward and sideways while changing directions quickly
- Taking Turns/sharing
- Follow directions in a group setting
- Responds to signals when transitioning from on activity to another
- Recognizes helps skill development

STANDARDS ➤ NY.S1 ➤ NY.S2

CONTENT

- | | | | |
|------------|-------------|-------------|--------------------|
| ➤ Space | ➤ Speed | ➤ Run | ➤ Sliding |
| ➤ Pathways | ➤ Direction | ➤ Hopping | ➤ Skipping |
| ➤ Shapes | ➤ Force | ➤ Galloping | ➤ Jumping |
| ➤ Level | ➤ Walk | ➤ Jogging | ➤ Animal Movements |

ASSESSMENT ➤ Moves using a variety of locomotor skills ➤ Walks on tip-toes/heels ➤ Jogs/Runs with reciprocal arm swing ➤ Moves/Stops /Changes directions

CC & CFU ➤ Basic Counting ➤ Math and Movement mats ➤ Demonstrate the difference between general space and personal space ➤ Demonstrate three pathways (straight, curved, and zigzag)

SKILLS

- To pull your body into itself making it as small as possible
- To extend your body/limbs out and away from the body as far as possible to fully extend.
- To move part of your body one way and move part another way.
- Movement that causes the formation of a curve.

STANDARDS ➤ NY.S3

CONTENT

- | | | |
|-------------------------|-------------------------|--------------|
| ➤ Balancing on one foot | ➤ Curling | ➤ Stretching |
| ➤ Flexibility | ➤ Twisting | ➤ Bending |
| ➤ Muscular Strength | ➤ Balancing on one foot | |
| ➤ Cardio | | |
| ➤ Balance | | |

ASSESSMENT ➤ Moves using a variety of non-locomotor skills ➤ formal and informal visual assessment of non-locomotor movement patterns.

CC & CFU ➤ Basic Counting : holding stretches ➤ Math and Movement mats ➤ Demonstrate the difference between twisting and bending

SKILLS

- | | |
|---|--|
| ➤ Identifies Physical Activities | ➤ Identifies Physical Activities |
| ➤ Participates in Physical Education Class | ➤ Participates in Physical Education Class |
| ➤ Participates in Activities that increase the heart rate. | ➤ Participates in Activities that increase the heart rate. |
| ➤ Identifies foods that fuel your body | ➤ Identifies foods that fuel your body |
| ➤ Recognize positive feelings experienced during and after physical activity. | |

STANDARDS ➤ NY.S3

CONTENT ➤ Naming and organizing foods where they belong on My Plate.

ASSESSMENT ➤ Visual assessment on how well students can name each food and place in the correct food group.

CC & CFU ➤ ELA ➤ Technology integration ➤ Follow up: go over placement and decide why that food is or is not in that food group. ➤ In which food group does _____ belong? Why?

PK3- PK4

SKILLS

Manipulative Dribbling with Feet

- Taps a ball using the inside of the foot, sending it forward.
- Stops rolling ball using the instep of foot while stationary.

Manipulative Kicking

- Kick a stationary ball forward with either foot.
- Kicks a stationary ball forward toward a target with dominant foot.
- Kicks a stationary ball forward with dominant foot with a running approach.

KICKING/ SOCCER FUNDAMENTALS

STANDARDS

➤ NY.S1.1 ➤ S1.E18 ➤ NY.S1.4

CONTENT

- Kicking
- Passing
- Trapping
- Instep Pass
- Striking
- Two handed soccer throw
- Punting

ASSESSMENT

➤ NYS AHPERD K-2 Manipulative Skills Checklist ➤ Exit Ticket

CC & CFU

➤ Social Studies integration ➤ Math and Movement integration ➤ When getting ready to kick the ball, what leg steps towards the target? ➤ What part of the foot do we use to kick? ➤ What position on the field can touch the ball with their hands? ➤ What is the difference between Punting and Kicking

SKILLS

- Uses an apparatus (pool noodles, drumsticks, yoga balls) to find the beat of the music. Understands basic commands of freeze or sticks/noodles down.
- Uses basic locomotor movements (marching, walking, skipping, galloping) on rhythm.
- Identifies different bases of support
- Balances on different body parts
- Creates curled shapes with their body
- Demonstrates how to rock on different body parts

DANCE/ RHYTHM INTRODUCTION

STANDARDS

➤ NYS 1 ➤ NYS 3 ➤ NYS 5

CONTENT

- Beat
- March
- Walk
- Move
- Stop
- Movement in 8's
- 1) Practice counting to 8 and starting back at 1.
- 2) Practice counting to 8 with music

ASSESSMENT

➤ Visual assessment of basic rhythm and understanding. 1) How well can a student march on the beat? 2) How well can a student use an apparatus to hit on the beat? ➤ Assessment of student counting.

CC & CFU

➤ Technology integration. ➤ Math and Counting to the number ➤ What number do we count to in dance?

SKILLS

- Jumps on stationary object (mats, jump box): 1) Pushing off 1 foot/2 feet 2) Landing on 1 foot/2 feet
- Can walk across a balance beam or balance stones with little to no help from teacher or associate.
- Can roll from one side of the mat to the other without rolling off the mat. 1) Log roll 2) Pencil roll) Watermelon Roll

STANDARDS

➤ NY.S1

CONTENT

- Log Roll
- Pencil Roll
- Watermelon Roll
- Forward Roll downhill with help
- Balance Beam
- Long Jump (Vertical)
- Long Jump (Horizontal)

ASSESSMENT

➤ Teacher Assessment of performance.

CC & CFU

➤ Counting ➤ Science and Anatomy: Naming body parts- 1) Arms 2) Head 3) Shoulders 4) Belly 5) Legs 6) Knees 7) Toes 8) Hands ➤ Math and Movement Mats ➤ What are the correct arm placements for log rolls? ➤ What is the correct body placement for watermelon/egg rolls? ➤ Standing stationary or on an object without falling over is called.... (Balance)

GYMASTICS/ TUMBLING INTRODUCTION

PK3- PK4



SKILLS

- Self-volley lightweight objects upward: 1) Balloon 2) Scarves 3) Beach balls
- Volleys a lightweight object using different body parts.
- Overhead striking and underhand striking emphasized to correlate to the types of hits that will be utilized as the students get older.

VOLLEYBALL INTRODUCTION

STANDARDS ➤ NY.S1

CONTENT

- Standing still use different body parts to self- volley the light objects
- Relay races while self- volleying
- Keeping the object in the air continuously
- Flat surface with hand/body part for contact
- Follow through upwards

ASSESSMENT ➤ NYS AHPERD K-2 Checklist ➤ Exit Ticket

CC & CFU

- Rhythm patterns with volleying ➤ Use of music as start/stop cues ➤ Math and Movement ➤ Counting- how many times can you volley a lightweight object in the air? ➤ What does Volleying mean? ➤ Did anyone keep the balloon/scarves up more than five times before it fell to the ground? Ten times?

SKILLS

- Bounces a ball down with two hands and attempts to catch it.
- Bounces ball continuously with 1 hand
- Bounces using each hand (V dribbling)
- Initiates ball contact with fingertips and finger pads.
- Bends and straightens elbows downward to push the ball to the floor.
- Hips/Knees flexed slightly
- Dribbles in front of the body (side of body)

BOUNCING/ BASKETBALL FUNDAMENTALS

STANDARDS ➤ NY.S1

CONTENT

- Dribbling: 1) With 2 hands 2) With dominant hand 3) With non-dominant hand.
- Moving while Dribbling: 1) With 2 hands 2) With dominant hand 3) With non-dominant hand.

ASSESSMENT ➤ Verbal or physical exit ticket asking students to visually show or circle on a picture what part of the body is responsible for dribbling in basketball.

CC & CFU ➤ Math and Movement Mats: Bouncing while using counting mats, skip counting ➤ Dribbling while correlating colors on poyspots (Basketball Frogger) ➤ Counting Skills ➤ Basic ELA and sight words

SKILLS

- Demonstrates a teacher guided vertical jump and landing with balance.
- Demonstrates jumping over a stationary rope/hoop several times.
- Swinging a jumper hoop over their head and jumping over it with both feet as it comes around to the floor.
- Students will hold the rope, circle the rope, eyeballs to belly button, drop hands
- Students can jump back and forth over a line on the ground.
- Students can jump back and forth over a stationary rope on the ground.
- Students can use a hula hoop on the ground to create different jumping patterns
- Students can use a hula hoop to begin jumping through as a foundation for jump rope.

JUMPING/ LINE JUMP FUNDAMENTALS

STANDARDS ➤ NY.S1 ➤ NY.S2

CONTENT

- Jump -Pushing off and landing on 2 feet.
- Hop- Pushing off and landing on the same 1 foot.
- Leap - Pushing off and landing on the opposite foot.
- Swing- Arm circles back to front.

ASSESSMENT

- Visual Assessment ➤ Body extends and stretches upward while in flight ➤ Hips, knees and ankles bend on landing ➤ Shoulders, knees, and ankles align for balance after landing
- Students can verbally express the correct jump rope cues

CC & CFU ➤ Math and Counting jumps ➤ What is a tall jump/ vertical jump? ➤ What direction do we swing the jump rope?

PK3- PK4

SKILLS

Rolling

- Rolls a ball to a stationary partner or target while seated.
- Rolls a ball to a stationary target while standing
- Receives and returns a ball rolled to them

Underhand throw

- Underhand throws a ball toward a large target with opposite foot forward

Overhand throw

- Overhand throws a ball toward

Catching

- Catches a ball tossed from skilled thrower

STANDARDS ➤ NY.S1 ➤ NY.S2

CONTENT

➤ Rolling

➤ Throwing

Criteria for Underhand Throw: 1) Face target in preparation for throw 2) Arm back 3) Step with opposite foot 4) Underhand throws towards the target/ partner 5) Release ball below waist

Criteria for Overhand Throw: 1) Eyes on target 2) Bends and hold elbow back at shoulder height

3) Ball behind ear 4) Steps with opposite foot with the toes of that foot pointing towards target

5) Overhand throws towards the target/ partner

Criteria for Catching: 1) Eyes on object 2) Positions body in path of object 3) Catch object with hands; thumbs in for above waist catch, pinkies in for below waist catch

ASSESSMENT ➤ Visual Assessment on throwing/ rolling and stepping with opposing foot.

