

Grade	Time Period	Time Frame	Classroom Unit	PE Unit	Highlights
4	1	August-September	The Magnificent Body	Motion/Fitnessgram	maintaining body systems Food Nutrition, Balanced diet, mental health,
5	1	August-September	A Healthy Me	Nutrition/Fitnessgram	Importance of exercise Exploring & learning about our 5 senses, body planes & directionality
K	1	August-September	Surprising Senses	Senses & Body Planes	directionality, types of lines
1	2	October-Mid November	My Space	Spatial Awareness	
3	3	Mid November-Mid January	Creative Expressions	Dance	Music & dance Learning emotions, showing empathy & respect towards others
K	3	Mid November-Mid January	Sweet Emotions	Learning Environment Fitnessgram	make predictions & plans of action for improvement.
5	4	Mid January-February	Da...Ta...	Testing & Planning	Animal movements & sounds
K	4	Mid January-February	Animal House	Locomotor Skills	money, grocery store game for nutrition & money exchange.
1	5	March-Mid April	World Money Markets	Nutrition	characteristics of leaders, student connection to leadership qualities, student lead activities.
4	5	March-Mid April	Follow My Lead	Leadership	space and leaving "No Trace"
3	6	Mid April-May	Sharing Our Home	Sharing	Tag games that re-inforce connections made through the bug unit.
2	6	Mid April-May	What Bugs Me?	Fitness	perspective & others', conflict resolution
2		All the time	Walking in Another's Shoes	Safety & Respect	Rights & responsibilities, making good choices, Profiles test
1		All the time	I'm in Charge		parts to balance different objects on a variety of apparatus
2			Balance	Balance	

Other  
Incorporati  
ons

Science  
Math,  
reading,  
writing

Math

IB Profiles  
& Attitudes

Math

Science

Math,  
Science

IB Profiles  
& Attitudes  
IB Profiles  
& Attitudes

Science  
IB Profiles  
& Attitudes

IB Profiles  
& Attitudes

Science

<b>Grade:</b>	Kinder	<b>Date:</b>	Nov. 26-Dec.	<b>Skill Level:</b>	
<b>Focus:</b>	Senses				
<b>Sub Focus:</b>					
<b>National Association of Sport &amp; Physical Education Standards:</b>					
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.					
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of					
3. Participates regularly in physical activity.					
4. Achieves and maintains a health-enhancing level of physical fitness.					
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.					
6. Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.					
<b>Colorado Model Content Standards:</b>					
1. Students demonstrate competent skills in a variety of physical activities and sports.					
2. Students demonstrate competency in physical fitness.					
3. Students demonstrate the knowledge of factors important to participation in physical activity.					
<b>Content Objectives: At the end of this lesson the students will be able to...</b>					
Cognitive:					
Psychomotor:					
Affective:					
Fitness:					
<b>Language Objectives: At the end of this lesson the students will be able to...</b>					
Reading:					
Writing:					
Speaking:					
<b>Key Vocabulary/Concepts:</b>					
<b>Materials/Equipment:</b>					
<b>Instant Activity or Warm-up:</b>					
<b>Organization/Management:</b>					
<b>Introduction/Building Background:</b>					
<b>Task Development:</b>					
<b>Task:</b>	<b>Description:</b>			<b>Cues:</b>	
I spy	Sight				
I see	animal NOISES				

Simon Says	identify body parts, and body planes (front, back)	

<b>Enhancements:</b>	
IB:	
Math:	
Science:	
SIOP:	Visual demonstrations, practice and application of new vocabulary terms, language objectives, and building
Other:	
<b>Review / Assessment / Closure:</b>	
<b>Reflection:</b>	
<b>Extension:</b>	
<b>Resources:</b>	

