**Unit Focus/Content Area:** Routines & Expectations

**Grade Level:** Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade

**Elementary GLSP:** pre-control, control, utilization, proficiency

**Movement Concept(s):** space awareness -> location, directions, levels, pathways, extensions -> self & general space

effort -> time, force, flow -> fast & slow

relationships -> of body parts, with objects, with people -> meeting/parting

**Skill Theme(s) with Cues:** N/A

**Interdisciplinary Focus:** Special Skills

**National (SHAPE America) Standards**:

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**State (CPALMS) Standards:**

**Psychomotor-**

**PE.K.R.5.2** Use equipment safely and properly.

**PE.1.R.5.2** Use physical-activity space safely and properly.

**PE.2.R.5.2** List ways to safely handle physical-activity equipment.

**PE.3.R.5.3** Identify ways to take responsibility for his/her own behavior.

**PE.4.R.5.2** List ways to encourage others while refraining from insulting/negative statements.

**PE.5.R.5.2** Describe ways to utilize equipment safely during physical activities.

**Cognitive-**

**PE.K.C.2.2** Recognize physical activities have safety rules and procedures.

**PE.1.C.2.2** Identify safety rules and procedures for teacher-selected physical activities.

**PE.2.C.2.2** Identify safety rules and procedures for selected physical activities.

**PE.3.C.2.2** Understand the importance of safety rules and procedures in all physical activities.

**PE.4.C.2.2** Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

**PE.5.R.5.3** Describe the influence of individual differences on participation in physical activities.

**Affective-**

**PE.K.R.5.3** Identify ways to treat others with respect during physical activity.

**PE.1.R.5.1** List a benefit resulting from cooperation and sharing during physical activity.

**PE.2.R.5.4** Identify ways to successfully resolve conflicts with others.

**PE.3.R.5.2** List ways to show respect for the views of a peer from a different cultural background.

**PE.4.R.5.1** Discuss the influence of individual differences on participation in physical activities.

**PE.5.R.6.3** Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.

**Unit Focus/Content Area:** Routines & Expectations

**Week # Lesson #1-** routines & expectations **Date(s)**:

**Semester # #2-** review

**Materials/Equipment Needed:** dry erase board, expectations contracts, parent/guardian contact forms

**Instant Activities** (Warm-Ups)**:** N/A

**Instruction** (Introduction/Informing)**:**

**-What are we learning today?** class routines & expectations/rules

**-Why are we learning this?** so that we can safely participate & succeed in physical education class

**-How will we know that we learned it?** when we can recall and explain the class expectations/rules:

**A**ccept others

**B**e respectful

**C**are for equipment

**D**o your best

**E**njoy yourself

**F**ollow directions

**Tasks** (Skill Focus)**:** -entering the physical education area

-word board

-instant activities/warm ups

-starting on "GO!"

-stopping on whistle &/or "FREEZE!"

-assigned seats/squad lines for instruction

-quiet on "CLAP CLAP!"

-how are you feeling on a scale of 1-10 & random question of the day

-student teacher leading of lesson objectives (What, Why, How) from dry erase board

-thumbs up, sideways or down for understanding

-class expectations/rules & contracts

-personal fouls, grading, & parent/guardian contact forms

-dressing appropriately

-conflict/cool down corner

-bathroom & water breaks

-getting out, handling & putting away equipment

-thumbs or red & green cards for peer-assessment

-cool-down

-assigned seats/squad lines for student teacher lead review from dry erase board

-essential question(s) & exit slips

-thumbs or red, yellow, green self-assessment signs/cones

-leaving the physical education area

**Educational Games** (Culminating Activities)**:** N/A

**Essential Questions:** -Why do we have/need expectations/rules in physical education?

-If you were a teacher, what expectations/rules would you have for your class?

-Why do we have/need routines in physical education?

**Cool-Down:** N/A