
Teaching Unit: *Manipulative Patterns*

Essential Understandings

The principle of kicking, like throwing, is whole-body movement.

A good kick follows the characteristics of the mature striking pattern, emphasizing that the hip leads the kicking motion; the support leg is bent and the trunk leans back slightly.

Kicking increases foot/eye coordination.

Kicking a moving ball increases agility.

Kicking increases lower body strength.

Teaching Unit: *Manipulative Patterns*

Essential Understandings

Proficient catching requires eye contact, moving towards the object, catching with the hands, instead of the body; bending the arms and relaxing the fingers; absorbing the force, by giving with the ball or taking a step backward.

Teaching Unit: *Manipulative Patterns*

Essential Understandings

Throwing proficiency uses the entire body, not just the shoulder, arm, and hand.

An underhand throw works best when facing the target.

Sub Topic: *Kicking*

Knowledge and Skills

Demonstrate different ways to kick the ball.

Kick with each foot.

Kick towards a target.

Sub Topic: *Tossing/Bouncing & Catching to*

Knowledge and Skills

Toss the ball high enough to leave the hand before catching it.

Gradually increase the tossing height of the ball before catching it.

Maintain good eye contact while moving the body towards the ball to catch it.

Adjust the hands to receive the ball with the thumbs together.

Sub Topic: *Throwing*

Knowledge and Skills

Position the body to face the target.

Practice throwing with hand-foot opposition.

Practice shifting the body weight from the back foot to the front foot.

Practice pointing the fingers to the target to encourage the follow-through.

Teaching Unit: ***Fitness Activities***

Essential Understandings

Tumbling improves body management and control and aids in the development of locomotive and nonlocomotive skills.

Sub Topic: ***Tumbling***

Knowledge and Skills

Demonstrate a variety of large muscle activity challenges involving both locomoter and nonlocomoter movements.

Demonstrate a variety of skills that promote balance, strength, and flexibility.

Teaching Unit: ***Games***

Essential Understandings

Learning to cooperate, work together, and solve problems are essential life skills.

Sub Topic: ***Cooperative Games***

Knowledge and Skills

Demonstrate cooperative strategies.

Have fun being physically active.

Teaching Unit: ***Manipulative Patterns***

Essential Understandings

Jump rope is an excellent conditioning activity that improves cardiovascular fitness, muscular strength, timing, and rhythm.

Sub Topic: ***Jump Rope***

Knowledge and Skills

Demonstrates proper posture in preparation for jumping rope.

Can recite "Tug, tug, turn and jump..... Child jumps when the rope is directly over the top of their head.

Select a rope length that is appropriate for their height.

Teaching Unit: ***Creative Movement***

Essential Understandings

Children need to have the opportunity to develop their abilities to use movement for both functional and expressive purposes.

Sub Topic: ***Creative Dance***

Knowledge and Skills

Explore different ways to travel, turn, and make shapes with and without props; with and without music.

Children should participate in a full range of experiences to learn the many possibilities for movement.

Teaching Unit: ***Manipulative Patterns***

Essential Understandings

Eye hand coordination is important in many day-to-day activities.

Good tracking skills are an integral part to striking any object that is in flight.

Good eye-hand coordination is vital when striking an object that is either stationary or moving.

Teaching Unit: ***Games***

Essential Understandings

Simple games allow students to test their skills in a more dynamic setting, provide enjoyment, and extend the opportunity to improve cardiovascular fitness.

Teaching Unit: ***Movement Concepts***

Essential Understandings

Body awareness involves being able to identify body parts, balance from different bases of support, and create body shapes and positions in a limited area.

Body awareness includes nonlocomotor movements, such as bending, stretching, twisting, and turning.

When children develop body awareness they can demonstrate numerous ways to move individual parts (keeping others inactive, sometimes in unison, other times in opposition).

Sub Topic: ***Overhead Striking Patterns***

Knowledge and Skills

Correctly align oneself to a balloon that is descending.

Use different parts of the body to strike the balloon.

Vary the intensity of striking the balloon.

Sub Topic: ***Games of Low Organization***

Knowledge and Skills

Actively participate in simple games to improve individual skill development and to develop competence and confidence.

Sub Topic: ***Body Awareness***

Knowledge and Skills

Identify body parts.

Make body shapes.

Identify a few of the basic nonlocomotor movements.

Demonstrate a nonlocomotor movement using different body parts.

Explain proper body posture and stance for stopping safely.

Understand that different body shapes are important for sports, games, exercise, and dance.

Teaching Unit: ***Movement Concepts***

Essential Understandings

Children must demonstrate mastery and control in a confined space before moving in open areas where there are peers and objects to consider.

Sub Topic: ***Spacial Awareness***

Knowledge and Skills

Check their personal space. (Ex: One arm length between two people.)

Find a new space in general space.

Make directional changes as instructed.

Teaching Unit: ***Movement Concepts***

Essential Understandings

Children need plenty of practice in a variety of contexts to tense and relax muscles efficiently if they are to move smoothly and effortlessly in a coordinated manner.

Sub Topic: ***Effort (Speed)Awareness***

Knowledge and Skills

Demonstrate clear contrasts between fast and slow speeds as they travel.

Understand that fast movements may hinder one's ability to accomplish a movement task.

Demonstrate movements in daily living that illustrate strength and intensity vs. light and easy.

Demonstrate clear contrasts between strong and light movement qualities as they travel.

Teaching Unit: ***Locomotor Patterns***

Essential Understandings

Walking is a lifetime skill that transports our body from one place to another.

Sub Topic: ***Walking***

Knowledge and Skills

Walk so that your arms swing in opposition to the legs.

Walk, keeping your feet pointed straight ahead, in straight lines.

Walk lightly and relaxed, not jerkily.

Walk with the head erect and shoulders straight.

Teaching Unit: ***Locomotor Patterns***

Essential Understandings

Running efficiently follows the same principle as walking, with the addition of a period of suspension (both feet off the ground), greater forward body lean, and higher knee bend.

Sub Topic: ***Running***

Knowledge and Skills

Run with arm/leg opposition.

Run with relaxed arms and upper body.

Sprint, staying up on the balls of the feet.

Jog, placing the foot in this sequence: heel, mid-foot, ball of foot.

Teaching Unit: ***Locomotor Patterns***

Essential Understandings

Galloping provides a crafty change of direction when needed and is easily combined with the run, leap, and jump.

Galloping follows the same principles as sliding, but in a forward or backward direction.

Sub Topic: ***Galloping***

Knowledge and Skills

Practice galloping by leading with the right foot, then the left.

Practice bending the knees to absorb the force when moving quickly.

Gallop, staying on the balls of the feet.

Teaching Unit: ***Fitness Activities***

Essential Understandings

A physically fit person acquires the knowledge needed to be physically fit and takes part in healthful physical activity on a regular basis.

Sub Topic: ***Physical Fitness***

Knowledge and Skills

Identify physical changes that accompany moderate to vigorous activity such as sweating, increased heart rate, and heavy breathing.

Engage in moderate to vigorous physical activity.