<b>Grade:</b>	Kider	<b>Date:</b>	Oct. 8-29	<b>Skill Level:</b>	
<b>Focus:</b>	Sweet Emotions				
<b>Sub Focus:</b>					
<b>National Association of Sport &amp; Physical Education Standards:</b>					
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.					
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of					
3. Participates regularly in physical activity.					
4. Achieves and maintains a health-enhancing level of physical fitness.					
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.					
6. Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.					
<b>Colorado Model Content Standards:</b>					
1. Students demonstrate competent skills in a variety of physical activities and sports.					
2. Students demonstrate competency in physical fitness.					
3. Students demonstrate the knowledge of factors important to participation in physical activity.					
<b>Content Objectives: At the end of this lesson the students will be able to...</b>					
Cognitive:					
Psychomotor:					
Affective:					
Fitness:					
<b>Language Objectives: At the end of this lesson the students will be able to...</b>					
Reading:					
Writing:					
Speaking:					
<b>Key Vocabulary/Concepts:</b>					
<b>Materials/Equipment:</b>					
<b>Instant Activity or Warm-up:</b>					
<b>Organization/Management:</b>					
<b>Introduction/Building Background:</b>					
<b>Task Development:</b>					
<b>Task:</b>	<b>Description:</b>			<b>Cues:</b>	
	Practice emotions using emotion cards				
I see	emotions				

	identify emotions, hold up an emotion card	

**Enhancements:**

IB:	
Math:	
Science:	
SIOP:	Visual demonstrations, practice and application of new vocabulary terms, language objectives, and building
Other:	

**Review / Assessment / Closure:**

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**Reflection:**

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**Extension:**

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**Resources:**

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<b>Grade:</b>	1st	<b>Date:</b>	Jan.24-/Feb.	<b>Skill Level:</b>	Control
<b>Focus:</b>	My Space IB Unit				
<b>Sub Focus:</b>	Maps, Directions, Spatial Awareness				
<b>National Association of Sport &amp; Physical Education Standards:</b>					
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.					
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of					
3. Participates regularly in physical activity.					
4. Achieves and maintains a health-enhancing level of physical fitness.					
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.					
6. Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.					
<b>Colorado Model Content Standards:</b>					
1. Students demonstrate competent skills in a variety of physical activities and sports.					
2. Students demonstrate competency in physical fitness.					
3. Students demonstrate the knowledge of factors important to participation in physical activity.					
<b>Content Objectives: At the end of this lesson the students will be able to...</b>					
Cognitive:	know each direction (North, South, etc.).				
Psychomotor:	practice their locomotor skills (hopping, jumping).				
Affective:	enjoy physical fitness.				
Fitness:	improve their cardiovascular endurance.				
<b>Language Objectives: At the end of this lesson the students will be able to...</b>					
Reading:	practice spelling and reading words on flash cards.				
Writing:	N/A				
Speaking:	practice spelling out loud.				
<b>Key Vocabulary/Concepts:</b>					
North					
South					
East					
West					
<b>Materials/Equipment:</b>					
dome cones	flash cards	maps	blindfolds		
<b>Instant Activity or Warm-up:</b>					
Flash Card Hop					
<b>Organization/Management:</b>					
N/A					
<b>Introduction/Building Background:</b>					
Discuss what is being done in the classroom, try to make connections.					
<b>Task Development:</b>					
N/A					
<b>Task:</b>	<b>Description:</b>			<b>Cues:</b>	

Flash Card Hop	Find a flash card.	
	Hop over it while saying the letters in the word.	
Maps	Find a map.	
	Walk in the pattern of your map.	
Directions Tag	Choose 4 taggers who stand in the center.	
	The teacher holds up a sign (North, South, etc.).	
	Kids run to the line on the North side of the gym, for example, where they are safe from taggers.	
	When the sign changes, students are no longer "safe" and need to run in the new direction	
Blind Crossing	Spread cones, beanbags, etc. all around the gym.	
	Partner up, one has a blind fold or closes their eyes.	
	The seeing partner guides their partner by using directional words, # of steps, etc. around the	
Scavenger Hunt	Find & follow the directions given on cards that are numbered and hidden under dome cones.	

