



FIS | Frankfurt
International
School

Teaching and assessment will be guided by the following components:

- 1 - Knowledge and Understanding
- 2 – Application and Analysis
- 3 – Synthesis and Evaluation
- 4 – Selection, Use and Application of Appropriate Skills/Techniques

Strands and Definitions

<u>Games</u>	<u>Movement Composition</u>	<u>Personal Health and Well-Being</u>	<u>Adventure Challenge</u>	<u>Individual Experiences</u>
Recognize the challenges presented by different games. Understand and apply skills, rules and concepts within and across categories of games. Understand the roles and responsibilities of players and officials when playing games.	Understand that movements can be linked together and refined to create an aesthetic sequence. Express feelings, emotions and ideas in response to a range of stimuli, working individually and in collaboration, through a variety of mediums.	Recognize and value the importance of physical activity and the maintenance of a healthy lifestyle. Understand the body's response to exercise and the impact of physical activity on health and fitness.	Understand that a variety of tasks require physical and critical thinking skills by individuals and/or groups. Collaborate to solve challenging problems and to accomplish a common goal. Acknowledge different roles of the individual in group problem-solving.	Understand and value the importance of personal growth. Identify and commit to a path of personal improvement to develop movement skills and self-awareness.

Central Ideas

Successful participation in games involves understanding the roles, rules, and collaboration.	Movement of our body changes in response to space and stimuli.	Physical activity impacts the body and positively affects our health.	Solving problems involves risk-taking, communication and collaboration.	Individual growth is dependent upon self-reflection, and a commitment to growth and change.
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Key Concepts

Form Function Causation	Perspective Connection	Responsibility Function	Responsibility	Change
Related Concepts <i>(Safety will be focused on across all units)</i>				
Participation Rules Roles Collaboration	Movement Space Personal Expression Performance	Fitness Balance Nutrition	Communication Risk-Taking Cooperation	Self-reflection Growth
Lines of Inquiry				
An inquiry into: → How to effectively participate in a variety of games. → The roles of rules in games. → The role of collaboration and communication in games.	An inquiry into: → Exploring, developing and creating movement sequences with variations (in a pattern, speed, levels, and direction.) → Moving in response to stimuli → Improving the performance of movement sequences through feedback	An inquiry into: → The importance of a healthy lifestyle → The role of fitness → The components of fitness	An inquiry into: → Collaborating and effectively communicating to overcome challenges. → Roles of responsibilities in a group. → The role of risk-taking in challenges and in new activities	An inquiry into: → The importance of self-reflection for improvement
Learner Profile Attributes				
Caring Principled Communicator	Balanced Risk taker	Risk-taker Principled Reflective	Open-minded Thinkers Principled	Reflective Knowledgeable Inquirer
Specific Learner Expectations				

First Steps

By the end of the year the student will be able to:	By the end of the year the student will be able to:	By the end of the year the student will be able to:	By the end of the year the student will be able to:	By the end of the year the student will be able to:
- Follow directions and rules applied to the games being played(tail tag, fairy godmother, find that color) - Move a ball to the other side of the gym using a variety of skills - Demonstrate special awareness when playing simple games.	- Demonstrate different feelings through movement and facial expressions - Move in different ways using various stimuli - Respond to different musical sounds in a variety of ways, for example by marching, floating and sliding - Demonstrate a movement with a body part in time with the music or sections of music - Change direction and speed without bumping to each other when listening to the beat of a tambourine - Listen to music and every time they hear the drum, do some kind of jump - Respond through movement to a variety of styles of music - Use imagination in moving different body parts to music	Maintain a safe gym environment by following teacher directions and expectations: Fair, Safe and Kind	- Work cooperatively together - Demonstrate sharing and taking turns with classmates - Explore and develop the ability to solve tasks in pairs or small groups.	- Introducing in the importance of spatial awareness. - Recognize the space of the gym and feel comfortable and confident in it. - Demonstrate understanding of different body parts - Demonstrate the confidence to try to move around, under, over and between objects.

Pre Primary

By the end of the year the student will be able to:	By the end of the year the student will be able to:	By the end of the year the student will be able to:	By the end of the year the student will be able to:	By the end of the year the student will be able to:
- Developing an awareness of rules in simple games and play them cooperatively and safely together - Introduce different object into a game. - Discover ways to kick, strike and throw.	- Demonstrate different movements through music - Move in different ways using their feet when listening to a tambourine - Demonstrate a movement with a body part in time with the music. - Demonstrate "happy and sad" movements and expressions	- Explain what a healthy snack is - Building an awareness of a safe gym environment by following teacher directions - Expectations: Fair, Safe and Kind	- Identify what a team is - Explore and develop the ability to solve tasks cooperatively in pairs or in small groups - Introduce various pieces of equipment to solve problems	- Developing spatial awareness through basic motor skills. - Name different body parts and move them together or on their own. - Demonstrate they have the confidence to try to move around, under, over, between different objects

Primary

By the end of the year the student will be able to:	By the end of the year the student will be able to:	By the end of the year the student will be able to:	By the end of the year the student will be able to:	By the end of the year the student will be able to:
- Understand and demonstrate a variety of games - Explain the rules to games and play cooperatively together - Control an object in a game. - Introduce over and underhand throwing.	- Demonstrate different movements through music - Follow simple step patterns with or without a partner and keep time to music - Correctly count the beats of music used in a routine or dance - Demonstrates "expressing themselves" by moving freely using their imagination through a variety of musical styles	- Aware of different activities they can do to keep their bodies fit. - Maintain a safe classroom environment by following teacher directions and - Expectations: Fair, Safe & Kind.	- Demonstrate creativity in achieving an individual and team goal - Understand how to use various pieces of equipment to solve challenges. - Participate in small/ large group activities to accomplish a common goal through cooperation and communication.	- Move in different directions, pathways and patterns (in, out, up, down, through, over, under, zig-zag) - Demonstrate the meaning of the phrase "personal space" and explain why it is important. - Travel in different ways, changing speed and direction with control - Handle different apparatus and small equipment using various body parts (manipulative skills) - Hold their body weight using various body parts as

				bases (balance and stability). • Develop and understand the importance of specific skills used in different sports activities.
Grade 1				
By the end of the year the student will be able to: • Develop coordination and awareness of space in simple lead-up games • Improve throwing and striking skills and accuracy of aim • Understand the importance of rules in games.	By the end of the year the student will be able to: • Demonstrate rhythmic understanding and body control through movement through a variety of musical styles. • Master a dance containing basic step patterns in small and large groups • Demonstrates “expressing themselves” by moving freely using their imagination through a variety of musical styles.	By the end of the year the student will be able to: • Identify and recognize the elements and the benefits of a healthy lifestyle (sleep, eating healthy foods, water, staying clean and exercise) • Show where their heart is and recognize that their heartbeat changes according to how active they are. (Happy Heart) • Reflect on the different ways students like to exercise.	By the end of the year the student will be able to: • Solve problems in small groups using cooperation and teamwork skills • Solve challenges with or without apparatus • Give examples of teamwork • Demonstrate understanding of the importance of listening, sharing and respecting each other	By the end of the year the student will be able to: • Travel in different ways, changing speed and direction with control • Handle different implements using manipulative skills to improve action & performance. • Demonstrate how to best throw a ball for distance, jump for distance, jump for height.