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| **Grade Level**  ***PHYSICAL EDUCATION (K-5)*** |  |  | **Date: February 11 – March 8, 2019** |
| **Common Core Standards** | **Learning Target** | **Strategies/Activities** | **Questioning** |
| 2.31 Students demonstrate the knowledge and skills needed to remain physically healthy.  2.34 Students perform physical movement skills effectively in a variety of settings.  4.1 Students effectively use interpersonal skills.  S1.E27 Manipulative (Jump Rope)  S1.E27.Ka, Kb Executes a single jump with self turned rope; jumps a long rope with teacher-assisted turning.  S1.E27.3 Performs intermediate jump-rope skills (running in and out of long rope) for both long and short ropes. | Monday | |  |
| **Note: From Feb. 11 – Feb. 22 P.E. classes will be combined with Art/Humanities Classes.**  **During this time, we will be focusing on Jump Rope for Heart.**  **From Feb. 25 – March 8 these classes will be focusing on Dance.**  **(K-2) –** I will be able to discuss risk factors for Heart Disease; I will be able to improve my fitness.  **3-5) –** I will be able to discuss risk factors for Heart Disease. I will be able to improve my cardiovascular endurance by participating in the Jumping Stations. | **(K-2) –** (warm-up): Triangle Tag  **JUMP ROPE FOR HEART ACTIVITIES**  **\***Video Clip: The Heart for Kids/How Does the Heart Work/Science for Kids  \*Discuss 6 risk Factors for Heart Disease  \* Jumping Stations: Skip It; Basic Jump Ropes; Long Ropes; Hurdles; Hippety Hop; Jump Flags; Snake (using one rope tied to chair)  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up): Triangle Tag  **JUMP ROPE FOR HEART ACTIVITIES**  **\***Video Clip: The Heart for Kids/How Does the Heart Work/Science for Kids  \*Discuss 6 risk Factors for Heart Disease  \* Jumping Stations: Skip It; Basic Jump Ropes; Long Ropes; Hurdles; Hippety Hop; Jump Flags; Snake (using two ropes tied to chair)  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** Identify some risk factors for heart disease. Why is it important to raise money for the American Heart Association?  **(3-5) -** Identify some risk factors for heart disease. Why is it important to raise money for the American Heart Association? |
| Tuesday | |  |
| **(K-2) –** I will be able to identify signs of a heart attack. I will be able to practice a variety of individual jump rope skills.  **(3-5) –** I will be know what to do if someone shows symptoms of a heart attack; I will be able to practice a variety of jump rope skills. | **(K-2) –** (warm-up) Rock, Paper, Scissors  **JUMP ROPE FOR HEART ACTIVITIES**  \*Video Clip: Smoking and its Effect on Health – Stop Today  \*Discuss Symptoms of a Heart Attack  \*What to do if you are with someone having a heart attack  \* Video Clip: Single Rope Skills (Practice Single Rope Skills)  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –** (warm-up) Rock, Paper, Scissors  **JUMP ROPE FOR HEART ACTIVITIES**  \*Video Clip: Smoking and its Effect on Health – Stop Today  \*Discuss Symptoms of a Heart Attack  \*What to do if you are with someone having a heart attack  \*Jump the Circuit ( 9 stations with Jump –rope skill cards)  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What are the signs of a heart attack and what should you do if someone is experiencing a heart attack?  **(3-5) -** What are the signs of a heart attack and what should you do if someone is experiencing a heat attack? |
| Wednesday | |  |
| **(K-2) –** I will be able to chase and flee safely. I will be able to identify the signs of a stroke. I will be able to choose a station and cooperate with others.  **(3-5) –** I will be able to chase and flee safely. I will be able to identify the signs of a stroke. I will be able to choose a station and cooperate with others. | **(K-2) –** (warm-up) Vein/Artery Tag  **JUMP ROPE FOR HEART ACTIVITIES**  \*Discuss signs of a Stroke: (F.A.S.T) Face, Arm, Speech, Time is Brain (3hrs.)  \*Wacky Wednesday  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –** (warm-up)Vein/Artery Tag  **JUMP ROPE FOR HEART ACTIVITIES**  \*Discuss signs of a Stroke: (F.A.S.T.) Face, Arm, Speech, Time is Brain (3hrs.)  \*Wacky Wednesday  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What was the hardest part about trying to jump rope yesterday?  **(3-5) -** Which jump rope circuit gave you the most difficulty? Why? |
| Thursday | |  |
| **(K-2) –** I will be able to perform various locomotor skills. I will be able to throw overhanded at a target.  **(3-5) -** I will be able to perform various locomotor skills. I will be able to throw overhanded at a target. | **(K-2) –** (warm-up) Wacky Relays  **JUMP ROPE FOR HEART ACTIVITIES**  \*Cholesterol Buster (locomotor skills)  \*Artery Avengers with Hula Huts  Free style Jump Rope Competition  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up) Wacky Relays  **JUMP ROPE FOR HEART ACTIVITIES**  \*Cholesterol Buster (locomotor skills)  \*Artery Avengers with Hula Huts  Freestyle Jump Rope Competition  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What important functions do your veins and arteries have? What happens if we eat unhealthy and do unhealthy things?  **(3-5) –** What important functions do your veins and arteries have? What happens if we eat unhealthy and do unhealthy things? |
| Friday | |  |
| **(K-2) –** I will be able to be a good audience member by sitting on my bottom, by listening and by asking appropriate questions.  **(3-5) –** I will be able to be a good audience member by sitting on my bottom, by listening and by asking appropriate questions. | **(K-2) –**  **PEEK OF THE WEEK**  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -**  **PEEK OF THE WEEK**  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** Do you think Peek of the Week is important? Why?  **(3-5) -** How has Peek of the Week helped you in choosing a pathway of success? |

**\*\*\* See Special Ed Related Arts Folder in Room for Accommodations**