CC & CFU ➤ Math and Movement mats 1) Rolling/ throwing on the mats on floor or on wall ➤ What are the cues for catching? ➤ Do I step with the same foot or opposite foot when rolling/ throwing?

ROLLING/
THROWING/
CATCHING
FUNDAMENTALS

SKILLS

Hockey

- Understands the parts of a hockey stick: 1) Shaft 2) Blade
- Demonstrates proper hand placement and knows which hand should be on top.
- Can swing the stick while keeping the blade on the ground/ below waist
- Can swing the stick while keeping the blade on ground/ below waist while moving a large ball around the space.

Golf

- Swings the putter back and forth on the ground
- Swings the putter on the ground at a large ball.
- Swings the putter on the ground at a golf ball.

Tennis/Badminton

- Demonstrates the proper way to hold a racket.
- Can toss a birdie in the air and strike with racket.
- Can toss birdie in the air and strike to a partner.

STANDARDS ➤ NY.S1 ➤ NY.S2

CONTENT

➤ Hockey Stick

➤ Blade

➤ Shaft

➤ Space 1) General 2) Personal

➤ Putter

➤ Swing

➤ Hole-In-One

➤ Club Placement

➤ Racket Placement

➤ Striking

➤ Birdie

ASSESSMENT ➤ Visual Assessment of stick handling ➤ Demonstrates safety rules when using equipment. 1) Stick placement 2) Racket placement 3) club swing 4) Hockey Stick swing

CC & CFU ➤ Math and Movement-Manipulating the large ball along the mats while counting ➤ Counting how many times a student can keep the ball in the air using a racket. ➤ Name the parts of the hockey stick. ➤ Where does the blade stay for safety?

STICK
HANDLING/
HOCKEY
INTRODUCTION



Movement, Locomotor Skills & Spatial Awareness

SKILLS

- Creating enter and exit strategies
- Spatial awareness
- Students can find their own personal space
- Students can demonstrate movements in straight, curved and zig zag pathways.
- Can move within the space without collision
- Students can consistently demonstrate a recognizable form of at least four skills while maintaining balance (K).

K-2

STANDARDS ➤ NY.S1.1 ➤ NY.S2.1

CONTENT

➤ Skipping	➤ Running	➤ General Space	➤ Sliding
➤ Hopping	➤ Jumping	➤ Animal Movements	➤ Level Movements
➤ Leaping	➤ Dodging	➤ Teamwork	1) High 2) Medium 3) Low
➤ Galloping	➤ Pathways	➤ Leadership	➤ Personal Space

ASSESSMENT ➤ NYS AHPERD K-2 Movement Concepts Rubric ➤ NYS AHPERD K-2 Locomotor Skills Checklist ➤ Exit Ticket ➤ Informal visual assessment

SKILLS

- Creating enter and exit strategies
- Listening games and activities to establish classroom procedures.
- Creating personal and responsible behavior in physical activities.
- Students can demonstrate respect for peers and teachers in a P.E. setting,
- Can identify the relationship between physical activity and overall wellness
- Running using appropriate pacing for different distances.
- Creating a sequence of mature movement patterns
- Working independently or in a group setting.
- Spatial awareness
- Dynamic Movement

3-4

STANDARDS ➤ NY.S1.1 ➤ NY.S1.4 ➤ NY.S4.1 ➤ NY.S4.2 ➤ NY.S4.3

CONTENT

➤ Skipping	➤ Personal Space	➤ Running	➤ Level Movements
➤ Hopping	➤ General Space	➤ Jumping	1) High 2) Medium 3) Low
➤ Leaping	➤ Animal Movements	➤ Dodging	➤ Leadership
➤ Galloping	➤ Sliding	➤ Orienteering	➤ Teamwork

ASSESSMENT ➤ NYS AHPERD 3-5 Movement Concepts Rubric ➤ Rubric- Chasing/fleeing Rubric Grades 3-5 (NYS AHPERD) ➤ Visual assessment ➤ PACER Test ➤ Shuttle Run Test (components of NFCSD Fitness Test requirements grades 3-6)

SKILLS

- Demonstrates mature patterns of locomotor skill in dynamic small- sided practice tasks.
- Combines traveling with manipulative skills for execution to a target.
- Students can run using appropriate pacing for different running distances.
- Responds appropriately to personal and social behaviors in physical activity settings.

5-6

STANDARDS ➤ NY.S1.E2.5 ➤ NY.S1.1.5 ➤ NY.S1.3.5 ➤ NY.S4.1.5 ➤ NY.S4.3

CONTENT

➤ Skipping	➤ Personal Space	➤ Running	➤ Level Movements	➤ Resect
➤ Hopping	➤ General Space	➤ Jumping	1) High 2) Medium 3) Low	➤ Cooperation
➤ Leaping	➤ Animal Movements	➤ Dodging	➤ Leadership	➤ Responsible Decision Making
➤ Galloping	➤ Sliding	➤ Orienteering	➤ Teamwork	

ASSESSMENT ➤ Movement Concepts Rubric Standard 2 ➤ Rubric- Chasing/fleeing Rubric Grades (NYS AHPERD) ➤ Exit Ticket ➤ Informal visual assessment ➤ NYS AHPERD Personal and Social Behavior Rubric ➤ PACER Test ➤ Shuttle Run Test (components of NFCSD Fitness Test requirements grades 3-6) ➤ Niagara Falls CSD Fitness Testing Report Card

CROSS-CURRICULUM & CFU

- **Math and Movement** ➤ **Science and Anatomy integration** ➤ What is the difference between hop and leap?
- Name a skill performed at each level of movement? (high, medium, low)
- How can you work together as a team to complete ____ (goal)? ➤ **ELA and reading comprehension**

Non-Locomotor Movement



SKILLS

- Static Movement
- Body Awareness

K-2

STANDARDS ➤ NY.S1.1 ➤ NY.S3.1 ➤ NY.S3.2.1

CONTENT

- Balance
- Curling
- Stretching
- Twisting
- Bending

ASSESSMENT

➤ NYS AHPERD K-2 Movement Concepts Rubric

SKILLS

- Static Movement
- Body Awareness
- Health Related Fitness Components

3-4

STANDARDS ➤ NY.S1.1 ➤ NY.S3.1

CONTENT

- Balance
- Curling
- Stretching
- Twisting
- Bending

ASSESSMENT

➤ Sit and Reach Fitness Test- Flexibility Test
(NFCSD Fitness Test grades 3-6)

SKILLS

- Performs curling, twisting and stretching actions with correct application.

5-6

STANDARDS ➤ NY.S1.E2.5 ➤ NY.S1.1.5 ➤ NY.S1.3.5 ➤ NY.S4.1.5 ➤ NY.S4.3

CONTENT

- Balance
- Curling
- Stretching
- Twisting
- Bending

ASSESSMENT

➤ Sit and Reach Fitness Test- Flexibility Test
(NFCSD Fitness Test grades 3-6)

CROSS-CURRICULUM & CFU

- ELA reading movements and animal poses
- Why is stretching important?
- What is muscle fatigue?



BASKETBALL



SKILLS

- Students will be able to dribble different types of balls while mostly stationary in personal space
- Students will be able to move while dribbling in common space
- Students will be able to describe the steps to dribbling

STANDARDS

➤ NY.S1.2 ➤ NY.S1.4 ➤ NY.S5.1

CONTENT Bouncing

- Use different sized/textured manipulatives (tennis balls, volleyballs, basketballs)
- Ball should bounce into hand (fingertips then finger pads) before being pushed to the floor
- Shouldn't be able to hear hand contact with ball
- Ball should bounce up waist high

Dribbling

- How a ball is moved by one person
- Same as above but add a few concepts such as keeping eyes up as often as possible and movement while dribbling

Passing

- Two main passes in basketball but are more important at this level.
- Passing is how one player on a team gives the ball to a teammate

ASSESSMENT

- NYS AHPERD K-2 Manipulative Skills Checklist. (Standard 1)
- NYS AHPERD K-2 Health Benefits Enjoyment Rubric (Standard 5)
- Bouncing Skills
- Dribbling
- Passing
- Ball Handling Challenges

K-2

CROSS-CURRICULUM & CFU

- Visual Assessment ➤ **Math and Movement:** Using mats for counting and dribbling or partner passing ➤ What part of your hand touches the ball when dribbling?
- How high should the ball bounce when dribbling?



