

Elementary Scope, Sequence & Lesson Plans

The purpose of this assignment is for you to demonstrate knowledge and the application of developmentally appropriate physical education, skill themes and movement concepts by presenting a yearly scope & sequence for grades K-5. Additionally, content will be thoroughly developed for one assigned skill theme. Following is a detailed description of the specific parts of this assignment to be completed.

A. Program overview:

Describe the focus of the elementary physical education program, and what students will learn from kindergarten to grade 5. Include why this is important, and how it is relevant to K-12 schools (think standards), and the nation (think obesity and how skill development is relevant). Explain the physical education scope, and why decisions were made to teach certain skill themes/movement concepts at different grade levels. Your school has allocated one 30 minute physical education class/week for grades K-3, and two 30 minute classes/week for grades 4-5.

B. Elementary Physical Education Scope

In tabular format, list the content that will be taught, and the number of days dedicated to each topic. Develop this scope for an entire school year, which includes 36 physical education lessons for grades K-3, and 72 lessons for grades 4-5. Summarize each by displaying the total number of lessons devoted to teach topic, and the percentage of the school year dedicated to that particular theme. This section should be consistent with the program overview.

Sample Scope

Skill Theme/Movement Concept	K-1	2-3	4-5
Traveling	3 (8.3%)	2 (5.6%)	2 (2.8%)
Jumping & Landing	3 (8.3%)	2 (5.6%)	4 (5.6%)
Throwing & Catching		3 (8.3%)	10 (13.9%)
Protocols	4 (11.1%)	3 (8.3%)	4 (5.6%)
Total (%)	36 (100%)	36 (100%)	72 (100%)

C. Scope & Sequence

Develop a scope & sequence for grades K-5. Based on the scope developed (step B.), create a scope & sequence which outlines the order in which different skill themes will be taught.

Sample Scope & Sequence

Week	K-1	2-3	4-5
1	Protocols	Protocols	Protocols
			Throwing & Catching
2	Protocols	Traveling	Throwing & Catching
			Kicking & Punting
3	Space	Weight Transfer & Rolling	Skill Themes in Gymnastics
Total	36	36	72

D. GLSP Assessment

Develop a rubric with specific indicators for generic levels of skill proficiency. Describe what a teacher can use to identify student GLSP as they observe children participating in tasks for your assigned skill theme. Develop this rubric for the following levels.

Pre-Control	
Lower Control	
Control	
Upper Control	
Lower Utilization	
Utilization	

E. Content Development

For one assigned skill theme, thoroughly develop the content with informing tasks from pre-control to utilization level. Content must include informing tasks, extensions, cues, challenges, and organization. The GLSP of each informing task must be identified, as well as GLSP for any extensions that result in task difficulty changing enough to be considered at another level of difficulty. A minimum of 10 pre-control, 20 control, and 10 utilization tasks are required. Tasks must be presented in order from simple to complex.

Informing	Extension	Cue	Challenge	Organization
Explore different ways of traveling on to and off of equipment (PC)	Go over larger equipment, stay on the ground	Find a new way	How many different ways of going on to and off of equipment can you find	Moving alone in a mass around different pads and apparatus spread throughout space
Travel onto and off of apparatus by putting your hands on the apparatus, feet on ground (MC)	Use the ground only (LC), go over a high beam (UC)	Strong arms, tight muscles, extensions, smooth, alignment	Can you do the same weight transfer over two different apparatus?	Moving alone in a mass around different pads and apparatus spread throughout space
Sequence one weight transfer off of an apparatus with a locomotor movement to another apparatus – repeat transfer (LU)	Remain on narrow and high apparatus entire time (UU) Do movement on floor (UC)	Smooth transitions, extensions	Follow the leader with a partner – one partner does their moves, other copies	Working alone in general space with apparatus of choice
Use the following key to identify GLSP of each task and any necessary extensions: PC = Pre Control LC = Lower Control C = Middle Control UC = Upper Control LU = Lower Utilization U = Middle Utilization UU = Upper Utilization				