



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course Description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a **physically literate individual***:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.

- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

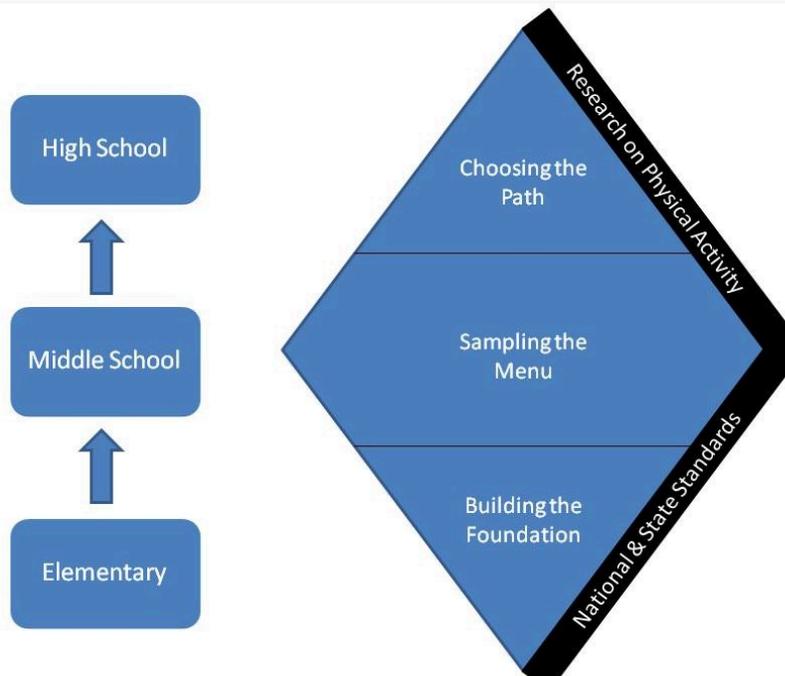
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.).

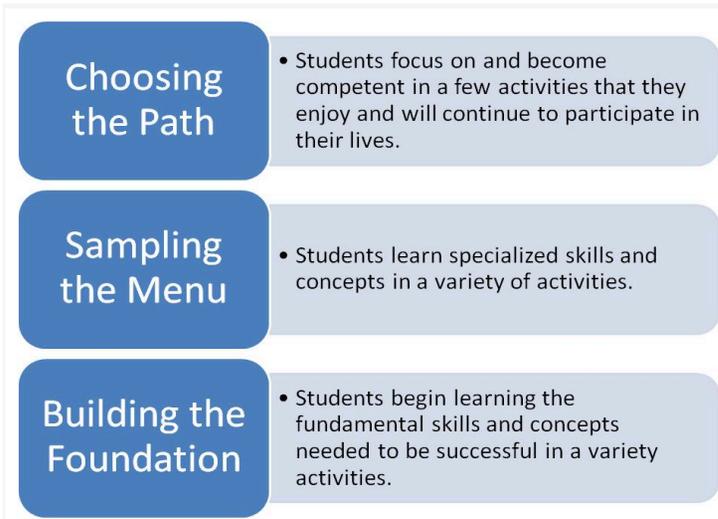
Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Diamond Conceptual Framework: A K-12 Road Map for Physical Education

The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on

physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.



SCS Elementary Physical Education Curriculum Map

This curriculum map has been developed and reviewed by SCS Elementary Physical Educators. The objective of the plan is to provide direction to ensure cohesion and full implementation of the Tennessee State Physical Education Standards across the district. Standards 1 and 2 are skill and activity specific and are divided into units within this plan. Standards 3-6 covers a variety of topics for both inside and outside physical education/activity. These standards include fitness, safety/procedures, as well as social/emotional wellness and should be implemented daily throughout the course of the year.

Standard 3: A physically educated person participates regularly in physical activity.

- These SPI's focus on activity outside of physical education. The teacher should support and encourage this with students throughout the year.

Standard 4: A physically educated person achieves and maintains a health enhancing level of physical fitness.

- Fitness SPI's should be incorporated into each lesson. This can be accomplished through a warm---up activity or in the overall activity.

Standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity.

- These SPI's focus on thoughts, feelings and behaviors in physical education and should be implemented and reinforced throughout the year.

Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self---expression and/or social interaction.

- These SPI's focus on enjoyment and personal value of physical education and should be implemented and reinforced throughout the year.

When implementing this curriculum map, each physical educator should strive to:

- Be actively engaged in the instructional process whether in the role of lead or assisting teacher.
- Use a variety of assessment techniques when determining mastery of the SPI's/Outcomes. This can be accomplished using a combination of formal, informal, peer, and/or self-assessment, video performances, skill rubrics or cognitive assessment measures.
- Use best practices when introducing a new skill which includes demonstrating the skill, identifying the critical elements/common mistakes, and then allowing for student practice in static situations. This process should be accompanied by timely and specific feedback.
- Use appropriate culminating activities to allow the students to combine multiple skills in game-like situations. This should allow the students to take their skill development to a higher level by allowing them to apply the skills in dynamic situations
- Use appropriate classroom management techniques in order to maximize " tasks" and strive to keep the students active for a majority of the lesson.
- This can be accomplished by minimizing wait-time, planning for smooth/efficient transitions, and creative use of equipment.
- Engage in reflective analysis of instruction and frequently collaborate with others.

What Does The Curriculum Map Contain?

EXAMPLE

Unit of Instruction				
Description				
PreK-2 SPIs	Suggested Activities		Resources/Connections/Assessments	
These are the K-2 Student Performance Indicators for the TN State PE Standards	These are the activities that are suggested to use while teaching these SPIs.			
Kindergarten Outcomes	Grade 1 Outcomes	Grade 2 Outcomes		
These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target.	These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target.	These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target.		
Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills				
Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
Academic Vocabulary:				

ORIENTATION		
Grades 3-5 SPIs	Suggested Activities	Resources/Connections/Assessments
<ul style="list-style-type: none"> Demonstrate an understanding of classroom rules, procedures, and safe practices Work on assigned tasks individually or with others in a productive manner 	<p>1.2.9 Identify and apply safety principles in all activity situations</p> <ul style="list-style-type: none"> Apply classroom rules, procedures and safe practices within physical education and at recess Complete assigned tasks individually or with others in a productive manner 	<p>Rules/procedures, playground safety, safety drills, warm-ups, line-up, discipline policy, classroom expectations, stop signals, etc.</p>
Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes
<ul style="list-style-type: none"> Follow directions with prompts Demonstrate safe practices and procedures 	<ul style="list-style-type: none"> Follow directions with few prompts Demonstrate safe practices and procedures 	<ul style="list-style-type: none"> Follows directions with minimal prompts Demonstrate safe practices and procedures

UNIT 1: LOCOMOTOR & NON-LOCOMOTOR MOVEMENT CONCEPTS

Unit Objectives/Enduring Understandings

Students will participate in gymnastics stunts, using different parts of their body to balance. Students will work cooperatively with their partners on gymnastics mats to complete balancing activities.

Guiding Questions:

- How is walking different from running? Hopping from jumping? Galloping from skipping? Leaping from galloping? Sliding from galloping? Hopping from skipping?
- How can one perform a skill without thinking about it?
- What can I do to improve my personal best scores on my fitness/skill assessments?

Discussion

- Discuss the need to maintain equilibrium in developing opposing muscles.
- Discuss the need for safety precautions to prevent over stretching and to promote proper bending technique
- Discuss injuries that may occur when stretching is done improperly.

Connections

- English Language Arts Standards: Speaking and listening
- Mathematics: Number and Quantity
CCSS K.CC.1 Count to 100 by ones and by tens.
CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20
CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- Social Studies
- Science

Technology Implementation/ video camera/ Smart Board/ software

- Science
- Social Studies

Technology Implementation/

Grade 3-5 SPIs	Suggested Activities	Resources/Connections/Assessments
Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes
•	•	•

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
Demonstrate a variety and combinations of non-locomotor skills to improve flexibility and range of movement (over time).	Identifies concepts related to space, time, force, and body Applies concepts of space and	Fundamental Skills • Maintains a steady beat from a non-locomotor position (e.g., swing, sway, and patting thighs)	• Devise a fitness routine to improve range of motion in selected body joints and that links bending, swaying, twisting	• Question/Discussion • Skill Test • Teacher Observation Peer Assessment Group Work