BASKETBALL



SKILLS

- Students will understand the correct technique for dribbling a basketball
- Students will be able to dribble a basketball while stationary and moving
- Students will be able to perform a chest pass and bounce pass with proper technique
- Students will know the correct form for shooting a basketball
- Students will be able to name the three (3) major rules for dribbling
- Demonstrates movement concepts and simple strategies, tactics and communication techniques: 1) Offensive Tactics 2) Defensive Tactics 3) Mark 4) Force Out 5) Tag Out

STANDARDS ➤ NY.S1.1.3 ➤ NY.S2.2.3 ➤ NY.S1.1.4 ➤ NY.S2.2.4

CONTENT Dribbling:

3-4

- Basketball should bounce into fingers then finger pads and then dribbled (the motion should have a locked wrist and firmly push ball back to the floor)

1) Dominant hand

2) Non-dominant Hand

- Student should be able to scan the gym while dribbling (not just stare at ball)

Passing

Chest pass:

- Ball in both hands close to chest
- Student will form a "W" shape with hands behind the ball
- Step with non-dominant foot toward target
- Push ball from chest aiming at teammates chest, follow through of thumbs pointing at target
- This is a crisp pass

Bounce pass

- The setup is the same as the chest pass
- Student's target is the floor. The bounce should occur past the halfway point between passer and teammate

Shooting

- Feet shoulder width apart
- Knees slightly bent

ASSESSMENT ➤ NYS AHPERD 3-5 Invasion Game Rubric Assessments (Standard 1) ➤ NYS AHPERD 3-5 Dribbling with Hands Rubric (Standard 1) ➤ NYS AHPERD 3-5

Dribbling with Hands on the Move (Standard 1)

➤ Basketball Math ➤ Math and Movement ➤ "Sorry" Basketball ➤ NYS AHPERD 3-5 Movement Concepts Rubric (Standard 2) ➤ Teacher observation ➤ Exit Ticket

➤ Niagara Falls City School district Button Testing Program ➤ How high should you dribble a basketball? ➤ Can anyone name three rules in basketball that pertain to dribbling? ➤ Does anyone play basketball outside of school? If so, where do you play?



BASKETBALL



SKILLS

- Students will understand the correct technique for dribbling a basketball
- Students will be able to dribble a basketball while stationary and moving
- Students will be able to perform a chest pass and bounce pass with proper technique
- Students will know the correct form for shooting a basketball
- Students will be able to name the three (3) major rules for dribbling
- Students will be able to perform layups, free throws, and jump shots

STANDARDS ➤ NY.S1.1.5 NY.S1.E17.5 ➤ NY.S1.E15.5 ➤ NY.S2.1 ➤ NY.S6.1

CONTENT Criteria for Dribbling:

- Basketball should bounce into fingers then finger pads and then dribbled (the motion should have a locked wrist and firmly push ball back to the floor)
- Student should be able to at least scan the gym while dribbling (not just stare at ball)

Passing

Criteria for Chest pass:

- Ball in both hands close to chest
- Student will form a "W" shape with hands behind the ball
- Step with non-dominant foot toward target
- Push ball from chest aiming at teammates chest and the follow through of thumbs should point at target
- This is a crisp pass

Criteria for Bounce pass:

- The setup is the same as the chest pass
- Student's target is now the floor, and the bounce should occur past the halfway point between passer and teammate

Shooting

- Feet about shoulder width apart
- Knees slightly bent
- Dominant foot should be slightly forward
- Shooting elbow in line with shooting shoulder
- Back of shooting hand over shooting shoulder
- Non-shooting hand is a guide and should not aid in propelling the ball forward
- Shot will originate from feet and legs with a push
- Ball laying in fingertips
- Shooting hand will extend toward target and follow-through as if "reaching into a cookie jar"

Layups:

- Are different than a free throw or jump shot in that they are taken one-handed, off the dribble and often use the backboard
- If on right side of the basket the student should shoot using right-hand while jumping up off the left foot
- Vice versa if coming in from the left side

ASSESSMENT

- Exit Ticket ➤ Teacher Observation
- Niagara Falls City School District Button Testing Program

5-6

CROSS-CURRICULUM & CFU

- **Math and Movement** ➤ **Basketball Math** ➤ "Sorry" Basketball ➤ **Basketball Crosswords**
- Who can describe the steps to successfully complete a free throw or jump shot or layup ➤ Which type of shot is the easiest? ➤ When would you take a free throw? ➤ Can anyone name and describe the three dribbling violations? ➤ What are the two types of passes most often used? ➤ Does anyone play basketball? ➤ Who can name 5 NBA teams?



OUTDOOR/ LIFETIME ACTIVITIES



SKILLS

- Students can describe how community resources could be used in a variety of outdoor physical activities.
- Examines the overall wellness benefits of physical activity and identifies consequences of inactivity.

Orienteering:

- Students understands basic navigation skills and can use a compass correctly
- Uses communication skills and strategies that promote positive relationships in physical activity settings.

Disc Golf/Can Jam:

- Students can throw across the body towards a partner or stationary object.

Ladder Golf:

- Students will be able underhand throw a ball towards a target with opposite foot forward.

Cornhole:

- Students will be able underhand throw a bean bag towards a target with the opposite foot forward.

K-2

STANDARDS ➤ NY.S1.1K ➤ NY.S4.1.K ➤ NY.S5.2.K ➤ NY.S6.1.K ➤ NY.S1.E13.1 ➤ NY.S5.1.4
➤ NY.S5.2.4 ➤ NY.S6.1.1 ➤ NY.S1.E16.2 ➤ NY.S4.1.1 ➤ NY.S5.3.2 ➤ NY.S6.1.2

CONTENT

- North
- South
- East
- West
- Navigation
- Teamwork
- Horizontal
- Vertical
- Overhand throw
- Underhand throw

Criteria for throwing a frisbee:

- Thumb on top
- Fingers on the bottom
- POINT-CROSS-STEP-FLICK
- Point it at your target
- Go across your body
- Take a step towards your target
- Flick your wrist and let the frisbee fly horizontally (flat) at hip height

ASSESSMENT

- NYS AHPERD K-2 Personal and Social Behavior Rubric (Standard 4)
- NYS AHPERD K-2 Health Benefits and Enjoyment Rubric (Standard 5).
- NYS AHPERD K-2 Community Resource Rubric (Standard 6)
- Informal assessment of students' ability to use a compass to find N, S, E, W

- **Math and Movement Mats:** can be used in can-jam stations and frisbee throwing practice, can be used with beanbags to create unique underhand toss stations in preparation for corn hole.

➤ **Math Integration:** Counting and keeping score in disc golf, can-jam and

- Are bean bags thrown overhand or underhand in cornhole/ horseshoes?
- Where do you see other people in the playing cornhole/ horseshoes/ can jam?

When do

- When throwing a frisbee, what helps aim?
- Should a

you see these games being played?

frisbee be thrown horizontally or vertically? **ELA and reading comprehension**



OUTDOOR/ LIFETIME ACTIVITIES



SKILLS

Students can compare enjoyment in a variety of outdoor physical activity settings.

Orienteering:

- Students can explain basic navigation skills in an outdoor setting.
- Uses communication skills and strategies that promote positive relationships in physical activity settings.

Students can understand and relate the following physical education games in recreational outdoor games.

Disc Golf/Can Jam/Ultimate Frisbee:

- Throws a frisbee using basic pattern with distance and accuracy to a target.
- Throws with accuracy in small-sided practice tasks with a partner.

Ladder Golf/Horseshoes/ Cornhole:

- Throws with reasonable accuracy in small-sided tasks.

3-4

STANDARDS ➤ NY.S1.1.3 ➤ NY.S1.1.3 ➤ NY.S1.1.3b ➤ NY.S4.2.3 ➤ NY.S4.3

➤ NY.S5.3.5 ➤ NY.S6.1.3

CONTENT

Orienteering

- North
- South
- East
- West
- NW/ SW
- NE/SE

Disc Golf/Can Jam Content:

- Stepping same foot as throwing hand.
- Reaching across body
- Extending arm out towards target

Ladder Golf/Horseshoes Cornhole Content-

- Can successfully throw underhand at an object in a game

ASSESSMENT

- Formal Assessment: Written, verbal or observed assessment of compass use.
- Assessment of frisbee toss

➤ **Math and Movement Mats:** can be used in can-jam stations and frisbee throwing practice, can be used with beanbags to create unique underhand toss stations in preparation for corn hole.

➤ **Math Integration:** Counting and keeping score in disc golf, can-jam and cornhole.

➤ Are bean bags thrown overhand or underhand in cornhole/ horseshoes?

➤ Where do you see other people in the playing cornhole/ horseshoes/ can jam?

➤ When throwing a frisbee, what helps aim?

➤ How does a compass find frisbee be thrown horizontally or vertically?

ELA and reading comprehension

would a compass be helpful?

North? ➤ Where can you play with a frisbee in summer? What games can you play?

**CROSS-
CURRICULUM
& CFU**



OUTDOOR/ LIFETIME ACTIVITIES



SKILLS

- Describe how community resources could be used in a variety of outdoor physical activities.
- Compares and contrasts different physical activities based on enjoyment level

Orienteering:

- Students understands basic navigation skills and can use a compass correctly
- Uses communication skills and strategies that promote positive relationships in physical activity settings.

Snowshoeing:

- Describes how community resources could be used to support participation in outdoor snowshoeing

Disc Golf/Can Jam:

- Throws a frisbee using mature pattern with distance and accuracy to a target.
- Throws with accuracy in small-sided practice tasks with a partner.

Ladder Golf/Horseshoes/ Cornhole:

- Throws with reasonable accuracy in small-sided tasks.

5-6

STANDARDS ➤ NY.S1.1.3 ➤ NY.S1.1.3 ➤ NY.S1.1.3b ➤ NY.S4.2.3 ➤ NY.S4.3 ➤ NY.S5.3.5
➤ NY.S6.1.3

CONTENT ➤ Respect ➤ Teamwork ➤ Cooperation ➤ Collaboration ➤ Enjoyment

Snowshoeing Content:

- Learns how to apply snowshoes
- Creates a physical activity plan utilizing community resource.

Orienteering Content

- Compass Reading
- 1)North 2) South 3) East

Disc Golf/Can Jam Content:

- Stepping same foot as throwing hand.
- Reaching across body
- Extending arm out towards target

Ladder Golf/Horseshoes

Cornhole Content:

- Underhand throw at an object in a game.

ASSESSMENT ➤ 1) West 5) NE 6) NW 6) SE/SW
➤ NYS AHPERD 3-5 Throwing Underhand Rubric (Standard 1). ➤ NYS
AHPERD 3-5 Health Benefits and Enjoyment Rubric (Standard 5) ➤ NYS
AHPERD 3-5 Community Resource Rubric (Standard 6). ➤ Teacher and

peer assessment on outdoor navigation.