#### **Enhancements:**

IB:	Collaboration with 1st grade unit:
Math:	N/A
Science:	N/A
SIOP:	Visual demonstrations, practice and application of new vocabulary terms, language objectives, and building background.
Other:	

#### **Review / Assessment / Closure:**

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#### **Reflection:**

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#### **Extension:**

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#### **Resources:**




<b>Grade:</b>	2nd	<b>Date:</b>	Oct. 8-Nov.	<b>Skill Level:</b>	
<b>Focus:</b>	Walking in Another's Shoes				
<b>Sub Focus:</b>	Empathy				
<b>National Association of Sport &amp; Physical Education Standards:</b>					
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.					
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of					
3. Participates regularly in physical activity.					
4. Achieves and maintains a health-enhancing level of physical fitness.					
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.					
6. Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.					
<b>Colorado Model Content Standards:</b>					
1. Students demonstrate competent skills in a variety of physical activities and sports.					
2. Students demonstrate competency in physical fitness.					
3. Students demonstrate the knowledge of factors important to participation in physical activity.					
<b>Content Objectives: At the end of this lesson the students will be able to...</b>					
Cognitive:					
Psychomotor:					
Affective:					
Fitness:					
<b>Language Objectives: At the end of this lesson the students will be able to...</b>					
Reading:					
Writing:					
Speaking:					
<b>Key Vocabulary/Concepts:</b>					
<b>Materials/Equipment:</b>					
<b>Instant Activity or Warm-up:</b>					
<b>Organization/Management:</b>					
<b>Introduction/Building Background:</b>					
<b>Task Development:</b>					
<b>Task:</b>	<b>Description:</b>			<b>Cues:</b>	


**Enhancements:**

IB:	
Math:	
Science:	
SIOP:	Visual demonstrations, practice and application of new vocabulary terms, language objectives, and building
Other:	

**Review / Assessment / Closure:**

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**Reflection:**

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**Extension:**

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**Resources:**

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<b>Grade:</b>	2nd	<b>Date:</b>		<b>Skill Level:</b>	
<b>Focus:</b>					
<b>Sub Focus:</b>					
<b>National Association of Sport &amp; Physical Education Standards:</b>					
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.					
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of					
3. Participates regularly in physical activity.					
4. Achieves and maintains a health-enhancing level of physical fitness.					
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.					
6. Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.					
<b>Colorado Model Content Standards:</b>					
1. Students demonstrate competent skills in a variety of physical activities and sports.					
2. Students demonstrate competency in physical fitness.					
3. Students demonstrate the knowledge of factors important to participation in physical activity.					
<b>Content Objectives: At the end of this lesson the students will be able to...</b>					
Cognitive:					
Psychomotor:					
Affective:					
Fitness:					
<b>Language Objectives: At the end of this lesson the students will be able to...</b>					
Reading:					
Writing:					
Speaking:					
<b>Key Vocabulary/Concepts:</b>					
<b>Materials/Equipment:</b>					
<b>Instant Activity or Warm-up:</b>					
<b>Organization/Management:</b>					
<b>Introduction/Building Background:</b>					
<b>Task Development:</b>					
<b>Task:</b>	<b>Description:</b>			<b>Cues:</b>	
Log Balance					

Balance walk		
Discs		
Balance Board		
Stilts		
Feather		
Pogo Balls		
Box Balance		
Bench Balance		

**Enhancements:**

IB:	
Math:	
Science:	
SIOP:	Visual demonstrations, practice and application of new vocabulary terms, language objectives, and building
Other:	