UNIT 1: LOCOMOTOR & NON-LOCOMOTOR MOVEMENT CONCEPTS

<p>Demonstrate an understanding of how non-locomotor skills benefit muscles</p> <p>Demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength and balance</p> <p>Identify how stretching, balance and efficient turning contribute to performance.</p>	<p>movement control to travel in different directions without falling or bumping</p> <p>Introduction The students will be able to applies concepts of space and movement control to travel in different directions without falling or bumping</p> <p>Safety</p> <ul style="list-style-type: none"> Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity. Flexibility and stretching should be connected to injury prevention during participation in physical activity 	<p>while seated)</p> <ul style="list-style-type: none"> Travels using basic locomotor movements (i.e., walk, run, jump, slide, gallop twist, turn, bend, balance, swaying) demonstrating proper technique Maintains a steady beat from a non-locomotor position (e.g., swing, sway, and patting thighs while seated) Jumps and leaps a slowly moving stick or a rope Bending: in the tuck, pike and squat positions; and forward and backward roll. Stretching exercises to improve flexibility in different muscles groups in warm-ups and cool-downs. Static balancing*: 1-part to 4-part base, and in gymnastics routines. Dynamic balancing: shoulder roll and cart wheel. 	<p>and curling motions.</p> <ul style="list-style-type: none"> Identify muscle groups that benefit from stretching In pairs, use mats to perform teacher-guided non-locomotor activities such as bending, stretching, balancing, and twisting. Students will create routines with variety of non-locomotor skills that target many muscle groups. 	<ul style="list-style-type: none"> Student Discussion
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Academic Vocabulary: Flexibility, balance, injury, prevention, swaying, movement, joints, strength, performance

UNIT 2: STRIKING CONCEPTS

Unit Objectives/Enduring Understandings

Striking is an essential element of many games and activities. The skill of striking involves using a part of the body or piece of equipment to strike a ball or other object, causing it to move through the air or along the ground. A ball can be struck from either side of the body and from different levels using a one-handed or two-handed action. With practice, the striking action can be used with wide variation to impart spin, add power, for placement and to improve control of the ball

Guiding Questions

- How is hand-eye coordination important when striking?
- When is striking used in games and sports?
- What do I need to remember about using long or short handled implements when striking an object?
- What games have you played or watched that involve two-handed striking?
- What is used to strike the ball in these games?
- What is the purpose of striking in different games?
- How are the two-handed striking skills similar and how are they different in the various games identified?
- What do you know about this skill?
- What skills have you learned that are similar?

Discussion

Students discuss the games and activities they know that involve a two-handed strike. They consider the similarities and differences between striking skills used in different games.

Connections

- English Language Arts Standards: Speaking and listening, communication including the rules of conversation, listening a
- Mathematics: Number and Quantity
CCSS K.CC.1 Count to 100 by ones and by tens.
CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20
CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- Social Studies
- Science

Technology Implementation/Unit Objectives/Enduring Understandings

Students will be able to understand that the proper mechanics of striking, development of eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit

Guiding Questions

- How is hand-eye coordination important when striking?
- When is striking used in games and sports?
- What do I need to remember about using long or short handled implements when striking an object?

Discussion

Safety and comfort during activity.

Purpose of Activities

- Students will participate in striking activities stunts, using different parts of their body to

Curriculum Map

Physical Education Grades 3 - 5

UNIT 2: STRIKING CONCEPTS

balance.

- Students will work cooperatively with their partners on gymnastics mats to complete balancing activities.

PreK-2 SPIs	Suggested Activities	Resources/Connections/Assessments		
<p>1.2.14 Strike an object repeatedly with a paddle or body parts</p> <p>1.2.15 Consistently strike a ball with a bat from a tee or cone using a proper grip and side orientation</p> <p>1.2.21 State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)</p> <p>2.2.2 Identify and demonstrate selected critical elements of manipulative skills</p>	<p>Students explore the basic body actions of the one-handed and two-handed strike by bouncing a ball and hitting it with their hands into a net or fence. Students try this activity with the right hand and the left hand.</p>	<p>Assessment-Portfolio</p> <ul style="list-style-type: none"> http://openphysed.org/ https://www.qcaa.qld.edu.au/downloads/p_10/kla_hpe_sb_m_311.pdf www.pecentral.org/lessonideas/searchresults.asp?-Search. http://www.shapeamerica.org/standards/pe/upload/GradeLevelOutcomes_K12PE.pdf National Association for Sport and Physical Education. (2004). <i>Moving Into the Future: National Standards for Physical Education (2nd edition)</i>, Reston, VA: Author. (<i>M into F</i>) <i>Practices: K-12 Physical Education</i>. Reston, VA: Author. (<i>PIPEline Workshop</i>) 		
Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes		
<ul style="list-style-type: none"> Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a) Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b) Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3) 	<ul style="list-style-type: none"> Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a) Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b) Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4) 	<ul style="list-style-type: none"> Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a) Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b) 		
Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills				
Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment

UNIT 2: STRIKING CONCEPTS

<p>Students develop the skill of two-handed striking and explore its use in different forms in many games.</p> <p>Students demonstrate control in performing a two-handed strike in a range of modified games to achieve the identified goal of the game.</p> <p>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</p> <p>2.5.4.D.2 Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p>	<p>Proper Mechanics of striking skills Eye-Hand Coordination Visual Tracking Balance</p> <p>Interpersonal Skills, in particular, communication including the rules of conversation, listening and responding, cooperation, making decisions and solving problems</p> <p>Introduction The following core concepts, including fundamental movement skills.</p> <p>Safety</p> <ul style="list-style-type: none"> • Make sure all balls are properly inflated • Never stand on any type of ball • Never throw or kick a ball at another student 	<ul style="list-style-type: none"> • Student uses a two-handed strike to hit for distance • Student uses a two-handed strike to hit for accuracy • Manipulative skills • locomotor, non-locomotor • Specialised skills for movement in team games, sports and other physical activities; • Using correct form to hold a racquet • Controlling a ball with a racquet • Tossing and catching a ball with a racquet • Dribbling a ball with a racquet. Performing a forehand stroke • Hitting to a wall without a partner • Performing a backhand stroke using two hands . Hitting to a wall without a partner • Alternating strokes while hitting against a wall 	<ul style="list-style-type: none"> • Two Hand striking • One handed strike • Badminton, • Tennis • Pickle ball • Bench Tennis • Golf 	<ul style="list-style-type: none"> • Question/Discussion • Skill Test • Teacher Observation Peer Assessment Group Work • Student Discussion
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Academic Vocabulary: accuracy , decision making, lever, back swing, extend, power ,body, action, force, safely ,communicate, goal sequences ,control, implement ,spin cooperate levels strike

UNIT 3: BASKETBALL CONCEPTS

Unit Objectives/Enduring Understandings

Students will be able to understand that the proper mechanics of ball skills, development of eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit

Guiding Questions:

- What is a double dribble
- What is travelling?
- What is dribbling?
- What is passing?
- What is shooting?
- What is the bounce pass?
- What is the chest pass?
- How are hand-eye coordination and tracking important when trying to catch a ball?

Discussion

- Safety and comfort during activity.
- Gymnastics and the concept of balance.

Purpose of Activities

Students will participate in gymnastics stunts, using different parts of their body to balance. Students will work cooperatively with their partners on gymnastics mats to complete balancing activities.

Connections

- English Language Arts Standards: Speaking and listening
- Mathematics: Number and Quantity
 - CCSS K.CC.1** Count to 100 by ones and by tens.
 - CCSS7.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 ,
 - CCSS K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
- Science
- Social Studies

Technology Implementation

Grades 3-5 SPIs	Suggested Activities	Resources/Connections/Assessments
<p>1.1.2 Receive or send an object with an implement or body part</p> <ul style="list-style-type: none"> • throw a ball demonstrating an overhand technique, a side orientation, and opposition • catch a gently thrown ball using properly positioned hands <p>1.2.16 Continuously dribble a ball using the hands or feet without losing control of the ball or body</p> <p>1.2.21 State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements,</p>	<ul style="list-style-type: none"> • Following The Leader • Tag -- You Are It • Relay Time • 3-Catch Basketball? • Hoop It Up • Sponge Bob Basketball • Counting to Ten Basketball Game • Treasure Island • Danger Zone 	<p>Assessment-Portfolio</p> <p>Resources</p> <p>http://www.sparkpe.org/blog/pe-lesson-plan-basketball/</p> <p>http://www.mrgym.com/SportsGames/SpongeBob.htm</p> <p>http://www.math-play.com/math-basketball.html</p> <p>Multicultural Games, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG)</p> <p>Games for the Whole Child – Social, Emotional, Cognitive,</p>

UNIT 3: BASKETBALL CONCEPTS

<p>small and large equipment, environment)</p> <p>2.2.2 identify and demonstrate selected critical elements of manipulative skills demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings</p> <ul style="list-style-type: none"> • apply basic skills in game-like situations • acquire specialized skills basic to a movement • form and use those skills with a partner • use knowledge of movement concepts and principles to analyze the performance of self and others • identify and implement the concepts of offensive and defensive strategies in a controlled game-like environment 		<p><u>Physical</u>, Brian Barrett, Human Kinetics Publishers, Inc., 2005. (GWC)</p> <p>Dynamic Physical Education for Elementary School Children – 15th Edition (2006). Pangrazi, Robert P. Benjamin-Cummings Publishing Co.</p> <p>National Association for Sport and Physical Education. (2004). <u>Moving Into the Future: National Standards for Physical Education (2nd edition)</u>, Reston, VA: Author. (<i>M into F</i>)</p> <p><u>Practices: K-12 Physical Education</u>. Reston, VA: Author. (<i>PIPEline Workshop</i>)</p>
Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes
<ul style="list-style-type: none"> • Dribble a ball with one hand, attempting the second contact • Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. <p>Rules</p> <ul style="list-style-type: none"> • Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop) • Travelling - To walk or run illegally while holding the ball • Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3) Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) Critiques the etiquette involved in rules of various game activities. (S4.E5.5) 	<ul style="list-style-type: none"> • Dribble continuously in self-space using their dominant hand • Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.4a) Dribbles in general space with control of ball and body while increasing and decreasing speed. <p>Rules</p> <ul style="list-style-type: none"> • Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop) • Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) 	<ul style="list-style-type: none"> • Dribble in self-space with preferred hand using a mature pattern • Dribble with preferred hand while travelling in general space • Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5) • Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.4a) • Dribbles in general space with control of ball and body while increasing and decreasing speed. • Critiques the etiquette involved in rules of various game activities. (S4.E5.5) <p>Rules</p> <ul style="list-style-type: none"> • Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop)