- **Math and Movement Mats:** can be used in can-jam stations and frisbee throwing practice, can be used with beanbags to create unique underhand toss stations in preparation for corn hole.
- **Math Integration:** Counting and keeping score in disc golf, can-jam and horseshoes/ can jam? ➤ When do you see these games being played? ➤ When throwing a frisbee, what helps aim? ➤ Should a frisbee be thrown horizontally? ➤ Where can you play with a frisbee in summer? What games can you play?
- **ELA and reading comprehension:** Where can you see these games being played?

compass be helpful?

North? ➤ Where can you play with a frisbee in summer? What games can you play?



THROWING/ CATCHING



SKILLS

- Receives and returns a ball rolled to them.
- Drops a ball and catches it before it bounces twice.
- Catches a ball tossed from a skilled thrower.
- Underhand throws a ball toward a large target with opposite foot forward.
- Bounces a ball back to a partner using two hands demonstrating weight transfer (rocker step).
- Catches an object from a self-toss before it bounces.
- Catches a ball using preferred hand
- Catches various sized balls that are self-tossed or tossed from a skilled thrower.

STANDARDS ➤ NY.S1.E13

K-2

- ## CONTENT
- Throwing at a Target on the wall
 - Clean your back yard helps students throw several different items from one side to the other side while the music is on
 - Giving goals to students how many times can you throw and catch the item back and forth in a row.
 - Eyes on target
 - Positions the body in the correct pathway

ASSESSMENT ➤ Visual Assessment ➤ NYS AHPERD Checklist K-2 Rubric

CROSS-CURRICULUM & CFU

- **Math & Movement** Throwing on the move while hopping on math and movement mats
- **Word Wall/ ELA integration** ➤ What foot do you step with when throwing with your dominant hand?
- **Science Integration** Have students do a classroom report on a muscle that is affected during and after throwing an implement.
- **Physics introduction** -force ➤ What do you have to do to throw your object to your intended target?
- **Math** ➤ What foot should you step with towards your target?
- **Math** ➤ What does it mean to follow through?
- **Math** ➤ How many hands should you use to catch an implement?



THROWING/ CATCHING



SKILLS

- Throws underhand to a partner or target with reasonable accuracy.
- Students can demonstrate the overhand throw criteria in a mature pattern to a target or stationary partner from a distance.
- Catches a ball from a partner, demonstrating the criteria for a mature catch.

STANDARDS ➤ S1.E13 ➤ NY.S1.1.3 ➤ NY.S1.1.4 ➤ NY.S1.3 ➤ NY.S1.4
➤ NY.S2.1 ➤ NY.S5.1 ➤ NY.S5.3

CONTENT

Criteria for Underhand Throw

- Face target in preparation for throw
- Arm back
- Step with opposite foot as throwing arm moves forward
- Release between knee and waist level
- Follow through to target

Criteria for Catch

- Eyes on object
- Positions body in the path of object
- Positions one foot slightly ahead of the other in a balanced position
- Catch object with hands, thumbs in for catch above waist, pinkies in for catch below waist
- Absorbs force of the object.

Criteria for Overhand Throw

- Eyes on target
- Bends and holds elbow back at shoulder height behind ear
- Rotates hip so that opposite shoulder is in line with target
- Steps forward with opposite foot from throwing arm
- Shifts weight from back to front foot
- Leads throw with elbow, follow through down and across body

ASSESSMENT ➤ NYS AHPERD Grades 3-4 Throwing Underhand Rubric ➤ NYS AHPERD Grades 3-4 Overhand Throwing Rubric ➤ NYS AHPERD Grades 3-4 Overhand Throw on the Move Rubric ➤ NYS AHPERD Grades 3-4 Catching Rubric ➤ NYS AHPERD Grades 3-4 Catching on the Move Rubric

3-4

CROSS-CURRICULUM & CFU

- **Math & Movement** Throwing on the move while hopping on math and movement mats ➤
- **Word Wall/ ELA integration** ➤ What foot do you step with when throwing with your dominant hand? ➤ How should our hands look when we are receiving a throw? ➤ **Math Integration** - Have students hand a classroom report on a muscle that is affected during and after throwing an implement.
- **Physics introduction** - force ➤ What do you have to do to throw your object to your intended target? ➤ When looking should you step with your lead or trail foot? ➤ What does it mean to follow through? ➤ What does it mean to follow through? ➤ How many hands should you use to catch an implement?

Science

student hand?

target?

through?



THROWING/ CATCHING



SKILLS

- Throws with accuracy, both partners moving
- Throws off the move accurately to a moving target
- Throws with reasonable accuracy in dynamic small-sided practice tasks
- Catches with accuracy, both partners moving
- Catches with reasonable accuracy in dynamic small-sided practice tasks

STANDARDS

- S1.E15.5a ➤ S1.E15.5a ➤ S1.E15.5b ➤ S1.E16.5b ➤ S1.E16.5c ➤ NY.S1.1.3
- NY.S1.1.4 ➤ NY.S1.3 ➤ NY.S1.4 ➤ NY.S2.1 ➤ NY.S5.1 ➤ NY.S5.3

CONTENT

Criteria for Underhand Throw:

- Face target in preparation for throw
- Arm back
- Step with opposite foot as throwing arm moves forward
- Release between knee and waist level
- Follow through to target

Criteria for Catch:

- Eyes on object
- Positions body in the path of object
- Positions one foot slightly ahead of the other in a balanced position
- Catch object with hands, thumbs in for catch above waist and pinkies in for catch below waist
- Relaxes and absorbs force of the object

Criteria for Overhand Throw:

- Eyes on target
- Bends and holds elbow back at shoulder height behind ear
- Rotates hip so that opposite shoulder is in line with target
- Steps forward with foot opposite the throwing arm
- Shifts weight from back to front foot
- Leads throw with elbow, follow through down and across body

Criteria for Throwing off the Move to a Moving Target:

- Straight pathway
- No stopping
- Lead the receiver

ASSESSMENT

- NYS AHPERD Grades 5-6 Throwing Underhand Rubric ➤ NYS AHPERD Grades 5-6 Overhand Throwing Rubric ➤ NYS AHPERD Grades 5-6 Overhand Throw on the Move Rubric ➤ NYS AHPERD Grades 5-6 Catching Rubric ➤ NYS AHPERD Grades 5-6 Catching on the Move Rubric

5-6

CROSS-
CURRICULUM
& CFU

- **Math & Movement** Throwing on the move while hopping on math and movement mats ➤
- **Word Wall/ ELA integration** ➤ What foot do you step with when throwing with your dominant hand? ➤ How should our hands look when we are receiving a throw? ➤ **Science Integration** Have students do a classroom report on a muscle that is affected during and after throwing an implement.
- **Physics introduction** - force ➤ What do you have to do to throw your object to your intended target? ➤ What foot should you step with towards your target? ➤ What does it mean to follow through? ➤ What does it mean to follow through? ➤ How many hands should you use to catch an implement?

GOLF



SKILLS

- Basic rules and terminology can be introduced in first and/or second grade
- Understand proper technique to hold club (grip)
- Will be able to demonstrate a proper stance
- Will understand the swing plane

K-2

STANDARDS

CONTENT

- NY.S1.E25.3
- Proper grip- thumb laying over thumb technique
- A proper stance - knees slightly bent with feet about shoulder-width apart
- The students' nose should be over the ball
- The swing path should resemble a pendulum

ASSESSMENT

- Visual assessment
- Exit Ticket

SKILLS

- Basic rules and terminology can be introduced in first and/or second grade
- Understand proper technique to hold club (grip)
- Will be able to demonstrate a proper stance
- Will understand the swing plane
- Students will know the difference between the different types of clubs and the how the swing planes are different
- Students will understand the different distances between putting and chipping

3-4

STANDARDS

CONTENT

- NY.S1.1.3 ➤ NY.S1.1.4.4 ➤ NY.S1.E25.3
- Proper grip- thumb laying over thumb technique
- A proper stance - knees slightly bent with feet about shoulder-width apart
- When putting the students' nose should be over the ball
- The swing path should resemble a pendulum
- For chipping, the back swing and follow through should be roughly knee to waist high
- When chipping the students should have stiff wrists throughout the swing

ASSESSMENT

- Visual assessment: Proper grip, stance
- Exit Ticket: Knowing and/or demonstrating the difference in clubs

SKILLS

- Basic rules and terminology can be introduced in first and/or second grade
- Understands proper technique to hold club (grip)
- Demonstrates a proper stance
- Understands the swing plane
- Students will know the difference between the different types of clubs and the how the swing planes are different
- Students will understand the different distances between putting, chipping, and driving
- Students will know the difference in golf ball placement prior to swinging the golf club depending on the club they are using

5-6

STANDARDS

CONTENT

- NY.S1.1.5
- Proper grip- thumb over thumb technique.
- A proper stance - knees slightly bent, feet about shoulder-width apart.
- Students' nose should be over the ball.
- The swing path should resemble a pendulum.
- For chipping, the back swing and follow through should be roughly knee to waist high.
- When chipping the students should have stiff wrists throughout the swing
- When driving, the students should have a stiff grip as their back swing approaches their back shoulder and then will hinge through the completion of the back swing
- Driving swing plane will finish over top opposite shoulder
- Head should remain down throughout swing.

