**Grade Levels: Pre K-K Subject Physical Education & Health Teachers: Dan Linehan & Cat DiPietrantonio**

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| **Unit Name** | **Timeframe** | **Unit Focus & Description** | **Standards It Addresses** |
| Space & Movement | Integrated throughout the year | * Identify and move in personal space and general space * Variety of movement: skipping, jogging, jumping, running, etc. * Body control- through music and different stop and go activities | **SHAPE-1,3,5**  **NYS-1,2** |
| Literacy in Physical Education | 4- 6 weeks | * Movement alphabet * Think and move with words- finish a sentence with physical action * Think and move with adjectives- making bodily shapes based on the adjective * Specific language that is demonstrated through movement explicitly based on the type of movement | **SHAPE-1,2,3**  **NYS-1,2** |
| Science & Communities | 4-6 weeks | * Cooperative learning through movement- following directions to carry out a shape/movement * Identifying places such as, (“fire station, train station, etc.) and move throughout this places on scooters * Experiment and explore different movements based on the type of community they are in | **SHAPE-1,3,4,5**  **NYS-1,2** |

**Grade \_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Unit Name** | **Timeframe** | **Unit Focus & Description** | **Standards It Addresses** |
| Heart Health | 4-6 weeks | * Jumping rope: varying difficulties and different ways to utilize the jump rope * Basic movements: stunts, balance beam, dancing, whole body movements | **SHAPE-1,2,3**  **NYS-1,2** |
| \*\* Circus Week\*\* | 1 full week | * Balance * Body control * Juggling * Coordination * Gymnastics * Tumbling | **SHAPE-1,5**  **NYS-1,2,3** |
| Body Concepts | 4-6 weeks | * Identifying Muscles: and based on the muscle of the week using that specific muscle in activities * Identifying Bones * Learn the different body systems and how they work through movement and activities   Health Related Fitness:   * Nutrition: appropriate balanced diets * Social emotional learning- controlling feelings and actions | **SHAPE-1,2,3,4,5**  **NYS-1,2** |
| Ball Concepts | 4-6 weeks | * Manipulating different sizes * Hand eye coordination: throwing, rolling, catching, with both hands and feet * Patterns: creating and continuing patterns | **SHAPE-1,3**  **NYS-1,2** |
| North American Map Unit | 2 weeks |  | **SHAPE-**  **NYS-** |
| Swimming | 4-6 weeks | * Introduce them to the kiddie pool * Pool safety: behavior and rules to act safely around the pool * Evaluate individual needs based on ability and teach skills and strategies to improve | **SHAPE-1,3,5**  **NYS-1,2,3** |

Grade Levels: 1-3 Subjects: Physical Education and Health Teachers: Dan Linehan and Cathryne DiPietrantonio

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| Unit | Timeframe | Unit Focus and Description | Standards Addressed |
| Heart Health | 4 to 6 weeks | Jumping rope  Cardiovascular stations ( hula hoops, jump ropes, scooter) | **SHAPE-1,2,3**  **NYS-1,2** |
| \*\* Circus week\*\* | 1 week | Body Control  Identification of new activities and lifelong fitness practices  Juggling  Gymnastics  Tumbling | **SHAPE-1,2,3,4,5**  **NYS-1,2,3** |
| Body Concepts | 4 to 6 weeks | Identify more bones and muscles than previous years  Be able to understand body systems- digestive game, checking heart rate through activity  Health concepts--- veggie stir fry game, identify balanced food choices, understand how emotions and actions affect yourself and other people | **SHAPE-1,3,4**  **NYS-1,2** |
| Ball Concepts | 4 to 6 weeks | Introduction to soccer, basketball, and volleyball  Students will be able to throw underhand, kick, and pass a basketball with 50 percent efficacy  Pinball soccer, pinball, push the pumpkin, volleyball station, basketball stations and drills | **SHAPE-1,2,3**  **NYS-1,2** |
| Space and Movement | Integrated throughout the year | Students will be able to identify personal and general space. They will be able to move through space successfully.  Students will be able to demonstrate different movements and locomotor skills. | **SHAPE-1,2,3,4**  **NYS-1,2** |
| Literacy in Movement | 4 to 6 weeks | Students will be able to identify movement skills and recognize movement words.  Students can demonstrate different movements following cues. | **SHAPE-1,2,3**  **NYS-1,2** |
| North American Map | 2 weeks | Students use movement to explore the map and identify states. | **SHAPE-1,2,3,4,6**  **NYS-1,2** |
| Swimming | 2 weeks | Students are screened to identify non swimmers for pool parties and camp. | **SHAPE-1,2,4**  **NYS-1,2,3** |

Grade Levels 3,4 and 5 Subject: Physical Education Teachers: Dan Linehan and Cat Dipietrantonio