UNIT 3: BASKETBALL CONCEPTS

- Travelling - To walk or run illegally while holding the ball

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>Dribbles with hands in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)</p> <p>Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)</p> <p>Explain that practice and being healthy contribute to safe and improved performance.</p> <p>Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p> <p>Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments. (S1.E26.4)</p>	<p>Proper Mechanics of Ball Skills</p> <p>Eye-Hand Coordination</p> <p>Visual Tracking Balance</p> <p>Introduction</p> <p>The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end result will be the discovery of the proper mechanics of ball skills, the development of hand eye-coordination, visual tracking, and balance.</p> <p>Safety</p> <ul style="list-style-type: none"> • Make sure all balls are properly inflated • Never stand on any type of ball • Never throw or kick a ball at another student • Follow basic activity and safety rules and explain why they are important. 	<p>Fundamental Skills</p> <ul style="list-style-type: none"> • Balancing • Punching • Bouncing • Pushing • Catching • Spinning • Kicking • Passing <p>Performing a pass</p> <p>Receiving a pass</p> <p>Performing passing drills with and without a partner</p>	<p>Reviewing passing, dribbling, and shooting</p> <p>Participating in basketball skill drills</p> <p>Participating in basketball lead-up activities such as:</p> <ul style="list-style-type: none"> • Birdies in a Cage • Ball on Your Body • Bouncing and Catching • Ball Movement Partner • Obstacle Course • Chest pass • Bounce Pass • Overhead pass • Shooting 	<ul style="list-style-type: none"> • Question/Discussion • Skill Test • Teacher Observation Peer Assessment Group Work • Student Discussion

Academic Vocabulary: Dribbling, Passing, Shooting, Bounce Pass, Chest Pass, Traveling, Double Dribble,

UNIT 4: THROWING & CATCHING

Unit Objectives/Enduring Understandings

Students will be able to understand that the proper mechanics of ball skills, development of eye-hand coordination, visual tracking, and footwork will be attained by performing fundamental skills during the course of the unit

Guiding Questions:

- How can I help my partner be successful when we are throwing and catching different types of objects to each other?
- Can you watch someone complete the components for throw and catch and tell if they are doing correct and incorrect?
- How are hand-eye coordination and tracking important when trying to catch a ball?
- Can you demonstrate the basic skills of throwing and catching the football (4th) and use these skills in a game? (5th)
- Do you know and understand the rules of flag football (4th) and apply them in a game situation?
- Do you know what the job of offense and defense?

Discussion

- How can we ensure safety and comfort during activity.
- Compare and contrast the similarities and differences of the overhead and underhand throw

Purpose of Activities

Students will participate in throwing and catching skills and activities and, using both the overhand and underhand throw. Students will work cooperatively with their partners on various throwing and catching skill levels.

Connections

- English Language Arts Standards >> Speaking and listening
- Mathematics >> Number and Quantity Math Percentage
- Science
- Social Studies-

Technology Implementation

Give students an opportunity to analyze their skills that were videotaped

Grade 3-5 SPIs	Suggested Activities	Resources/Connections/Assessments
<p>Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings</p> <p>Apply basic skills in game-like situations</p> <p>Acquire specialized skills basic to a movement</p> <p>Form and use those skills with a partner</p> <p>Apply fundamental offensive and defensive strategies in game-like situations</p>	<p>Tasks/challenges using various equipment (individual, partner, & group), over/underhand throwing (to self, targets, partners, and moving targets), group juggling, team ball, ultimate anything, football/baseball/softball activities, large group activities,</p> <p>Mechanics of throwing: body position, arm action and weight transfer</p> <ul style="list-style-type: none"> • Discuss the concept of stepping ahead as the throwing arm comes forward for the release. • Roll a ball to a wall. • Play various target throwing, partner catch, and large group catching games. • Experiment with tossing small objects upward using two 	<p>“Hellisms’ Levels of Participation in Teaching” in <i>Responsibility Through Physical Activity</i>, Chapter 1,,pp. 10-21.</p> <p><i>Movement with Meaning: Physical Education K-4</i> ,pp. 81-108; 123-150.</p> <p>http://www.shapeamerica.org/standards/pe/upload/GradeLevelOutcomes_K12PE.pdf</p>

UNIT 4: THROWING & CATCHING

<p>Identify and apply safety principles in all activity situations</p> <p>Use knowledge of movement concepts and principles to analyze the performance of self and others</p> <p>Identify and implement the concepts of offensive and defensive strategies in a controlled game-like environment</p>	<p>hands and one hand. Emphasize maintaining control in throwing.</p> <ul style="list-style-type: none"> • Play target-throwing games with targets drawn on the wall or held by a partner. • Relay a ball all the way around a set area • Try to achieve a set number of catches by throwing it from one to the other without dropping it. • “Team Juggling. • Two hands in what is called the "pancake," "clap," or alligator” catch (your arms are like the jaws of the gator). 	
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Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes
<ul style="list-style-type: none"> • Toss (underhand throw) to a partner or target with reasonable accuracy • Throw over-arm with an emerging pattern in non-dynamic environments • Receive a small object in a variety of ways. • Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3) 	<ul style="list-style-type: none"> • Throw over-arm using a mature pattern in non-dynamic environments • Throw over-arm to a partner or at a target with accuracy at a reasonable distance • Catch a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non7 dynamic environment • Receive a small object in a variety of ways. • To develop and demonstrate mature patterns of throwing. • Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4) 	<ul style="list-style-type: none"> • Throw (underhand and over-arm) using a mature pattern in non-dynamic environments, with different sizes and types of objects • Throw (both underhand and over arm) to a large target with accuracy • Throws with reasonable accuracy in dynamic, small7sided practice tasks • Receive a small object in a variety of ways. • Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.5a) • Catches with accuracy, both partners moving. (S1.E16.5b) • Catches with reasonable accuracy in dynamic, small-sided practice tasks

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives	Instructional Actions
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UNIT 4: THROWING & CATCHING

	Concepts	Skills	Activities/Strategies	Assessment
<p>Explain why good sportsmanship is important and demonstrate positive behaviors during participation.</p> <p>Follow basic activity and safety rules and explain why they are important.</p> <p>Explain that practice and being healthy contribute to safe and improved performance.</p> <p>2.5.4.D.1 Recognize the proper techniques of performing an overhand throw, catch of a tossed ball.</p> <p>2.5.4.D.2 Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p>	<p>Demonstrate an understanding of concepts related to catching and throwing.</p> <p>Demonstrate the proper mechanics of throwing and catching</p> <p>Demonstrate Eye-Hand Coordination Demonstrate Visual Tracking and Balance</p> <p>Introduction The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end result will be the discovery of the proper mechanics of throwing and catching skills, the development of hand eye- coordination, visual tracking, and balance.</p> <p>Safety</p> <ul style="list-style-type: none"> • Make sure all balls are properly inflated • Never throw a ball without the proper cue • Never throw or kick a ball at another student 	<p>2-Hand Catching Passing Throwing</p> <p>To develop and demonstrate mature patterns of throwing and catching</p> <p>To demonstrate throwing, catching, and kicking skills in functional situations such as modified games, stations, etc.</p> <p>Gain an understanding of how strategy can affect a game's outcome.</p> <p>Participating in throwing activities</p> <ul style="list-style-type: none"> • Reviewing form and throwing for velocity • Throwing at large stationary targets • Throwing while traveling to stationary targets • Throwing back and forth with a partner • Throwing while stationary to a moving target <p>Participating in throwing games</p>	<p>Carry a beanbag on various body parts</p> <p>Project a bean bag:</p> <ul style="list-style-type: none"> • into the air • to a wall target • to a partner • to a floor target using two-hand and one-hand underhand motions <p>Catch a beanbag:</p> <ul style="list-style-type: none"> • with two hands • with one hand approaching at various levels <p>Using a small ball:</p> <ul style="list-style-type: none"> • Throw to varying heights and distances using a one-hand underhand throw, and toss up, let bounce and catch • Roll a small ball to the wall or to a partner using a one-hand underhand motion • With two hands catch a toss made by a partner. <p>Activities:</p> <ul style="list-style-type: none"> • Small groups where students get the opportunity to practice skills, observe others performing skills and using a rubric to analyze others as they perform skills. 	<ul style="list-style-type: none"> • Portfolio Assessment • Question/Discussion • Skill Test • Teacher Observation Peer Assessment Group Work

UNIT 4: THROWING & CATCHING

			<ul style="list-style-type: none"> Give students an opportunity to analyze their skills that were videotaped. 	
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Academic Vocabulary: body control, boundaries, exercise , effort, fast , gross motor, pathways (of Movement) Skill Speed (of Movement) stride, throwing, throwing arm, turn taking, turning, twisting, underhand throw, overhand throw, pass a ball, ready position, arm preparation, catch, exercise

UNIT 5: EDUCATIONAL GYMNASTICS

<p>Unit Objectives/Enduring Understanding Activities that allow the child to self-test or create movements that defy gravity to enhance</p>	<p>Purpose of Activities Students will participate in gymnastics stunts, using different parts of their body to balance.</p>
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UNIT 5: EDUCATIONAL GYMNASTICS

components such as flexibility, balance coordination, and strength.
Taught in a non-competitive manner, with emphasis placed upon the success and skills achievable by each individual student.