**Review / Assessment / Closure:**

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**Reflection:**

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**Extension:**

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**Resources:**


<b>Grade:</b>	3rd	<b>Date:</b>	Feb. 18- Mar.	<b>Skill Level:</b>	
<b>Focus:</b>					
<b>Sub Focus:</b>					
<b>National Association of Sport &amp; Physical Education Standards:</b>					
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.					
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of					
3. Participates regularly in physical activity.					
4. Achieves and maintains a health-enhancing level of physical fitness.					
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.					
6. Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.					
<b>Colorado Model Content Standards:</b>					
1. Students demonstrate competent skills in a variety of physical activities and sports.					
2. Students demonstrate competency in physical fitness.					
3. Students demonstrate the knowledge of factors important to participation in physical activity.					
<b>Content Objectives: At the end of this lesson the students will be able to...</b>					
Cognitive:					
Psychomotor:					
Affective:					
Fitness:					
<b>Language Objectives: At the end of this lesson the students will be able to...</b>					
Reading:					
Writing:					
Speaking:					
<b>Key Vocabulary/Concepts:</b>					
<b>Materials/Equipment:</b>					
<b>Instant Activity or Warm-up:</b>					
<b>Organization/Management:</b>					
<b>Introduction/Building Background:</b>					
<b>Task Development:</b>					
<b>Task:</b>	<b>Description:</b>			<b>Cues:</b>	



<b>Grade:</b>	4th	<b>Date:</b>	Jan. 7-Feb.	<b>Skill Level:</b>	
<b>Focus:</b>					
<b>Sub Focus:</b>					
<b>National Association of Sport &amp; Physical Education Standards:</b>					
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.					
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of					
3. Participates regularly in physical activity.					
4. Achieves and maintains a health-enhancing level of physical fitness.					
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.					
6. Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.					
<b>Colorado Model Content Standards:</b>					
1. Students demonstrate competent skills in a variety of physical activities and sports.					
2. Students demonstrate competency in physical fitness.					
3. Students demonstrate the knowledge of factors important to participation in physical activity.					
<b>Content Objectives: At the end of this lesson the students will be able to...</b>					
Cognitive:					
Psychomotor:					
Affective:					
Fitness:					
<b>Language Objectives: At the end of this lesson the students will be able to...</b>					
Reading:					
Writing:					
Speaking:					
<b>Key Vocabulary/Concepts:</b>					
<b>Materials/Equipment:</b>					
<b>Instant Activity or Warm-up:</b>					
<b>Organization/Management:</b>					
<b>Introduction/Building Background:</b>					
<b>Task Development:</b>					
<b>Task:</b>	<b>Description:</b>			<b>Cues:</b>	
Puzzle					

Scavenger Hunt	Look under dome cones to find organ functions and organs cards to match.	
Scavenger Hunt	Look under dome cones to find bones & muscle cards that match.	
Relay Race	Match muscles to their functions.	

<b>Enhancements:</b>		
IB:		
Math:		
Science:		
SIOP:	Visual demonstrations, practice and application of new vocabulary terms, language objectives, and building	
Other:		