ASSESSMENT

- Visual assessment: Proper grip, stance
- Exit Ticket: Knowing and/or demonstrating the difference in clubs

CROSS-CURRICULUM & CFU

- **Math and Movement:** Can be used for targeting and point scoring ➤ First Tee program- Community Resources (Standard 6)
- **ELA Integration:** Word Wall Tickets- if a student can give the definition or an explanation of a term on the word wall ➤ When chipping, how high does your back swing and follow through go in relation to your body? ➤ Which stroke makes the ball go further? ➤ Can anyone tell me a difference in your swing between chipping and driving? ➤ When do you normally use your driver? putter? ➤ **Anatomy:** Mechanics of golf swing

PARACHUTES



SKILLS

- Students move a piece of materials up and down
- Students can move the parachute in different ways (calm waves vs. rougher waves)
- Students can build fine motor skills while holding the handle or gripping the material. Ex. Hopping, galloping, running, sliding and skipping while maintaining balance. Hops, gallops, running, sliding using a mature pattern and finally skips with a mature pattern.
- Travels in general space with different speeds

STANDARDS ➤ NY.S1 ➤ NY.S2.E3 ➤ NY.S4

K-2

CONTENT

- This play helps the students' express feelings and connect with others.
- Can help release energy and emotions helping to laminate stress in their life.
- Students with sensory sensitives will enjoy these lessons.
- Understands the differences between fast and slow speeds
- Understands between strong and light force
- Follows the teacher's directions for safe participation and proper use of equipment.

ASSESSMENT

- Visual Assessment ➤ Exit ticket ➤ Assessment: Students' imagination with parachutes
- Self-assessment work sheet

SKILLS

- Students move a piece of materials up and down together during challenge tasks
- Students can move the parachute in different ways (calm vs. rough waves)
- Refreshes fine motor skills while holding the handle or gripping the material.
- Students can demonstrate mature patterns of locomotor movement (hopping, galloping, running, sliding and skipping while maintaining balance)
- Travels in general space with different speeds
- Students understand that snapping their wrist on the correct count is important for parachute success.
- Students can incorporate dance skills into the parachute skills.

STANDARDS ➤ NY.S1

3-4

CONTENT

- Playing Popcorn
- Making a tent
- Roller Ball
- Cat & Mouse
- Shake Attack

- Cooperation
- Coordination
- Muscular Endurance
- Personal Responsibility
- Trust
- Teamwork

ASSESSMENT

- Self-Assessment on feelings (affective domain) ➤ Visual Assessment
- Climb the mountain

SKILLS

Raise the Roof Dance Party

- Refreshes fine motor skills while holding the handle or gripping the material. A matured Hopping, galloping, running, sliding and skipping while maintaining balance.
- Understands the importance of Cooperative Activities with using mini parachutes which challenge students to fly an object from one parachute to another.
- Students can use mini parachutes in volleyball and basketball games.
- Leadership roles, during certain challenges ask student to be the leader to help their classmates complete the challenge.

STANDARDS ➤ NY.S1.2 ➤ NY.S2.2 ➤ NY.S3.1 ➤ NY.S4 .1 ➤ NY.S4.2 ➤ NY.S5.2 ➤ NY.S5.3

CONTENT

- Animal/Ball Launch
- Team-bonding
- Teamwork
- Cooperative games
- Inflation Station
- Big Turtle Game
- Lifeguard game
- Fitness Circuit
- Color Switch
- Cat and Mouse
- Nascar
- Floating Cloud

ASSESSMENT

- Teacher visual assessment ➤ Peer visual assessment ➤ Outcome of pop-ups: Successful = Balls flew high and out of the parachute. Unsuccessful = balls stayed on ➤ Inflation Successful = was able to make a huge bubble; Unsuccessful = no bubble inflated.

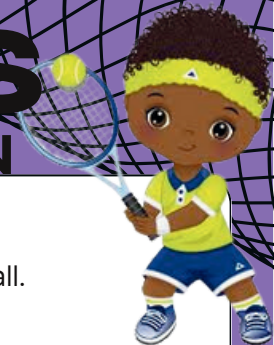
- Health ➤ Art ➤ Math & Movement ➤ Science ➤ Social Studies ➤ Language Arts ➤ Music ➤ Physical Education ➤ Cross-Curriculum & CFU
- What happens when you move the parachute fast? ➤ What happens when you move the parachute slowly? ➤ How does cooperation impact the outcome of a game/activity? ➤ How can we make a bubble? ➤ If one teammate isn't doing what they're supposed to be doing, what happens?

CROSS-CURRICULUM & CFU



RACKET SPORTS

TENNIS/PICKLEBALL/BADMINTON



K-2

SKILLS

Manipulative Striking with Paddles/Rackets:

- Strikes an object with a paddle/racket using forehand and sending it forward to a wall.

STANDARDS ➤ NY.S1.1.K ➤ NY.S1.1.1 ➤ NY.S1.1.2 ➤ NY.S1.3 ➤ NY.S1.4

CONTENT

- Striking
- Balance
- Horizontal Striking
- Static Balance
- Force
- Dynamic Balance
- Accuracy

ASSESSMENT ➤ NYS AHPERD K-2 Striking with a Short-Handled Implement from Manipulative Skills Checklist ➤ Exit Ticket

3-4

SKILLS

Manipulative Striking:

- Striking an object tossed to them with a paddle/racket sending it forward using the forehand and backhand while demonstrating the mature pattern for the forehand and backhand strike.
- Striking an object with a paddle/racket using a forehand and backhand, sending it forward over a low net or to a wall.

STANDARDS ➤ NY.S1.1.3 ➤ NY.S1.1.4 ➤ S1.E24.3a

CONTENT

- Strike
- Criteria for Horizontal Strike with Paddle/Racket
- Horizontal Strike
- Racket back in preparation
- Step on opposite foot as contact is made
- Swing racket or paddle from low to high
- Coil and uncoil the trunk in preparation and execution of the striking action
- Follow through

ASSESSMENT ➤ NYS AHPERD Grades 3-5 Striking with a Racket Rubric ➤ NYS AHPERD Grades 3-5 Striking with a Racket on the Move Rubric ➤ Exit Ticket

SKILLS

- Strikes an object consecutively, with a partner, using a paddle/racket over a net or against a wall, either in a competitive or cooperative game environment.
- Strikes to open spaces in a game like situation
- Striking to make an opponent move out of position to return hit
- Creates space by hitting deep and short
- Returns to home base position to defend after a strike.

STANDARDS ➤ NY.S1.1.5 ➤ NY.S1.1.6 ➤ NY.S1.E24.5 ➤ NY.S1.3 ➤ NY.S1.4

CONTENT

- Strike
- Criteria for Horizontal Strike with Paddle/Racket
- Horizontal Strike
- Racket back in preparation
- Step on opposite foot as contact is made
- Swing racket or paddle from low to high
- Coil and uncoil the trunk in preparation and execution of the striking action
- Follow through

ASSESSMENT ➤ NYS AHPERD Grade 5 Striking with a Racket Rubric ➤ NYS AHPERD Grade 5 Striking with a Racket on the Move Rubric ➤ Exit Ticket

5-6

CROSS-CURRICULUM & CFU

- **Social Studies Integration:** Pickleball Olympics, Having students do a report on where in the world racket sports are most popular.
- **ELA Integration:** Having students read and write a reflection on a specific racket sport. What is the implement called?
- **Math Integration:** Counting points ➤ What is the implement used in badminton called? ➤ How can players create space in racket/paddle sports? ➤ If the home of the implement is used to strike an object in table tennis and pickleball? ➤ If the implement isn't struck right to you, what exactly do you need to do?

FLOOR HOCKEY & STICK HANDLING



SKILLS

Manipulative Striking with Long Handled Implements

- Strikes a ball/puck with a hockey stick send it forward for distance.
- Shifts weight to back foot.
- Hips and trunk rotate away from ball/puck.
- Raises stick up and behind back shoulder with wrists coiled at the top of back swing with knees bent.
- Shifts weight to forward foot as swing begins.
- Hips/ spine rotate
- Arms straight throughout swing.

STANDARDS

➤ S1.1.K ➤ S1.1.1 ➤ S1.1.2 ➤ NY.S1.3 ➤ NY.S1.4

CONTENT

- Vertical Strike ➤ Run ➤ **Penalties:** ➤ Roughing
- Balance ➤ High sticking ➤ Cross Checking
- Wrist shot ➤ Slashing ➤ Tripping
- Hooking
- Slap shot

ASSESSMENT

➤ NYS AHPERD K-2 Striking with a long handled implement (vertical pattern) manipulative skills
➤ Snap shot ➤ Checklist ➤ Exit Ticket

SKILLS

- Students can strike a hockey puck/ball by sending it forward multiple different distances, while using an appropriate grip for the equipment.

STANDARDS

➤ S1.E23.3 ➤ S1.1.3 ➤ S1.1.4

CONTENT

- Vertical Striking Criteria:**
 - Shift weight to back foot
 - Hips and trunk rotate away from puck/ball
 - Raise implement up and behind back shoulder with arms first and wrist cocked at the top of back swing with knees bent.
 - Shift weight to forward foot as swing begins
 - Hips and spine rotate forward; forearm swings downward, and back arm and wrists uncock.
 - Arms stay straight throughout swing.

ASSESSMENT

➤ NYS AHPERD 3-5 Striking w/ a Hockey Stick Rubric ➤ Exit Ticket

SKILLS

- Students can strike a hockey puck/ball by sending it forward multiple different distances, while using an appropriate grip for the equipment.

STANDARDS

➤ S1.E23.3 ➤ S1.1.5 ➤ S1.1.6

CONTENT

- Criteria for Vertical Striking:**
 - Shift weight to back foot
 - Hips and trunk rotate away from puck/ball
 - Raise implement up and behind back shoulder with arms first and wrist cocked at the top of back swing with knees bent.
 - Shift weight to forward foot as swing begins
 - Hips and spine rotate forward; forearm swings downward, and back arm and wrists uncoil.
 - Arms stay straight throughout swing.