Guiding Questions:

- Have you ever heard the word gymnastics?
- Who can explain what it is?
- Have you seen gymnastics on TV?
- Have you participated in a gymnastics class?
- What kind of things do you learn in gymnastics?
- You've got the right idea, today we are going to explore different types of balance activities used in gymnastics called stunts.
- What does balance mean?

Discussion

- Explain safety and comfort during activity.
- Discuss gymnastics and the concept of balance.
- Follow basic activity and safety rules and explain why they are important

Students will work cooperatively with their partners on gymnastics mats to complete balancing activities.

Connections

- English Language Arts Standards:
Speaking and Listening Create a routine
Listening, Viewing and Responding
Presenting, providing feedback and reflections
- Math :**axis**
- Science **Gravity, Fulcrum, Lever, energy action, reaction, force**
- Social Studies-

Technology Implementation video

Grade 3-5 SPIs	Suggested Activities	Resources/Connections/Assessments
<p>.1.3 balance or transfer weight from one body part to another perform a movement sequence using a variety of body parts which combine the skills of balancing and weight transfer</p> <ul style="list-style-type: none"> • roll smoothly in a forward direction without stopping or hesitating, with the head tucked, rolling up to the feet • balance, demonstrating momentary stillness in symmetrical and non7 symmetrical shapes, on a variety of body parts • move feet into medium/high level by placing weight on 	<p>Stations, individual & partner balances, basic rolls, base of support. (e.g.)</p> <ul style="list-style-type: none"> • Stork Stand • Airplane • Finger Touch • Log Roll • 180 and 360 Jumps • Air Chair 	<p><u>Station Games</u>, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. (SG)</p> <p><u>Fitness Fun 85 Games and Activities for Children</u>, Emily r. foster, Karyn Hartinger, Katherine A. Smith, Human Kinetics Publishers Inc., 1992. (FFIT)</p> <p><u>Multicultural Games</u>, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG)</p> <p><u>Games for the Whole Child – Social, Emotional, Cognitive, Physical</u>, Brian Barrett, Human Kinetics Publishers, Inc., 2005.</p>

UNIT 5: EDUCATIONAL GYMNASTICS

<p>the hands and landing with control</p> <ul style="list-style-type: none"> state and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment) <p>2.2.3 maintain momentary stillness bearing weight on a variety of body parts</p>	<ul style="list-style-type: none"> V-Stand Double Stand Back-To-Back 	<p>(GWC)</p> <p><i>Great Games for Young People</i>, Marilee A. Gustafson, sue K. Wolfe, Cheryl L. King, Human Kinetics Publishers, Inc., 1991. (GGYP)</p> <p>National Association for Sport and Physical Education. (2004). <i>Moving Into the Future: National Standards for Physical Education (2nd edition)</i>, Reston, VA: Author. (<i>M into F</i>)</p> <p><i>Practices: K-12 Physical Education</i>. Reston, VA: Author. (<i>PIPEline Workshop</i>)</p> <p>Non Traditional Gymnastics</p> <p>http://www.geocities.com/colosseum/stadium/7261/EducationalGymnastics/Balancing/Stunts</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6263</p> <p>Assessments</p> <p>Peer Assessment</p> <p>Rubric</p> <p>Students discuss in partnerships</p> <p>What was your favorite balance stunt today and why?</p> <p>*What was important during the partner balance stunts?</p> <p>*To maintain a balance what were some techniques you used so you wouldn't fall down?</p>
Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes
<ul style="list-style-type: none"> Maintain momentary stillness on different bases of support Form wide, narrow, curled, and twisted body shapes Roll sideways in a narrow body shape (i.e., log roll) Perform jumping/landing actions with balance Transfer of weight Recognizes locomotor skills specific to a wide variety of 	<ul style="list-style-type: none"> Maintain stillness on different bases of support with different body shapes Transfer weight from one body part to another in self-space in an gymnastics environment Roll with either a narrow or curled body shape (e.g., log roll, egg roll) Combines movement concepts with skills in small-sided 	<ul style="list-style-type: none"> Balance on different bases of support, combining levels and shapes Transfer weight from feet to different body parts or bases of support for balance or travel (i.e., animal movements – static or dynamic) Roll in different directions with either a narrow or curled body shape (e.g. log roll, egg roll)

UNIT 5: EDUCATIONAL GYMNASTICS

<p>physical activities.</p> <ul style="list-style-type: none"> • Employs the concept of alignment in gymnastics and dance. (S2.E4.3a) • Employs the concept of muscular tension with balance in gymnastics and dance. 	<p>practice tasks, gymnastics and dance environments. (S2.E2.4)</p>	<ul style="list-style-type: none"> • Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5) • Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)
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Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<ul style="list-style-type: none"> • Explain why good sportsmanship is important and demonstrate positive behaviors during participation. • Explain that practice and being healthy contribute to safe and improved performance. <p>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</p> <p>2.5.4.D.2. - Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</p>	<ul style="list-style-type: none"> • Proper Mechanics of Ball Skills • Eye-Hand Coordination Visual Tracking Balance <p>Introduction</p> <p>Safety</p> <ul style="list-style-type: none"> • Works independently and safely in physical activity setting • Works safely with peers and equipment in physical activity settings. • Applies safety principles with age-appropriate physical activities. 	<ul style="list-style-type: none"> • Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3) • Uses spring-and step take-offs and landings specific to gymnastics • Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. • Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3) • Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4) • Combines balance and transferring weight in a gymnastics sequence or dance 	<ul style="list-style-type: none"> • Participate in parachute activities • Perform rhythms and gymnastics with parachutes and hoops • Perform rhythmic gymnastics such as wand routines • Performing rhythms, including traveling and balancing sequences • Performing log, side, and forward rolls • Performing individual balance activities • Performing individual, partner, and group stunts • Skill Set Four—Individual, Partner, and Group Stunts 	<ul style="list-style-type: none"> • Question/Discussion • Skill Test • Teacher Observation Peer Assessment Group Work • Student Discussion

UNIT 5: EDUCATIONAL GYMNASTICS

		with a partner		
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Academic Vocabulary: strength, flexibility, balance, endurance, kinesthetic, agility, self-discipline, coordination, self-confidence, traveling, rolling, backward roll, shoulder roll ,tripod diving, forward roll, cartwheel, modified tripod, transfer, curl, Jumps, leaps , turns , twists and log roll

UNIT 6: RHYTHMIC DANCE & JUMP ROPE SKILLS

Guiding Questions

- How can I use my body to be creative, rhythmical way to communicate a have fun?
- How can I use non-locomotor movements in a rhythmical manner?