<b>Review / Assessment / Closure:</b>

<b>Reflection:</b>

<b>Extension:</b>

<b>Resources:</b>



<b>Grade:</b>	5th	<b>Date:</b> Aug. 27-Sept.	<b>Skill Level:</b> All
<b>Focus:</b>	Nutrition		
<b>Sub focus:</b>	Exploring the Pyramid		
<b>Content Objectives: At the end of this lesson the students will be able to...</b>			
understand that foods with lots of sugar, oil and/or fat can zap their energy and foods from the food guide pyramid can provide them with			
assemble a graphic organizer (the food pyramid) and exert energy in a positive way.			
<b>Language Objectives: At the end of this lesson the students will be able to...</b>			
discuss and dissect the food pyramid for better understanding.			
distinguish the appropriate meaning of unit vocabulary words.			
<b>Key Vocabulary/Concepts:</b>			
The vocabulary words in this unit will be taught throughout the unit.			
<i>balanced diet - eating foods from each food group everyday.</i>			
<i>diet - The food a person usually eats and drinks.</i>			
<i>fiber - mostly indigestible material in food that stimulates the intestine to move its contents along -- called also bulk, roughage</i>			
<i>food guide pyramid - a tool to help you choose foods for a healthful diet.</i>			
<i>food label - found on packaged food, it gives information on how nutritious a food is.</i>			
<i>ingredients - the things that go into foods.</i>			
<i>nutrients - parts of food that help your body grow and get energy.</i>			
<i>nutrition - the study of food and how it affects the body.</i>			
<i>pathogens- germs in foods that can cause illness.</i>			
<i>serving - the measured amount of food you would probably eat in a meal or for a snack.</i>			
<i>snacks - food between meals.</i>			
<i>spoiled food -a food that is unsafe to eat.</i>			
<b>Materials/Equipment:</b>			
vocabulary cards	word chart	large cones	beanbags
food pyramid puzzles	cone words (large)	pinnies	
<b>Instant Activity:</b>			
Stand by the vocabulary word on the cone that you understand. If you don't know any of them, stand in the center circle.			
<b>Organization/Management:</b>			
The cones each have a vocabulary word on them and are fairly close to the center of the gym. There will be shoe boxes full of cards and cups full of puzzle pieces around the outside of the gym. The word chart should be out and contain the unit vocabulary words. Beanbags should			
<b>Introduction/Building Background:</b>			
Everyone think about how you would explain what we learned last time? We are going to play tunnel tag for 2 minutes and during that time I would like you to think of one thing you would like to learn about nutrition. Ask one student after some wait time has passed to share			

<b>Standards:</b>	
NASPE 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
NASPE 3: Participates regularly in physical activity.	
NASPE 4: Achieves and maintains a health-enhancing level of physical fitness.	
NASPE 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
NASPE 6: Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.	
<b>Presentation/Task Development:</b>	
After students choose a word, one student from each group should volunteer to explain the word. Tell the class that today we will be exploring nutrition further. The next activity should be explained	
<b>Tasks/Application:</b>	
2 Teams compete to find the meaning of the vocabulary words.	Use the word chart, have the vocab words in pockets and several words that are part of each definition on the floor. Each team has a representative who places cards in the pockets until the team is satisfied with the meaning of
Alternative to above activity: Each team has one vocabulary word and several other words. Teams race to find their definition first. Or, all of the defining words are in the middle and each team has a vocabulary word and on each turn a team can send one person to collect or trade	
The Power of Food Tag Game: One student each is fatty foods, oily foods, sugary foods and they are the taggers. One student each is from each food group (grains, vegetables, fruits, dairy, meats and beans. These students have energy (bean bags) to give out. If you get tagged, you must "eat" (catch a beanbag) some food that will give you energy	
Teams race to find pieces and assemble the food pyramid. Each team has a home base (large cone) and they race out, one at a time to collect or trade puzzle pieces	
Discuss the steps on the pyramid, whole grains, what each stripe represents, the size of the food groups and the narrowing of each stripe towards the top of the pyramid. Give examples of foods in each stripe, on the bottom and top, I.e. white bread is at the top while whole wheat bread is at the bottom. The latter should be eaten more than the	
<b>Enhancements:</b>	
IB:	Collaboration with 5th grade unit: Nutrition.
Math:	N/A
Science:	N/A
SIOP:	Visual demonstrations, practice and application of new vocabulary terms, language objectives, and building
Other:	
<b>Review /Assessment/Closure:</b>	
Hold up food cards and ask questions, each students should answer without words. Thumbs up means yes, thumbs down means no, and thumbs to the side means I don't know. Questions: Is this a food that should be eaten often? Is this food in the grains food group (popcorn)?	
<b>Extension:</b>	

Your Health Activity book page 25, Use word meanings. Send home as homework for grades 4 and 5.

**Reflection:**