ASSESSMENT

➤ NYS AHPERD 5-6 Striking w/ a Hockey Stick Rubric
➤ Exit Ticket

CROSS-CURRICULUM & CFU

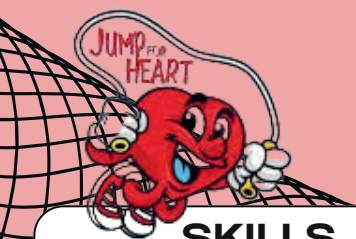
- **Math and Movement:** while stick handling ➤ **Science integration:** how the body moves during a swing ➤ **Geography:** Hang pictures up on the wall of famous athletes from all around the world.
- Do our arms stay straight when striking the ball/puck? ➤ When do we shift our weight forward while stick handling? ➤ What is the term for controlling the puck/ball? ➤ Do

Where do our hips and trunk rotate away from?

controlling the puck/ball?

we keep our heads up while stick handling? Why? ➤ What is offsides? ➤ What are the two different shots a player can take in hockey?

how often the ball/puck entered the net during activities or small-sided games



JUMP ROPE



SKILLS

- Jumps over a rope or line on the floor from a sideward stance (K)
- Execute single jump with self-turned rope
- Jumps a self-turned short rope consecutively forward and backward with a mature pattern. (2)
- Explain the differences between jump, hop and leap (K-1)
- Starting to navigate between jumping, leaping and hopping while using a jump rope. (2)
- Responsible for personal behavior and responds appropriately to feedback.

STANDARDS

➤ NY.S1.3.2 ➤ NY.S1.E27.2a ➤ NY.S1.E27.2b ➤ NY.S4.1.1

CONTENT

- Jump- pushing off and landing on two feet at the same time.
- Leap- switching from one foot to another. Transferring body weight between feet.
- Hop- pushing off and landing on the same foot.

ASSESSMENT

- NYS AHPERD Personal and Social Behavior Rubric K-2 (Standard 4).
- NYS AHPERD Movement Concepts K-2 (Standard 1).

K-2

SKILLS

- Students can jump rope correctly with the following criteria: 1) Elbows tucked into rib cage 2) Knees bent, bounce off the balls of feet 3) Eyes & nose- look forward and jump as the rope passes the nose
- Students can describe the health benefits of jumping rope: 1) Increase endurance 2) Increase bone density 3) Increase balance and coordination 4) Improves heart health. 5) Full body workout.

3-4

STANDARDS

➤ NY.S1.4

CONTENT

- Two-foot jump
- One foot hop
- Backwards swing
- Criss-cross
- Leaping

Modifications:

- Line jumping
- Trapping the rope under toes
- Tap-turn method.

ASSESSMENT

- NYS AHPERD Personal and Social Behavior Rubric 3-5 Standard 4.
- Ninja Jump Rope- cognitive assessment
- February Heart Association Jump Rope Challenge

SKILLS

- Students can maturely jump rope with the following criteria: 1) Elbows tucked into rib cage 2) Knees bent, bounce off the balls of feet 3) Eyes & nose- look forward and jump as the rope passes the nose
- Students can create a jump rope routine with a partner using a short rope.

5-6

STANDARDS

➤ NY.S1.3.5 ➤ S1.E27.5

CONTENT

- Two-foot jump
- One foot hop
- Backwards swing
- Criss-cross
- Leaping
- Increase Speed

Modifications:

- 1) line jumping
- 2) Trapping the rope under toes
- 3) Tap-turn method.
- 4) Reduce Speed

ASSESSMENT

- Ninja Jump Rope Assessment- cognitive and psychomotor assessment
- February Heart Association Jump Rope Challenge

CROSS-CURRICULUM & CFU

- **Math and Movement:** Hop-scotch mats and counting, math chart and dice rolling challenge
- What is the difference between hop and leap? Who can demonstrate? ➤ Counting number of jump ropes.
- Skip counting ➤ **Science/ Anatomy** ➤ What are the health benefits of jumping rope? ➤ When are you supposed to jump? ➤ What is the name of the bone that the elbows are tucked into? (rib cage)

VOLLEYBALL

SKILLS

- Self- Volleys lightweight objects upward
- Self-volleys lightweight objects using different body parts
- Volleys an object with an open palm, sending it upward attempting consecutive hits.
- Volleys an object upward with consecutive hits.

STANDARDS ➤ NY.S1.2

- CONTENT** ➤ Striking or giving impetus to an object by using a variety of parts.
- Volleys with a partner within a defined area
 - Volleys a balloon with a partner while moving toward the balloon and weight transfer in opposition on contact.

ASSESSMENT ➤ Visual Assessment ➤ Exit Ticket

SKILLS

- Volleys an object with a underhand or sidearm pattern, sending it forward over a net, to a wall or over a line to partner, while demonstrating the criteria of a mature pattern.
- Volleys underhand using a mature pattern in a dynamic environment such as two square and four square.
- Volleys a ball with two-hand overhand pattern, sending it upward, demonstrating the criteria for a mature pattern.

STANDARDS ➤ NY.S1.1

CONTENT ➤ Volley ➤ Striking ➤ Underhand ➤ Plateforme

Criteria for Volleying:

- Body aligned and positioned under the ball
- Knees, arms, and ankle bent in preparation for volley
- Hands rounded; thumbs and first fingers make a triangle without touching in preparation
- Ball contacts fingers pads; wrists are firm
- Arms extend upward on contact; follow through toward target

ASSESSMENT ➤ NYS AHPERD Volleying Rubric 3-5 ➤ Formal Assessment ➤ Exit Ticket

SKILLS

- Volleys underhand using a mature pattern to open spaces on a court in a dynamic situation.
- Volleys a ball using a two-hand mature pattern to send it upward to target.
- Communicates and calls the ball.

STANDARDS ➤ NY.S1.E24

- CONTENT** ➤ Forearm Pass (Bump); Overhand Pass (Set) Tactic- Setting up the attack
- Small groups bumping and volleying the ball back and forth to each other
 - Playing an actual game with a regulated net size

ASSESSMENT ➤ Visual Assessment ➤ Start playing an actual game ➤ Self – reflection ➤ Exit ticket ➤ NYS AHPERD Health Benefits and Enjoyment Rubric 3-5

K-2

3-4

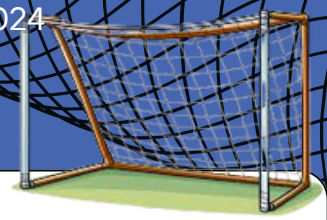
5-6

CROSS-CURRICULUM & CFU

Math & Movement ➤ What does Volley mean? ➤ How do you demonstrate proper body position and weight transfer? ➤ Beach Volleyball (Standard 6 Community Resources) ➤ How many times can you hit the volleyball before it must go over the net? ➤ What are some attack methods? ➤ What part of your arm is a forearm pass?



SOCCER



SKILLS

Manipulative Dribbling with Feet

- Taps a ball using the inside of the foot, sending it forward.
- Stops rolling ball using the instep of foot while stationary.

Manipulative Kicking

- Kicks a stationary ball forward with either foot.
- Kicks a stationary ball forward toward a target with dominant foot.
- Kicks a stationary ball forward with dominant foot with a running

K-2

STANDARDS ➤ NY.S1.E18.K ➤ NY.S1.1.K ➤ NY.S1.1.1 ➤ NY.S1.1.2

CONTENT ➤ Kicking ➤ Passing ➤ Trapping ➤ Instep Pass ➤ Instep Trap ➤ Striking ➤ Two handed soccer throw

ASSESSMENT ➤ NYS AHPERD K-2 Manipulative Skills Checklist
➤ Exit Ticket

SKILLS

- Dribbles with feet in general space at slow to moderate jogging speed with control of body and ball.
- Dribbles with feet in a combination (passing, receiving, and shooting)

STANDARDS ➤ S1.E18.3 ➤ S1.1.3 ➤ S1.1.4

CONTENT ➤ Kicking ➤ Dribbling (feet) ➤ Control ➤ Passing ➤ Trapping

Criteria for Dribbling: ➤ Uses gentle taps to progress ball ➤ Uses the instep or outstep
➤ Uses both feet to dribble ➤ Looks up regularly to scan
and not the toe to contact ball

he area

Criteria for Kicking:

- Eyes are focused on target

ASSESSMENT ➤ Uses NYS AHPERD Grades 3-5 Dribbling/Feet Rubric (Standard 1)

➤ NYS AHPERD Chasing, Fleeing and Dodging with an Implement Rubric 3-5 (Standard 1)

SKILLS

- Dribbles the ball with their feet in general space at slow to moderate jogging speed with control of body and ball.
- Dribbles soccer ball with their feet in a combination (passing, receiving, and shooting)

5-6

STANDARDS ➤ S1.E18.3.5 ➤ S1.1.5 ➤ S1.1.6

CONTENT ➤ Kicking ➤ Dribbling (feet) ➤ Control ➤ Passing ➤ Trapping

Criteria for Dribbling: ➤ Uses gentle taps to progress ball ➤ Uses the instep or outstep
➤ Uses both feet to dribble ➤ Regularly looks up to scan area
(not the toe) to contact ball

Criteria for Kicking: ➤ Eyes are focused on target ➤ Uses non-kicking foot (plant foot) to
➤ Contact ball with instep
step beside the ball with plant foot pointing towards target.
➤ Arms swing when follow through is initiated with kicking leg pointed.

ASSESSMENT ➤ NYS AHPERD Grades 3-5 Dribbling w/Feet Rubric

CROSS-CURRICULUM & CFU

- **Social Studies:** Integrating soccer athletes from all over the world to segue into the lesson.
- **Math & Movement:** When getting ready to kick the ball, what leg steps towards the ball?
- What part of the foot do we use to kick? ➤ What is the word for stopping the soccer ball? ➤ Who is the only player on the field that can touch the ball with their hands?
- What are the steps for performing an out of bounds throw in?

TUMBLING/GYMNASTICS

SKILLS

- Students will be able to list the important health benefits of gymnastics
- Students will be able to perform various tumbling and movement skills in various positions
- Is tumbling something that is performed anywhere else?
- Students will be able to understand and relate why balance, tumbling and strength are crucial factors in health and sports
- Students can maintain stillness on different bases of support.
- Combine traveling with balance and weight transfers to create a gymnastics sequence with or without equipment.