Connections

- English Language Arts Standards: Speaking and listening
During daily lessons, letter / phonics will be integrated into every lesson. Students will

UNIT 6: RHYTHMIC DANCE & JUMP ROPE SKILLS

<ul style="list-style-type: none"> • What effect do rhythmical movements have on my body's health? • What are some safety rules I need to follow whenever I am jump roping? <p>Discussion</p> <ul style="list-style-type: none"> • Safety and comfort during activity. • Rhythm and the concepts of moving in space • Can students learn the designed dances? • Can students move on the beat and dance to the tempo? <p>Purpose of Activities</p> <ul style="list-style-type: none"> • The students will create and perform movement patterns, using various movements and props. (1, 2) • The students will use movements as a means of self-expression and communication (1, 2, 6) (H4) • The students will recognize the impact that these activities have on the body. 	<p>associate letter / works with the activities of the lesson. This learning opportunity is part of the elementary experience</p> <ul style="list-style-type: none"> • Mathematics: Number and Quantity CCSS K.CC.1 Count to 100 by ones and by tens. CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. horizontal and vertical planes • Science: Force, balance and speed • Social Studies- Cultures and the history of dance I Can Statement: I can travel safely at different speeds, levels and pathways. <p>Technology Implementation http://www.sparkpe.org/wp-content/uploads/Curriculum-OF.pdf IPAD Mini</p>
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Grade 3-5 SPIs	Suggested Activities	Resources/Connections/Assessments
<p>.1.3 balance or transfer weight from one body part to another</p> <ul style="list-style-type: none"> • perform a movement sequence using a variety of body parts which combine the skills of balancing and weight transfer • roll smoothly in a forward direction without stopping or hesitating, with the head tucked, rolling up to the feet • balance, demonstrating momentary stillness in symmetrical and non7 symmetrical shapes, on a variety of body parts • move feet into medium/high level by placing weight on the hands and landing with control • state and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, 	<p>Dance & Rhythms</p> <p>Line dances, square dancing, popular dances, creative dances, folk dance, lummi sticks, Cup Rhythm Routine, rhythm activities, tinikling, circle dances, follow the leader dances, Wii activities, partner/small group dances</p> <p>Act out stories to music or interpret a piece of music through movement. The teacher can guide the class with cues such as <i>How would a bunny move to this music?</i> or <i>Show me how you would move to this music in snowshoes.</i></p> <p>Jump Rope</p> <ul style="list-style-type: none"> • Individual 	<p>Self-Evaluation/Reflection: Look at video tape of class performance and identify: one time I moved safely; and one thing I noticed about myself.</p> <p>Student Performance: Create a movement sequence to music using combinations of previously learned locomotor skills.</p> <p>Peer Evaluation: Videotape the class doing an activity which requires movement to music or rhythm with partners and within a large group.</p> <p>View the tape and identify: someone who did not bump into anyone during the activity; people who found partners quickly; someone who moved well to the music; and someone who</p>

UNIT 6: RHYTHMIC DANCE & JUMP ROPE SKILLS

<p>environment)</p> <ul style="list-style-type: none"> • Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments • Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings • Acquire specialized skills basic to a movement form and use those skills with a partner • Create, refine and perform rhythmic activities using manipulatives • Identify and apply safety principles in all activity situations • Use knowledge of movement concepts and principles to analyze the performance of self and others • Design and perform a simple movement pattern using skills and concepts in rhythmic/dance activities 	<ul style="list-style-type: none"> • partner • short and long rope task and challenges • Jump Rope for Heart • Timed jump • double-dutch • Jump Rope Team 	<p>looked happy.</p> <p>Teacher Observation</p> <p>Ready-to-Use P.E. Activities for Grades K-2, pp. 78-102. www.pecentral.org/lessonideas/searchresults.asp?category=56</p> <p>Lummi Stick Macarena http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5262#.VjfadFingUM</p> <p>The Old Brass Wagon Hoop Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1296#.VjfatllngUM</p> <p>This Land is Your Land Shaker Routine http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3309#.Vifa7FingUM</p>
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Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes
<ul style="list-style-type: none"> • Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3) • Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E • Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3) • Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3) <p>1.2. Perform intermediate jump rope rope skills (e.g., a variety of tricks, entering and exiting a long rope) for both long and short ropes</p>	<ul style="list-style-type: none"> • Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments • Creates a jump-rope routine with either a short or long rope. (S1.E27.4) • Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. • Create a jump rope routine-with-either-a short- or-long-rope • Employs the concept of alignment in gymnastics and dance. (S2.E4.3a) Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b) 	<ul style="list-style-type: none"> • Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction • Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5) • Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5) • Create a jump rope routine with a partner using a short or long rope

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives	Instructional Actions
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UNIT 6: RHYTHMIC DANCE & JUMP ROPE SKILLS

	Concepts	Skills	Activities/Strategies	Assessment
<p>1.2.1 demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings</p> <p>1.2.3 acquire specialized skills basic to a movement form and use those skills with a partner</p> <p>1.2.7 create, refine and perform rhythmic activities using manipulatives</p> <p>1.2.9 identify and apply safety principles in all activity situations</p> <p>2.2.1 use knowledge of movement concepts and principles to analyze the performance of self and others</p> <p>2.2.3 design and perform a simple movement pattern using skills and concepts in rhythmic/dance activities</p>	<p>Proper Mechanics of rhythms, dance and jump rope</p> <p>Introduction</p> <ul style="list-style-type: none"> Dancing helps students in variety of different aspects in education. Dancing test students' memory while allowing them to develop rhythm and tempo. Dancing also develops class community by having the students perform the same dance <p>Safety</p> <ul style="list-style-type: none"> State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment) Work in your own space, move in the same direction Look where you are going, make room for your classmates. 	<p>Fundamental Skills</p> <ul style="list-style-type: none"> Balance Movements to Music Jumping Skipping Hopping Simple Dances, Patterns Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3) 	<p>Performing simple dances such as Looby Loo, Hokey Pokey, Chicken Dance, Hamster Dance, and Shoe Fly!</p> <p>Performing Lummi stick routines</p> <ul style="list-style-type: none"> Octopus Creatures Juggling Scarves Hoppity Hops Locomotor "Sneaking" - Tip Toes "Flying" "Swimming" "Climbing" "Bicycle Pedaling" Hokey Pokey Monster Mash Alley Cat Peppermint Twist YMCA Tony Chestnut In the Hoop, Musical Hoops <p>Performing rhythmic jumping with short ropes i.e. Jumping over a swinging rope</p>	<ul style="list-style-type: none"> Question/Discussion Skill Test Teacher Observation Peer Assessment Group Work Student Discussion

Academic Vocabulary: ability, activity, arm, dancing preparation, balance, body shape breathing rate, catch, circling, exercise, flexibility, heart rate, hopping, jump rope, jumping, movement, partner

UNIT 7: VOLLEYBALL CONCEPTS

UNIT 7: VOLLEYBALL CONCEPTS

<p>Unit Objectives/Enduring Understandings Students will be able to understand that the proper mechanics of ball skills, development of eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit</p> <p>Guiding Questions</p> <p>Discussion Safety and comfort during activity.</p> <p>Purpose of Activities</p>	<p>Connections</p> <ul style="list-style-type: none"> English Language Arts Standards: Speaking and listening Mathematics: Number and Quantity CCSS K.CC.1 Count to 100 by ones and by tens. CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. Science motion, velocity, back spin, torque Social Studies- Volleyball introduction to the Olympic games <p>Technology Implementation/</p>	
Grade 3-5 SPIs	Suggested Activities	Resources/Connections/Assessments
<p>1.2.1 Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings</p> <p>1.2.2 Apply basic skills in game like situations</p> <p>1.2.3 Acquire specialized skills basic to a movement form and use those skills with a partner</p> <p>1.2.4 Apply fundamental offensive and defensive strategies in game like situations</p> <p>1.2.9 Identify and apply safety principles in all activity situations</p> <p>2.2.1 Use knowledge of movement concepts and principles to analyze the performance of self and others</p> <p>2.2.2 Identify and implement the concepts of offensive and defensive strategies in a controlled game like environment</p>	<p>Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)</p>	<p>Bailey, Guy. The Ultimate Sport Lead-Up Game Book. Camas, Washington: Educators Press, 2000.</p> <p>http://www.teamusa.org/usa-volleyball/grassroots/coaches/lesson-plans/elementary-school</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12206#.VlzYj1ngUM</p> <p>• Assessments</p> <ul style="list-style-type: none"> Group Work Pre and Post Skill Assessment Rubrics Teacher Observation Product/Performances Self-Analysis Student-led Peer Portfolio Oral and/or Cognitive Quizzes Conferencing Peer Observation

Curriculum Map

Physical Education Grades 3 - 5

UNIT 7: VOLLEYBALL CONCEPTS

Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes
Volley an object with an underhand striking pattern, sending it forward over a net/line to a partner using an emerging pattern	<ul style="list-style-type: none"> • Volley underhand using a mature pattern in a dynamic environment using small modified games • Volley a ball with a two-hand overhead pattern sending it upward using an emerging pattern • Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4) 	<ul style="list-style-type: none"> • Volley a ball using a mature two-hand overhead pattern sending it upward over a net/line or to a partner • Volleys a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5)

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
1.2.1 Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings 1.2.2 Apply basic skills in game like situations 1.2.4 Apply fundamental offensive and defensive strategies in game like situations 1.2.9 Identify and apply safety principles in all activity situations 2.2.1 Use knowledge of movement concepts and principles to analyze the performance of self and others 2.2.2 Identify and implement the concepts of offensive and defensive strategies in a controlled game like environment	Proper Mechanics needed for Introduction Safety <ul style="list-style-type: none"> • State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment) • Identify-and-apply-safety-principles-in-all-activity-situations 	<ul style="list-style-type: none"> • Balancing • Catching • Passing • Overhead Pass • Forearm Pass • Striking • Underhand Serve • Overhead volley 	<ul style="list-style-type: none"> • Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball) • Badminton-Volleyball Toss • Volleyball Battleship 	<ul style="list-style-type: none"> • Question/Discussion • Skill Test • Teacher Observation Peer Assessment Group Work • Student Discussion

Academic Vocabulary: attack, forehand pass, strike, torque, pancake, overhead serve, underhand serve, dig

UNIT 8: FITNESS CONCEPTS

“Unit Objectives/Enduring Understandings:

Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness. The intent of this standard is the development of students’ knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.

