

Scope and Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Movement	1st	All Year	Ongoing
TEKS / Student Expectations:		Examples / Specifications:	
1.1A Demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low.		1.1A Such as moving in different directions, levels, shapes and speed	
1.1B Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.		1.1B Such as hopping on one foot and skipping is a step and a hop	
1.1C Demonstrate control in balancing and traveling activities.		1.1C Such as walking balance beam, walking on lines and balancing on a variety of body parts	
1.1D Demonstrate the ability to work with a partner such as leading and following.		1.1D Such as mirroring	
1.1E Clap in time to a simple rhythmic beat.		1.1E Such as a 4x4 rhythm	
1.1F Create and imitate movement in response to selected rhythms.		1.1F Such as play a song and make up a movement; exercises and dance movements that create interest	
1.1G Jump a long rope.		1.1G Such as basic cradle swing and jump in place	
1.1H Demonstrate on cue key elements in overhand throw, underhand throw, and catch.		1.1H Such as underhand throw step with the opposite foot, throw with a lifting action to the other person's chest	
1.2A Recognize that motor skill development requires correct practice.		1.2A Such as galloping facing forward rather than side stepping	
1.2B Demonstrate a base support and explain how it affects balance.		1.2B Such as wide stance and bridges on various body parts	

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Language of Instruction:	Instructional Resources / Textbook Correlations:
<p>Fundamental Movement – locomotor, non-locomotor, body and spatial awareness, individual/group</p> <p>Manipulatives – balls, beanbags, ropes, hoops, balloons</p> <p>Rhythmic activities – pre-recorded activities, creative movement to music, dance</p> <p>Stunts/Tumbling – balance/base of support, animal movements, rolls</p> <p>Games/Sports – throwing and catching games, other low-level games, chase and flee, races and contests</p>	<p>Coordinated School Health Program: <i>SPARK</i> – Healthy Lifestyle Choices (HLC)</p> <p>Dynamic PE for Elementary School Children - Pangrazi</p> <p>Hooked on Fitness</p> <p>CATCH Box Activity Kit K-2</p> <p>Indoor Action Games for Elementary School Children by: Foster and Overholt</p> <p>Ready to Use P.E. Activities for Grades 3-4 by: Landy and Landy</p> <p>What are we doing in Gym today? by: Tillman and Toner</p> <p>Teaching Children Physical Education by: George Graham</p> <p>No Standing Around in My Gym by: Hughes</p> <p>Great Activities Newspaper - Kameya editor</p> <p>Fitnessgram / Activitygram Reference Guide, Dallas, TX The Cooper Institute. Welk, G. J., Meredith, M.D. (Eds.). (2008).</p> <p>PE2theMax by: J.D. Hughes</p> <p>Never Play Leapfrog with a Unicorn by: Mehrhof, Ermler, Worrell, and Brewer</p> <p>Noodle Mania by: Chad Triolet</p> <p>Noodle Mania 2 by: Chad Triolet</p> <p>CDs</p> <p>Any Turkey Can Tango - Lee Campbell-Towell</p> <p>Lummi Sticks for Kids - Kimbo Educational</p> <p>Animal Walks - Kimbo Educational</p> <p>Kids in Motion – Greg and Steve</p> <p>Kids in Action – Greg and Steve</p> <p>Do Re Mi on His Toe Leg Me – Jim Gill</p> <p>The Sneezing Song and Other Contagious Tunes – Jim Gill</p> <p>Physical Ed – The Learning Station</p> <p>Tony Chestnut and Fun Time Action Songs – The Learning Station</p>