K-2

STANDARDS > NY.S1.3 > NY.S1.E12.4

CONTENT

- Balance
- Animal Walks: 1) Frog Jump 2) Crab Walk 3) Seal Walk 4) Duck Walk 5) Bear Walks
- Pencil Roll/ Log Roll
- Egg Roll/ Watermelon Roll
- Army Crawl
- Coffee Grinder
- Toe Tug Walk/ Elephant Walks
- Balance on: 1) Balance board 2) Balance rocks 3) High steppers/ stilts

ASSESSMENT

- NYS AHPERD 3-5 Educational Gymnastics Rubric
- Visual Assessment within small groups and individual work.

SKILLS

- Students will be able to perform a variety of tumbling skills in various positions in a safe manner
- Students will be able to understand the relationship between balance and strength
- Students will be able to understand the mental, physical, and emotional benefits of tumbling exercises
- Students can work independently for extended periods of time.

STANDARDS > NY.S1.4.3 > NY.S1.E7.3 > NY.S1.E8.3 > NY.S4.1.3

CONTENT

- Balance
- Animal Walks: 1) Previous Grades 2) Donkey Kicks
- Rolls: 1) Pencil Roll 2) Log Roll 3) Egg/Watermelon Roll
- Army Crawl
- Coffee Grinder
- Forward Roll: 1) Chin to Chest 2) Back rounded
- Safety Backwards Roll > Backwards Roll
- Cartwheel > One-handed Cartwheel: 1) Holding Wrist 2) Arm Tucked into side
- Roundoff
- Tripod > Headstand

ASSESSMENT

- NYS AHPERD Educational Gymnastics Rubric 3-5
- Visual assessment

SKILLS

- Students will be able to perform a variety of tumbling skills in various positions in a safe manner
- Students will be able to understand the relationship between balance and strength
- Students will be able to understand the mental, physical, and emotional benefits of tumbling exercises

STANDARDS > NY.S1.4.4 > S1.E12.5 > NY.S5.1.5

CONTENT

Criteria for Cartwheel-

- 180-degree body turn. Hands thrown to the ground (first one then the other) as the body rotates 90 degrees. Feet and legs propelled over inverted body and come down one at a time to finish the full 180-degree turn.

Criteria for Roundoff-

- Same as cartwheel, only straight legs meet when body is fully inverted and land together.

Criteria for Tripod-

- Place hands flat on mat. The head will be placed slightly forward of the hands forming a triangle. students will place knees on extended elbows and hold position.

Balance Beam-

- Walking forward/backwards bending/touching beam, turning 180 degrees

ASSESSMENT

- Visual assessment
- The NFCSD Button Testing program Tumbling, cartwheels and Balance Beam Tests
- NYS AHPERD Health Benefits and Enjoyment Rubric 3-5 (Standard 5)
- NYS AHPERD Educational Gymnastics Rubric 3-5 (Standard 1)
- Is padding sufficient for the activity?
- Are students keeping the head and

Safety Concerns

- ABC Pushups
- neck area away from the mat when performing rolls, cartwheels, etc.
- Where else might you tumble?
- What are some differences between a circle and an oval?
- Is an egg an oval?
- Math and Movement mats: adding animal movements or rolls on mats.
- What is the difference between a cartwheel and a roundoff?
- How many sides do low handstands have?
- What are the cues to a forward and backward roll?
- When during the tumbling/gymnastics did we discuss 90-degree, 180-degree, 360-degree turns?
- Triangle? A tripod makes the same shape
- can explain the difference between a 90-degree turn, 180 degrees turn and a 360-degree turn?
- did we discuss 90-degree, 180 degree turns, or 360 degree turns?

CROSS-CURRICULUM & CFU

DANCE/RHYTHM/YOGA



SKILLS

- Students can walk/march/clap to a steady beat of music led by teacher (K).
- Performs locomotor skill in response to teacher led creative dance (K).
- Students can learn basic dance steps in 8's with repetition with/ without teacher's help (1).
- Students can explain how dance movements can help with agility and balance in other sport skills.
- Students can freestyle dance and create their own movements to music.
- Students understand and can identify basic yoga poses.
- Students can explain the importance of starting and ending yoga in "Namaste".
- Identifies responsible personal behavior and responds appropriately to feedback in dance
- Understands that dance is inclusive and subjective. There is no right or wrong answer
- Identifies the importance of personal and social responsibility in dance.

K-2

STANDARDS CONTENT

➤ NY.S1.2 ➤ NY.S4.1 ➤ NY.S4.2.2

Movement to the beat: Clapping, Marching, Follow the Leader, Students follow one another in repetitive dance movement,

Yoga Content: Downward Facing Dog, Tree Pose, Child's Pose, Butterfly Pose, Plank Pose, Triangle pose

Sensitivity- works with a partner that is different in some way than themselves. Respect- recognizes and identifies that

ASSESSMENT

➤ dance is a safe space for all
➤ NYS AHPERD K-2 Locomotor Skills Checklist (Standard 1) ➤ NYS AHPERD K-2 Personal and Social Behavior Rubric (Standard 4) ➤ Verbal assessment of students counting to 8. ➤ Affective Assessment on students' feelings and appreciation for mindfulness and yoga

SKILLS

- Students can count music in 8's.
- Students can create dance using a variety of movement patterns to music.
- Performs appropriate dance steps and movement patterns selected by the teacher.
- Students can use different apparatus (pool noodles, drums sticks) to create rhythm sequences.
- Students can follow teacher led yoga
- Demonstrates responsible behavior with minimal teacher prompts in dance.
- Students understand and can explain how dance has changed over time (Evolution of dance)

3-4

STANDARDS CONTENT

➤ NY.S1.3 ➤ NY.S1.4 ➤ NY.S4.2.4 ➤ NY.S5.1

➤ Ball-change (weight transfer): 2 steps rocking horse motion 1) Back to front 2) Side to side 3) Front to back

➤ Grapevine 1) step side 2) step cross back 3) Step side 4) Step together

➤ Drum Fitness

➤ Yoga Content: Downward Facing Dog, Tree Pose, Child's Pose, Butterfly Pose, Plank Pose, Triangle pose, Warrior Pose, Airplane Pose

➤ Teamwork- students celebrate the movement and performance of others

➤ Evolution- change in something over time.

ASSESSMENT

➤ NYS AHPERD 3-5 Educational Dance Rubric (Standard 1). ➤ NYS AHPERD 3-5 Personal and Social Behavior Rubric (Standard 4) ➤ Formal visual teaching Assessment ➤ Informal teaching assessment ➤ Peer Assessment

SKILLS

- Salsa dancing (Cuba) 1) Ball-Change -2 steps Weight transfer
- Tinikling (Philippines): 1) Line Jumping 2) Pool noodles 3) Jump bands
- Square Dancing
- Polka Dancing (Czech): Circle dancing
- Ribbon Dancing (China) 1) Ribbons 2) streamers

5-6

STANDARDS CONTENT

➤ NY.S1.2.5 ➤ NY.S1.E5.5 ➤ NY.S2.2.5 ➤ NY.S6.1.5

➤ Salsa dancing (Cuba): Ball-Change- 2 steps Weight transfer

➤ Tinikling (Philippines): 1) Line Jumping 2) Pool noodles 3) Jump bands

➤ Square Dancing:

➤ Polka Dancing (Czech): Circle dancing

➤ Ribbon Dancing (China): 1) Ribbon dancing 2) streamers

ASSESSMENT

➤ NYS AHERD 3-5 Educational Dance Rubric (Standard 1) ➤ NYS AHPERD 3-5 Movement Concepts Rubric (Standard 2) ➤ Formal visual teaching assessment (see rubric) ➤ Informal teaching assessment ➤ Tinikling dance created by students.

CROSS-CURRICULUM & CFU

➤ **Math**-Counting in 8's ➤ **Music Integration** ➤ **Basic anatomy**: learning parts of the body ➤ **Math and movement**
 ➤ **History** of Dance ➤ **Technology integration** (use of smartboard and videos to explain origin) ➤ What other sports can shasse help with? ➤ What does Namaste mean? ➤ Why is it important to cheer/support for one another? ➤ What does respect mean? ➤ What is weight training? ➤ What are sports? ➤ What does evolution mean? ➤ How has dance changed over time? ➤ What are some community places where you can dance?
 ➤ What are some community places where you can dance?

UNDERSTANDING

HEALTH & FITNESS

SKILLS

- States that exercise is good for your heart and beats faster. (K)
- Identifies health-enhancing behavior: 1) Importance of washing hands 2) Importance of covering nose and mouth when sneezing
- 3) Identifies proper amount of sleep to maintain health.
- Explains that the heart gets stronger with exercise. (1)
- Explains the effects of physical activity on the body. (2) 1) When the heart beats faster than breathing becomes faster 2) Strong muscles build strong bones.
- Describes feelings for enjoying and participating in health and fitness related activity.

STANDARDS ➤ NY.S3.1K ➤ NY.S3.2.1 ➤ NY.S3.2.2 ➤ NY.S5.3

CONTENT ➤ Heart- a muscular organ that pumps blood through the body: 1) Have students make a fist to show size of the heart
➤ Muscle Fatigue- extreme tiredness resulting in physical exertion.
➤ Endurance

ASSESSMENT ➤ Exit Verbal Assessment- Have students find their pulse/ feel heart beating after physical activity.
➤ NYS AHPERD K-2 Health Assessment Standard 3. Circle the activity that will make your heart beat faster.