- There are many different ways to move.
- I can use different body parts to move objects.
- Movement is fun.
- Participating in an activity is fun.
- I feel good when I exercise.
- Playing with friends makes activities more enjoyable.
- It is important to be nice to everyone

Guiding Questions:

- What can I do to improve my personal best scores on my fitness/skill assessments?
- How does exercise improve my mood?
- Why is it important to consider enjoyment and wellness when choosing activities to use in your personal fitness plan?
- How do I keep my level of fitness the same or better over the summer months?
- Why is it important to be physically fit and how can I stay fit?

Discussion

- Safety and comfort during activity.
- Wellness the concept of fitness

Purpose of Activities

- Achieves and maintains a health enhancing level of physical fitness.
- Develops knowledge, skills, and attitudes towards achieving physical fitness.
- Will be physically active because of the enjoyment accomplished by participating.
- Participate in physical activity intermittently for a short period of time and accumulate a relatively high volume of total activity while having fun doing so.

Connections

- English Language Arts Standards >> Speaking and listening, ABC Order: Fact, Fiction, or Fairy Tale: Sentence Structure; Journaling, Vocabulary
- Social Studies: laws, rules, cooperation/conflict, cooperation/conflict, community
- Science: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system
- Math: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

Technology Implementation

- pedometers and heart rate monitors

I Can Statements

- I can apply movement concepts of balance, effort, force, and speed to move safely in personal (self) and general (shared) space.
- I can look for ways to stay moving and active when I am at home or away from school.

Grade 3-5 SPIs

Suggested Activities

Resources/Connections/Assessments

UNIT 8: FITNESS CONCEPTS

<p>1.0 Engage in sustained physical activity that causes an increased heart rate</p> <p>Participate fully in activities related to cardiovascular fitness and muscular endurance</p> <p>Identify physiological changes to the body that take place due to moderate to vigorous physical activity.</p> <p>Exhibit respect to everyone and everything</p> <p>4.B - recognize the physiological indicators that accompany moderate to vigorous physical activity</p> <p>4.C - identify the components of health-related physical fitness</p> <p>4.D - identify at least one activity associated with each component of health related physical activity</p>	<p>Students will demonstrate the ability to perform 3 different activities in the areas of fitness & health components:</p> <p>Students will calculate their exercise heart rate after an exercise bout.</p> <p>Students will frequently identify 3 major muscle groups.</p> <p>Students will frequently identify 5 major muscle groups.</p> <p>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Fitness & Health Areas:</p> <ul style="list-style-type: none"> • Cardiovascular • Upper body muscular strength and endurance • Lower body muscular strength and endurance • Core (abdominal/trunk) muscular strength and endurance • Flexibility • Nutrition & body composition 	<p>Resources</p> <ul style="list-style-type: none"> • http://www.scsk12.org • http://www.hpelw.weebly.com • http://www.tennesseestandards.com • www.tennesseeassessments.com • www.pecentral.org • www.sparkpe.org • www.scholastic.com (build your own webpage to be placed on school's homepage as a link.) • www.bowlersed.com • www.pelinks4u.org • www.classroomteacher/integratedlessonideas.com • www.linelinks.com • www.sportsmedia:PElinks.com • www.lessonplanz.com • www.teacher.netlessonplans.com • www.rainydaylessonplans.com • www.discoveryeducation.com • www.teachablemoments.com • Video <ul style="list-style-type: none"> • Kids Get Fit • You've Got to Move <p>Assessments</p> <ul style="list-style-type: none"> • Group Work • Pre and Post Skill Assessment • Rubrics • Teacher Observation • Conferencing • Product/Performances • Self-Analysis • Student-led Peer Portfolio Oral and/or Cognitive
<p>Grade 3 Outcomes</p>	<p>Grade 4 Outcomes</p>	<p>Grade 5 Outcomes</p>

UNIT 8: FITNESS CONCEPTS

<ul style="list-style-type: none"> Recognizes that when you move fast, your heart beats faster and you breathe faster.3 (S3.E3.K) Actively participates in physical education class. (S3.E2.K) Identifies active-play opportunities outside physical education class. (S3.E1.K) 	<ul style="list-style-type: none"> Discusses the benefits of being active and exercising and/or playing. (S3.E1.1) Actively engages in physical education class. (S3.E2.1) Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1) Identifies physical activities that contribute to fitness. (S3.E3.2b) 	<ul style="list-style-type: none"> Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2) Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Uses own body as resistance (e.g., holds body in plank position, animal walks)4 for developing strength. (S3.E3.2a)
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Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>3.1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor activities that are child selected and teacher-initiated</p> <p>3.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)</p> <p>3.3. Combine a sequence of several motor skills in an organized way</p> <p>3.4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health</p> <p>4.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause</p>	<ul style="list-style-type: none"> Recall participation in physical activities both in and outside of school. Explore activities of daily participation inside and outside of school. Describe two favorite physical activities. Distinguish between active and inactive physical activity. Compare and contrast activities of daily participation inside and outside of school. Identify the physiological signs of moderate physical activity. Indicators: Identify changes in the body during physical activity The students will identify the five components of health related fitness. 	<p>Fundamental Skills</p> <ul style="list-style-type: none"> Complete sit and reach. Complete pull-ups/flex arm hang Complete mile run. Complete sit-up testing Support body weight for climbing, hanging, and momentarily taking weight on hands Move joints through a full range of motion Engage in sustained daily physical activity which causes an increased heart rate and heavy breathing Use pulse rate to monitor level of activity Describe the components of health-related fitness 	<ul style="list-style-type: none"> PACER Test Presidential Fitness Surfing Warm-Up Running Through the Forest "Make Time for Fitness" course Clap and Move Magic Tag The 12 Days of Fitness PACER Fitness Graham 	<ul style="list-style-type: none"> Group Work Pre and Post Skill Assessment Rubrics Teacher Observation Conferencing Product/Performance Peer Observation Self-Analysis Student-led Peer Portfolio Oral and/or Cognitive Quizzes

UNIT 8: FITNESS CONCEPTS

heartbeat and breathing to be faster, not as fast, and slow, respectively) 4.2 Developmentally appropriate recognition of the effects of physical activity and exercise				
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Academic Vocabulary: pulse, rate, fitness, core, abdomen, motion, range, heart rate, activity, inactive, health related fitness testing

UNIT 9: TRACK & FIELD CORE CONCEPTS

UNIT 9: TRACK & FIELD CORE CONCEPTS

<p>Unit Objectives/Enduring Understandings Track and field is great sport to measure athletic ability compared to other students in their grade. The different events measure the different types of athletic ability.</p> <p>Guiding Questions What are the different events in track? How can you improve your score?</p> <p>Discussion</p>	<p>Purpose of Activities Connections</p> <ul style="list-style-type: none"> English Language Arts Standards: Speaking and listening Mathematics: Number and Quantity CCSS K.CC.1 Count to 100 by ones and by tens. CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 , CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. Science : <i>arch, spin, velocity, back-spin, rotation, speed, height, lift, flight,</i> Social Studies <p>Technology Implementation/Heart monitors, video camera</p>
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Grade 3-5 SPIs	Suggested Activities	Resources/Connections/Assessments
<p>1 .0 Engage in sustained physical activity that causes an increased heart rate</p> <p>Participate fully in activities related to cardiovascular fitness and muscular endurance</p> <ul style="list-style-type: none"> Students will learn the different events in track Students will see how they measure up to other students Students will see how well their cardiovascular endurance is Students will be able to identify/write 3 exercises/activities in 4 of the 6 categories of fitness & health with a score of 3 or higher on the assessment rubric. <p>Cardiovascular Upper body muscular strength and endurance Lower body muscular strength and endurance Core (abdominal/trunk) muscular strength and endurance Flexibility</p>	<ul style="list-style-type: none"> Dynamic Warm Ups Form running High knees Bootie Kicks High Knee Skips Basketball Slides Carioca 50% Sprints 100% Sprints Legs and feet 	<p>Resources</p> <ul style="list-style-type: none"> http://www.shapeamerica.org/publications/resources/eachingtools/quality/upload/Hershey-s-lesson-plans.pdf http://www.tennesseestandards.com www.tennesseeassessments.com www.pecentral.org www.sparkpe.org www.pelinks4u.org www.classroomteacher/integratedlessonideas.com www.linelinks.com www.sportsmedia:PElinks.com www.lessonplanz.com www.teacher.netlessonplans.com www.rainydaylessonplans.com Springy Feet