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| Unit | Timeframe | Unit focus and description | Standards Addressed |
| Soccer | 4-6 weeks | Gr. 3-Students will learn to dribble the ball, pass to a partner, and defend.  Gr. 4- Students will be able to dribble, pass, defend and shoot the ball.  Gr. 5- Students will be able to perform skills and begin to understand game play. | **SHAPE-1,3,4**  **NYS-1,2** |
| Volleyball/ 4Square | 4-6 weeks | Gr. 3-Students will learn to serve the ball over the net, how to rotate properly, and how to hit the ball over the net.  Gr. 4- Students will learn to serve the ball, bump or set the ball over, and how to rotate.  Gr. 5- Students will have the skills needed to play successful games of volleyball. | **SHAPE-1,3,4**  **NYS-1,2** |
| \*\*Circus Week\*\* | 1 week | Students in all grades will learn juggling, tight rope, aerial scarves, balancing, and chinese yoyo. | **SHAPE-1,3,4,5**  **NYS-1,2,3** |
| Jump Rope/ Dance | 4-6 weeks | Gr. 3-Students will be able to jump rope, practice will be reinforced through games like dog catcher.  Gr. 4- Students will be able to jump rope and practice is reinforced through dog catcher and other games.  Gr. 5- Students perform a choreographed dance for the school that they practice during PE. This involves jump rope, coordination, and teamwork. | **SHAPE-1,2,4,5**  **NYS-1,2,3** |
| Basketball | 4-6 weeks | Gr. 3-Students will be able to dribble, pass to a partner, and shoot with a modified ball.  Gr. 4- Students will be able to dribble, pass, shoot and begin to play defense on a partner. No modified ball unless specified student to student.  Gr. 5- Students will be able to demonstrate skills to play basketball, as well as play a game successfully. | **SHAPE-1,3,4**  **NYS-1,2** |
| Lacrosse | 4-6 weeks | Gr. 3- Students will be able to cradle the ball, scoop a ground ball, and pass to a partner.  Gr. 4- Students will be able to cradle, scoop a ground ball, pass and catch with a partner, and begin defensive concepts.  Gr. 5- Students will be able to practice lacrosse skills, as well as perform new drills to continue learning the game.  Since lacrosse is new to the school. this will take more time to develop to game play. | **SHAPE-1,3,4**  **NYS-1,2** |
| Kickball | 4-6 weeks | Students will be able to kick the ball and understand how to run the bases. Kickball unit begins with “Whoopie” inside to give students the chance for success outside. | **SHAPE-1,3,4**  **NYS-1,2** |
| Swimming | 2 weeks | Students are screened to determine non swimmers. | **SHAPE-1,2,4,5**  **NYS-1,2,3** |
| Adventure Education | 2-3 weeks | Students will complete cooperative games to help them work together as a unit. Students will then move on to the adventure education equipment and complete activities. | **SHAPE-1,2,3,4,5**  **NYS-1,2,3** |
| Fitness | Implemented through the year | Students will be able to complete different exercises. | **SHAPE-1,2,3,4,5**  **NYS-1,2,3** |

Grade Levels: 6,7 and 8 Subject: Physical Education Teachers: Dan Linehan and Cat DiPietrantonio

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| Unit | Timeframe | Unit Focus and Description | Standards Addressed |
| Soccer | 4-6 weeks | Students will be able to dribble, kick, trap, and shoot the ball. By Grade 8, students will be able to set up their own game, after a series of classes with reinforcement drills have taken place. | **SHAPE-1,3,4**  **NYS-1,2,3** |
| Volleyball | 4-6 weeks | Students will be able to demonstrate a strong foundation of skills. They will be able to serve, pass, set, bump and spike the ball. By Grade 8, students will be able to set up a game on their own complete with a scorekeeper. This will be done after a series of classes to reinforce the skills. | **SHAPE-1,3,4**  **NYS-1,2,3** |
| Racquet Sports | 4-6 weeks | Students will learn a variety of racquet sports such as badminton and pickleball. Students will understand the necessary skills in order to have tournament style play by the end of the unit. | **SHAPE-1,3,4**  **NYS-1,2,3** |
| Basketball | 4-6 weeks | Students will be able to pass in a variety of ways, dribble, shoot and play defense. Students will reinforce the skills through a series of different lessons. By Grade 8, students will be able to set up a game on their own. | **SHAPE-1,3,4**  **NYS-1,2,3** |
| \*\*Circus Week\*\* | 1 week | Students will learn to juggle, walk the tightrope, use aerial scarves, balance plates, and use the chinese yoyo. | **SHAPE-1,2,3,4,5**  **NYS-1,2,3** |
| Lacrosse | 4-6 weeks | Students will continue to learn a foundation of skills for the game of lacrosse. Students will learn to pass and catch, scoop a ground ball, shoot, play offense and defense, as well as understand the differences between the men’s and women’s games. Students will learn these skills through a variety of exercise and drills.  Since it is a new unit to the school, this unit will take time to evolve to game play. | **SHAPE-1,3,4**  **NYS-1,2,3** |
| Swimming | 2 weeks | Students will be screened to identify non swimmers. | **SHAPE-1,2,3,4,5**  **NYS-1,2,3** |
| Adventure Education | 2-3 weeks | Students will complete a variety of cooperative games in the gymnasium before setting out onto the specific equipment. Cooperative games will help them understand how to work as one unit instead of individuals. | **SHAPE-1,3,4**  **NYS-1,2** |
| Fitness | Implemented through the year | Students will learn and demonstrate a variety of exercise that they can do on their own as well. By 8th grade, students will be able to design a short circuit to show continuing education. | **SHAPE-1,2,3,4,5**  **NYS-1,2,3** |