

**Dr. Joan Montgomery**  
**Physical Education Specialist**  
[Joan.montgomery@am.dodea.edu](mailto:Joan.montgomery@am.dodea.edu)



***I provide a complete package for your child within my program. Opportunities are provided for each student to demonstrate skills in reading, mathematics, science and the integration of previous learning to the physical environment. Be glad that the program design does not resemble what was provided in your day because the evolution of the physical expectations for children has grown by leaps and bounds. Be creative....Be active!***

## ***2<sup>nd</sup> 9 week grading period***



***Unit: Games...games and more games!***

Hardcastle (2008) posits that games increase a person's capabilities and assist in developing a better understanding of ourselves. Games should be fun for one to want to continue practicing them, but they can also have an educational nature. Most importantly, games can affect a person's psychological state leading to excitement and the feeling of one being proud for an accomplishment. Generally, a game consists of a goal that its players try to reach and usually has a set of rules within which a person has to succeed accomplishing the desired objective. These commonly agreed boundaries exist so as to test peoples' skills and invite them to develop new ways in managing the obstacles that might hinder them from attaining the game's goal. At Pope Elementary school, I use creative and innovative methods to introducing the standards within a movement environment.

Student will be introduced to the 3 categories of games. The identification of the categories will be based on the setup of the games and available equipment for class participation. Additional games will be added as introduced.

<b><i>Individual</i></b>	<b><i>Dual</i></b>	<b><i>Team (lead up skills only)</i></b>
<b><i>Step and catch</i></b>	<b><i>Bowling</i></b>	<b><i>Volleyball (bump, set spike)</i></b>
<b><i>Darts</i></b>	<b><i>Zoom ball</i></b>	<b><i>Simulated Snowball fight</i></b>
<b><i>Putt-putt</i></b>	<b><i>Blongo</i></b>	<b><i>Elf bowling</i></b>
<b><i>Box hockey</i></b>	<b><i>Fling it</i></b>	
<b><i>Tricycle riding</i></b>	<b><i>Simulates sleigh rides</i></b>	
<b><i>Simulated ice skating</i></b>		

***Standards based rubric:***

***Each student upon entering my class is awarded 100 points. Points will be deducted for failure to provide evidence of understanding in each of the areas listed below:***

***[-20] Student is consistently not demonstrating the movement pattern requested.***

***[-10] Student is consistently not demonstrating age appropriate behavior.***

***[-20] Student is consistently not following the rules of the class and or rules of the game.***

***[-10] Student is consistently not demonstrating the proper use of personal, general and or shared space.***

***[-20] Student is not dressed for participation.***

***[-10] Student does not use complete sentences when verbally responding.***

***[-10] Student does not demonstrate marginal proficiency skills.***

***Vocabulary introduced:***

- 1. timing***
- 2. tempo***
- 3. prediction***
- 4. observation***
- 5. hand-eye coordination***
- 6. bump***
- 7. set***
- 8. spike***
- 9. individual***
- 10. dual***
- 11. team***
- 12. evidence/proof***
- 13. significant***
- 14. opinions***