UNIT 9: TRACK & FIELD CORE CONCEPTS

<p>Nutrition & body composition</p> <ul style="list-style-type: none"> Students will be able to frequently locate their heart rate and indicate if it has increased or stayed the same as a result of an exercise bout. 		<ul style="list-style-type: none"> http://www.nyrr.org/youth-and-schools/running-start/pe-lesson-plans/elementary-school/legs-feet http://www.nyrr.org/youth-and-schools/running-start/pe-lesson-plans Video <ul style="list-style-type: none"> Kids Get Fit You've Got to Move <p>Assessments</p> <ul style="list-style-type: none"> Group Work Pre and Post Skill Assessment Rubrics Teacher Observation Conferencing Product/Performances Self-Analysis Student-led Peer Portfolio Oral and/or Cognitive Quizzes Peer Observation
Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes
<ul style="list-style-type: none"> Recognizes that when you move fast, your heart beats faster and you breathe faster.3 (S3.E3.K) Actively participates in physical education class. (S3.E2.K) Identifies active-play opportunities outside physical education class. (S3.E1.K) <p>12.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking, and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively).</p>	<ul style="list-style-type: none"> Discusses the benefits of being active and exercising and/or playing. (S3.E1.1) Actively engages in physical education class. (S3.E2.1) Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1) Identifies physical activities that contribute to fitness. (S3.E3.2b) 12.1-Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking, and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively). 	<ul style="list-style-type: none"> Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2) Actively engages in physical education class in response to instruction and practice. (S3.E2.2) Uses own body as resistance (e.g., holds body in plank position, animal walks)4 for developing strength. (S3.E3.2a) <p>9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation</p> <p>12.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running,</p>

UNIT 9: TRACK & FIELD CORE CONCEPTS

walking, and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively).

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>3.1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor activities that are child selected and teacher-initiated</p> <p>3.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)</p> <p>3.3. Combine a sequence of several motor skills in an organized way</p> <p>3.4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health</p> <p>4.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)</p> <p>4.2 Developmentally appropriate recognition of the effects of physical activity and exercise</p>	<ul style="list-style-type: none"> Understand that appropriately preparing their muscles to run will prevent injury and help them run faster. Understand and demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down. <p>Activity Purpose It is important to track student progression at such a young age. Fitness testing data must be tracked in the beginning of the year and at the end of the year. This will act as a formative assessment for the teacher to see what they must continue to work on.</p>	<p>Fundamental Skills</p> <ul style="list-style-type: none"> Demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down. Demonstrate the critical elements of a sprint – tall body position, proper head position, eyes level, elbows bent to 90 degrees, and knees bent to 90 degrees when the leg is at its highest position Demonstrate the critical elements of the softball throw – begin in the power position (opposite side toward target), step with the opposite foot, finish with the tummy facing the target, and follow-through with the arm down and across the body Demonstrate the critical elements of a relay event – run like sprinting, give the incoming runner a target, outgoing runner switches baton to the other hand, incoming runner pushes the baton into the outgoing runner’s hand. 	<ul style="list-style-type: none"> Ready, Set, Go! Throw, Throw, Throw My Turn, Your Turn Well Rounded II Springy feet The Tight Rope Foot Fire 	<ul style="list-style-type: none"> Group Work Pre and Post Skill Assessment Rubrics Teacher Observation Conferencing Product/Performance Peer Observation Self-Analysis Student-led Peer Portfolio Oral and/or Cognitive Quizzes

Academic Vocabulary: start, relay, baton , breathing, opposite, target, equal weight, runner, muscles, injury, follow-through, forward, lean, highest-point, across, position, tallest body, eye level,

UNIT 9: TRACK & FIELD CORE CONCEPTS

elbows, chest, knees, 90-degrees, height, outgoing

UNIT 10: KICKING & TRAPPING

Unit Objectives/Enduring Understandings:

Demonstrate the basic skills of soccer: dribbling, passing, shooting, goalkeeping, and sportsmanship 2. Apply basic skills into game situations

Demonstrate knowledge of the rules of different soccer games Demonstrate knowledge of how to play and use equipment safely

Guiding Questions

How are hand-eye coordination and tracking important when trying to trap or kick a ball?

Discussion

- Students will know the and remember the steps for kicking and trapping
- Students will use the various sides of the foot to trap the ball
- Students will use their skills in game play settings

Purpose of Activities

Throwing and catching is evident in majority of physical activities. It is important for students to learn how to throw and catch correctly with the proper steps. In order to throw for power and accuracy students must have correct form.

Connections

- English Language Arts Standards: Speaking and listening
- Mathematics: Number and Quantity
CCSS K.CC.1 Count to 100 by ones and by tens.
CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20
CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
Throwing while multiplying
Reinforce the concept of odd and even numbers by using over- and underhand throws.
Integrate the skills of throwing and catching with the academic concepts of addition and subtraction.
- Science *-force, gravity, spin, back spin*
- Social Studies

Technology Implementation

- Video recorder
- iPad

Grade 3-5 SPIs	Suggested Activities	Resources/Connections/Assessments
1.2.1 Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings 1.2.2 Apply basic skills in game like situations 1.2.3 Acquire specialized skills basic to a movement form and use those skills with a partner 1.2.4 Apply fundamental offensive and defensive strategies in game like situations 1.2.9 Identify and apply safety principles in all activity situations	Individual & partner task & challenges, dribbling, trapping, passing, kicking, large group activities, Socc, kickball activities, hackeysacks, etc. <ul style="list-style-type: none"> • Hungry Hungry Students! • Soccer (Dribbling, Passing, Shooting) Dribble Dash	<p>Assessment-Portfolio</p> <p>Books:</p> <ul style="list-style-type: none"> • <u>Children Moving: A Ref:ective Approach to Teaching Physical Education</u>, George Graham, Shirley Holt-Hale, and Melissa Parker, 5th edition, Mayfield Publishing, 1998. (CM) • <u>Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment</u>, Christine J. Hopple, Human Kinetics Publishers, Inc.,

UNIT 10: KICKING & TRAPPING

2.2.1 Use knowledge of movement concepts and principles to analyze the performance of self and others
2.2.2 Identify and implement the concepts of offensive and defensive strategies in a controlled game like environment

1995. (TFOinEPE)

- Mape with Pleasure 4 Teacher's Manual 1st Ed. 2001
- Developmental Physical Education for All Children

www.shakinthesouthland.com/.../offensive-line-blocking-traps-and-quic...

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7927#.VjJS01ngUM>

Assessment-Portfolio

Books:

- Children Moving: A Reflective Approach to Teaching Physical Education, George Graham, Shirley Holt-Hale, and Melissa Parker, 5th edition, Mayfield Publishing, 1998. (CM)
- Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment, Christine J. Hopple, Human Kinetics Publishers, Inc., 1995. (TFOinEPE)
- Mape with Pleasure 4 Teacher's Manual 1st Ed. 2001
- Developmental Physical Education for All Children

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<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7927#.VjJS01ngUM>

Connections: Related KidsHealth Links

CLIP Articles for Kids:

How to Be a Good Sport

KidsHealth.org/kid/feeling/emotion/good_sport.html

KidsHealth.org/kid/feeling/school/cheating.html

Taking Charge of Anger

KidsHealth.org/kid/feeling/emotion/anger.html

Assessment-Portfolio

Books:

UNIT 10: KICKING & TRAPPING

		<ul style="list-style-type: none"> • <u>Children Moving: A Reflective Approach to Teaching Physical Education</u>, George Graham, Shirley Holt-Hale, and Melissa Parker, 5th edition, Mayfield Publishing, 1998. (CM) • <u>Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment</u>, Christine J. Hopple, Human Kinetics Publishers, Inc., 1995. (TFOinEPE) • Mape with Pleasure 4 Teacher's Manual 1st Ed. 2001 • Developmental Physical Education for All Children <p>www.shakinthesouthland.com/.../offensive-line-blocking-traps-and-quic...</p> <p>http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7927#.VjJS01ngUM</p> <p>Connections: Related KidsHealth Links</p> <p>CLIP Articles for Kids:</p> <p>How to Be a Good Sport KidsHealth.org/kid/feeling/emotion/good_sport.html KidsHealth.org/kid/feeling/school/cheating.html</p> <p>Taking Charge of Anger KidsHealth.org/kid/feeling/emotion/anger.html</p> <p>Assessment-Portfolio</p> <p>Books:</p> <ul style="list-style-type: none"> • <u>Children Moving: A Reflective Approach to Teaching Physical Education</u>, George Graham, Shirley Holt-Hale, and Melissa Parker, 5th edition, Mayfield Publishing, 1998. (CM) • <u>Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment</u>, Christine J. Hopple, Human Kinetics Publishers, Inc., 1995. (TFOinEPE) • Mape with Pleasure 4 Teacher's Manual 1st Ed. 2001
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UNIT 10: KICKING & TRAPPING