SKILLS

- Students can explain the 5 health-related fitness components
- Students can explain the 6 skill-related fitness components
- Understands how physical activity affects growth and development
- Understands the importance of physical activity on lungs, muscles, bones, heart, and brain.
- Students can identify and label 11 bones in the human body: Skull (Cranium, Mandible), Rib Cage, Pelvis, Tibia/Fibula, Radius/Ulna, Carpals/Tarsals, Humerus, Femur
- Identify four main muscles in the human body and the importance of stretching before physical activity- Biceps Brachii (biceps), Triceps Brachii, Quadriceps Femoris, Hamstring

STANDARDS ➤ NY.S3.1 ➤ NY.S3.2 ➤ NY.S4.1

CONTENT ➤ Health-Related Fitness Components- 1) Flexibility 2) Body Composition 3) Muscular Strength
4) Muscular Endurance 5) Cardiovascular Endurance
➤ Skill-Related Fitness Components: 1) Coordination 2) Power 3) Balance 4) Speed 5) Agility

ASSESSMENT ➤ 6) Reaction
➤ Sit and Reach Fitness Test ➤ Push-up Test ➤ Sit-up Test ➤ (components of NFCSD Fitness Test requirements grades 3-6) ➤ NYS AHPERD Personal and Social Behavior Rubric 3-5 (Standard 4) ➤ NYS AHPERD Fitness Assessment Rubric 3-5 (Standard 1) ➤ Niagara Falls CSD Fitness Test Report Card. (Standard 1)

SKILLS

- Students can explain the 5 components of health-related fitness
- Understands how nutrition and physical activity affect growth and development
- Understands the importance of physical activity on lungs, muscles, bones, heart, and brain.
- Students understand the difference between voluntarily and involuntarily muscle movement
- Students can identify and compare the overall wellness benefits of participating in a variety of physical activities:
1) Healthy weight 2) Lower cholesterol 3) Lower risk of heart disease 4) Lower blood pressure 5) Better sleep 6) Better mood
7) Strengthens bones 8) Strengthens muscles 9) Social activity 10) Boost energy
- Students can identify ways to overcome individual challenges in physical activities.

STANDARDS ➤ NY.S5.1.5 ➤ NY.S5.2.5

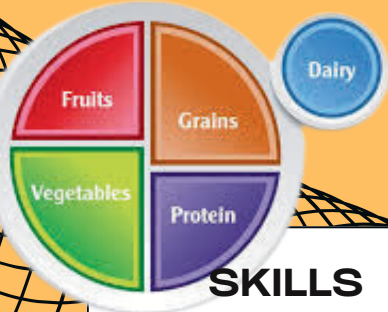
CONTENT ➤ Flexibility
➤ Body Composition
➤ Muscular Strength
➤ Muscular Endurance
➤ Cardiovascular Endurance
➤ Challenge- difficult task or problem; something hard to do. Enjoyment- the act of enjoying- to experience joy.

ASSESSMENT ➤ Sit and Reach Fitness Test ➤ Push-up Test ➤ Sit-up Test ➤ (components of NFCSD Fitness Test Requirements grades 3-6)
➤ Personal and Social Behavior Rubric 3-5 (NYS AHPERD) ➤ NYS AHPERD 3-5 Fitness Assessment Rubric

CROSS-CURRICULUM & CFU

- **Science/ Anatomy** ➤ **Math**- counting heart beat/ pulse for 15 seconds. Work on class discussion to calculate beats per minute ➤ **ELA**
- What is endurance? ➤ What is the difference between muscular strength and muscular endurance? ➤ Where can you find long bones? (arms/legs) ➤ What does the Cranium protect? (brain) ➤ What does the Rib Cage protect? (heart and lungs) ➤ What is the longest and strongest bone in the body? ➤ What does the sternum protect? ➤ What muscles group together and attach to the femur? (quadriceps) ➤ What does the hamstring? ➤ What is endurance? ➤ How do we stop our muscles from getting tired? ➤ Why do we sweat? (to cool body down) ➤ Name an example of an involuntary muscle. (heart muscle).

(repeated exercise and building endurance)



NUTRITION



K-2

SKILLS

- Explains that exercise and eating well helps an individual feel confident and succeed.
- Explains that exercise and eating well helps an individual to concentrate & do better in school
- Describes balanced nutrition
- Explains the importance of food, water and sleep as fuel for physical activity and learning.

STANDARDS ➤ NY.S3.2 ➤ NY.S3.E6.2

CONTENT ➤ How washing hands properly can fight germs and keep students healthy.
➤ Basic Introduction into the five food groups/ color coordination

ASSESSMENT ➤ Visual Assessment of food grouping. ➤ Verbal Assessment: explaining the importance of balancing the five food groups, water & exercise.

3-4

SKILLS

- Students can label the different food groups on My Plate and give examples of what foods belong in each group.
- Students can choose a food item and correctly determine the food group it belongs to.
- Students understand the difference between good sugar (found in fruits) and bad sugar (found in candy and junk food).
- Understands how nutrition affects growth and development.
- Understands the basic concept of hygiene.

STANDARDS ➤ NY.S3.2.5

CONTENT ➤ Food Groups 1) Dairy 2) Grains 3) Protein 4) Fruits 5) Vegetables
➤ Students can correctly name the five food groups. ➤ Students can organize food into the five food groups (My Plate)

ASSESSMENT ➤ Visual Assessment during Nutrition Activities
1) Junk Food Tag 2) Hungry Hippos

5-6

SKILLS

- Students can identify personal habits related to health enhancing behaviors such as: maintaining a healthy diet, engage in regular exercise, eating breakfast, drinking water, and getting plenty of sleep.
- Compares and contrasts health enhancing behaviors and personal habits.
- Students should be able to label all five food groups and clearly explain the importance of each group.
- Understands the importance of basic vitamins and minerals and the foods that have them.

STANDARDS ➤ NY.S3.2.5

CONTENT ➤ Vitamins/Minerals: Calcium, Potassium, Iron, Folic Acid, Vitamins B, C, D
➤ Food Groups: 1) Dairy 2) Grains 3) Protein 4) Fruits 5) Vegetables

ASSESSMENT ➤ Formal Weekly Entrance Ticket: Fitness/ Health journal/log

CROSS-CURRICULUM

- **ELA: Word wall** ➤ **Basic counting integration** ➤ What does each color represent on My Plate?
- **ELA- Health and Fitness log** ➤ **Technology Integration** ➤ What are the five main food groups?
- Why are the food groups different sizes on My Plate? ➤ What is the difference between good sugar and bad sugar?
- **Technology Integration**- videos of MyPlate/ MyPlate exercise game ➤ How much protein should you eat daily? (palm size) ➤ How much daily exercise should you take part in?



BOWLING


K-2

SKILLS

- Choose a lightweight bowling ball appropriate for their age and size.
- Stance: Feet shoulder-width apart, knees slightly bent, and facing the pins.
- Hold the ball with both hands then bring it close to the body.
- Step with non-dominant leg towards the pins and roll the ball with dominant arm.

STANDARDS ➤ NY.S1.1.K ➤ NY.S1.1.1 ➤ NY.S1.1.2 ➤ NY.S1.4

CONTENT ➤ Bowling ball ➤ Rolling ➤ Aiming ➤ Alley ➤ Approach ➤ Backswing ➤ Frame ➤ Gutter ➤ Headpin ➤ Pocket ➤ Spare ➤ Split ➤ Strike ➤ Turkey ➤ Release ➤ Spin ➤ Tenpin ➤ Release Point

ASSESSMENT ➤ NYS AHPERD K-2 Manipulative Skills Checklist (Standard 1).
➤ Exit Ticket

3-4

SKILLS

- Choose a lightweight bowling ball appropriate for their age and size.
- Stance: Feet shoulder-width apart, knees slightly bent, and facing the pins.
- Hold the ball with both hands then bring it close to the body.
- Step with non-dominant leg towards the pins and roll the ball with dominant arm.
- Don't have students use gutters unless it is needed.

STANDARDS ➤ NY.S1.1.3 ➤ NY.S1.1.4 ➤ NY.S1.3 ➤ NY.S1.4

CONTENT ➤ Bowling ball ➤ Rolling ➤ Aiming ➤ Alley ➤ Approach ➤ Backswing ➤ Frame ➤ Gutter ➤ Headpin ➤ Pocket ➤ Spare ➤ Split ➤ Strike ➤ Turkey ➤ Release ➤ pin ➤ Tenpin ➤ Release Point

ASSESSMENT ➤ NYS AHPERD Grades 3-5 Throwing Underhand Rubric
➤ Teacher Visual Evaluation (Informal) ➤ Exit Ticket

5-6

SKILLS

- Choose a ball that meets the needs of each student.
- Stance: Feet shoulder-width apart, knees slightly bent, and facing the pins.
- Holds the ball with both hands then brings it close to the body.
- Students step with non-dominant leg towards the pins and roll the ball with dominant arm.
- Students can bowl successfully with minimal use of gutters.
- Students can keep score and then report their score when the frame

STANDARDS ➤ NY.S1.1.5 ➤ NY.S1.1.6 ➤ NY.S1.3 ➤ NY.S1.4

CONTENT ➤ Bowling ball ➤ Rolling ➤ Aiming ➤ Alley ➤ Approach ➤ Backswing ➤ Frame ➤ Gutter ➤ Headpin ➤ Pocket ➤ Spare ➤ Split ➤ Strike ➤ Turkey ➤ Release ➤ pin ➤ Tenpin ➤ Release Point

ASSESSMENT ➤ NYS AHPERD Grades 5-6 Throwing Underhand Rubric
➤ Teacher Visual Evaluation (Informal) ➤ Exit Ticket

CROSS-CURRICULUM & CFU

- **Math and Movement:** Rolling onto math mats ➤ **Science and Anatomy integration:** arm rotation and movement during rolling ➤ **Math Integration:** Students being able to count scores ➤ What does it mean to roll a spare? ➤ What are two steps in the bowling underhanded roll? ➤ What does a gutter ball mean? ➤ How high should your bowling backswing be? ➤ Name one muscle in the body that impacts the release of the bowling ball.