		<ul style="list-style-type: none"> Developmental Physical Education for All Children www.shakinthesouthland.com/.../offensive-line-blocking-traps-and-quic... http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7927#.VjJS01ngUM <p>Connections: Related KidsHealth Links CLIP Articles for Kids: How to Be a Good Sport KidsHealth.org/kid/feeling/emotion/good_sport.html KidsHealth.org/kid/feeling/school/cheating.html Taking Charge of Anger KidsHealth.org/kid/feeling/emotion/anger.html</p>
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Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes
<p>Dribble with feet throughout general space with control of ball and body (emerging pattern)</p> <p>Pass and receive a ball with the insides of the feet to a stationary partner trapping on reception before returning the pass</p> <p>Use a continuous running approach and kick a ball along the ground and a kick in the air (emerging pattern)</p>	<p>Dribble with feet throughout general space while increasing and decreasing speed (emerging pattern)</p> <p>Pass and receive a ball with the inside or outside of the feet during skill based tasked</p> <p>Kick along the ground, in the air and punt using mature pattern</p>	<ul style="list-style-type: none"> Use a continuous running approach and kick a moving ball using an emerging pattern Dribble with the feet in general space with control of the ball and body Combine foot dribbling with other skills in practice tasks (mature pattern) Pass and receive with his/her feet using a maturing form as both partners travel Kick and punt in small sided practice task environments (mature pattern)

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
3.1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-	<p>Dribble with hands or feet in combination with other skills (e.g., passing, receiving, shooting)</p> <p>Dribbles with hands or feet with</p>	<p>Fundamental Skills</p> <ul style="list-style-type: none"> Demonstrate the critical elements of a standing start – equal weight distribution, 	<ul style="list-style-type: none"> Dribbling Skills and Activities Passing Introduction and Activities Outside of the Foot Passing 	<ul style="list-style-type: none"> Group Work Pre and Post Skill Assessment Rubrics

UNIT 10: KICKING & TRAPPING

<p>motor activities that are child selected and teacher-initiated</p> <p>3.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)</p> <p>3.3. Combine a sequence of several motor skills in an organized way</p> <p>3.4. Kicks along the ground and in the air, and punts using mature patterns.</p> <p>4.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)</p> <p>4.2 Developmentally appropriate recognition of the effects of physical activity and exercise</p>	<p>mature patterns in a variety of small-sided game forms.</p> <p>Safety</p> <ul style="list-style-type: none"> • Ball is properly inflated • Use appropriate spacing • Playing field/floor is free from debris • Listen for whistles and cues • Stop when instructed • Keep the feet low to the ground 	<p>forward lean, eyes down.</p> <ul style="list-style-type: none"> • Demonstrate the critical elements of kicking and trapping • Demonstrate the critical elements of kicking a moving ball • Demonstrate the critical elements of trapping a ball Inside foot Chest Outside foot • Demonstrate the critical elements of passing a ball Inside foot Outside foot Punting <p>Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a)</p> <p>Uses a continuous running approach and kicks a stationary ball for accuracy</p>	<ul style="list-style-type: none"> • Instep Passing • Receiving Passes (Trapping) • Chest Trap • Shooting Intro • Modified game 	<ul style="list-style-type: none"> • Teacher Observation Conferencing • Product/Performance Peer Observation • Self-Analysis • Student-led Peer Portfolio Oral and/or Cognitive Quizzes
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Academic Vocabulary: trap, pass, punting, running, receiving, shooting, goal

UNIT 11: FIELD DAY

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Curriculum Map

**Physical Education
Grades 3 - 5**

UNIT 11: FIELD DAY

Grade 3-5 SPIs	Suggested Activities	Resources/Connections/Assessments		
<ul style="list-style-type: none"> A Variety of SPI's 	Bowling, skating, parachute, fitness, indoor/outdoor activities, scooter activities, STEM, Frisbee, Speed Stacks, archery, student designed activities, juggling, cooperative activities etc.	<ul style="list-style-type: none"> Juggling Scarf Exploration 1: Juggling Scarf Exploration 2: Bean Bag Exploration 1: Bean Bag Exploration 2: Ball Skills 1: Ball Skills 2: Hula Hoop 1: Hula Hoop 2: Station Day: 		
Grade 3 Outcomes	Grade 4 Outcomes	Grade 5 Outcomes		
Apply previously taught skills in various activities Participate in task specific activities while following the rules and procedures	<ul style="list-style-type: none"> Apply previously taught skills in various activities Participate in task specific activities while following the rules and procedures 	Apply previously taught skills in various activities Participate in task specific activities while following the rules and procedures		
Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills				
Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
		<ul style="list-style-type: none"> 		
Academic Vocabulary:				

Cross-Content Connections:

English: communication, following directions, listening skills

Health: body systems, first aid, problem solving, decision-making, peer pressure, wellness, health, fitness, nutrition, drugs and alcohol, mental, emotional, social and family health, disease prevention, community, consumer and environmental health issues

Social Studies: laws, rules, cooperation/conflict, cooperation/conflict, community

Dance: alignment, axial movement, elevation, body propulsion, initiation, rhythmic acuity

Science: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system

Math: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

Music: beats, rhythms, syncopation, timing

Character Education: cooperation, self esteem, values, personal accountability, personal responsibility, respect, conflict resolution

Related KidsHealth Links

Articles for Kids:

How to Be a Good Sport KidsHealth.org/kid/feeling/emotion/good_sport.html

Taking the Pressure Off Sports Competition KidsHealth.org/kid/stay_healthy/fit/pressure.html

Cheating KidsHealth.org/kid/feeling/school/cheating.html

Taking Charge of Anger KidsHealth.org/kid/feeling/emotion/anger.html

Train Your Temper KidsHealth.org/kid/feeling/emotion/temper.html

Talking About Your Feelings KidsHealth.org/kid/feeling/thought/talk_feelings.html

Be a Fit Kid KidsHealth.org/kid/stay_healthy/fit/fit_kid.html

It's Time to Play KidsHealth.org/kid/stay_healthy/fit/what_time.html

Why Exercise Is Cool KidsHealth.org/kid/exercise/fit/work_it_out.html

What If I Don't Like Sports? KidsHealth.org/kid/stay_healthy/fit/no_sports.html

Playgrounds KidsHealth.org/kid/stay_healthy/fit/playground.html

RESOURCES

Books

Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment, Christine J. Hopple, Human Kinetics Publishers, Inc., 1995. (TFOinEPE)

Interdisciplinary Elementary Physical Education, Theresa Purcell Cone, Peter Werner, Stephen L. Cone, 2nd edition, Human Kinetics Publishers, Inc., 2009 (IEPE)

Character Education, Don R. glover, MA, Leigh Ann Anderson, MA, Human Kinetics Publishers, Inc., 2003. (CE)

Station Games, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. (SG)

Fitness Fun 85 Games and Activities for Children, Emily r. foster, Karyn Hartinger, Katherine A. Smith, Human Kinetics Publishers Inc., 1992. (FFIT)

Multicultural Games, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG)

Games for the Whole Child – Social, Emotional, Cognitive, Physical, Brian Barrett, Human Kinetics Publishers, Inc., 2005. (GWC)

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<p><i>Skill</i>)</p> <p>Active Bodies, Active Brains – Building Thinking Skills Through Physical Activities, Mary Ellen Clancy, Human Kinetics Publishers Inc., 2006. (AB)</p> <p>Physical Education Assessment Toolkit, Liz Giles-Brown, Human Kinetics Publishers Inc., 2006. (PEAT)</p> <p>PE Stations Survival Guide – For Planning Best Activity Stations Ever, Connie M. Crawford, Great American Publishing Co., 2007. (FDSG)</p> <p>National Association for Sport and Physical Education. (2004). <u>Moving Into the Future: National Standards for Physical Education (2nd edition)</u>, Reston, VA: Author. (M into F)</p> <p>National Association for Sport and Physical Education. <u>Standards-Based Assessment of Student Learning, a comprehensive approach (Second edition)</u>, Leslie T. Lambert, Ph.D. Reston, VA, 2007. (M into F)</p> <p>National Association for Sport and Physical Education. (2008). <u>PE-METRICS: Assessing the National Standards, Standard 1: Elementary</u>. Reston, VA: Author. (Metrics)</p> <p>National Association for Sport and Physical Education. (2009). <u>PIPEline Instructional Practices: K-12 Physical Education</u>. Reston, VA: Author. (PIPEline Workshop)</p>		
<p>Resources Available Throughout the District:</p> <p>http://www.scsk12.org</p> <p>http://www.hpelw.weebly.com</p> <p>http://www.tennesseestandards.com</p> <p>www.tennesseeassessments.com</p> <p>www.pecentral.org</p> <p>www.sparkpe.org</p> <p>www.scholastic.com (build your own webpage to be placed on school's homepage as a link.)</p> <p>www.bowlersed.com</p> <p>www.mypyramid.gov</p> <p>www.cdc.gov</p> <p>www.pelinks4u.org</p> <p>www.classroomteacher/integratedlessonideas.com</p> <p>www.linelinks.com</p> <p>www.sportsmedia:PElinks.com</p> <p>www.lessonplanz.com</p> <p>www.teacher.netlessonplans.com</p> <p>www.rainydaylessonplans.com</p> <p>www.discoveryeducation.com</p> <p>www.teachablemoments.com</p>	<p>Helpful Websites:</p> <p>peuniverse.com</p> <p>pecentral.com</p> <p>afterschoolpa.com</p> <p>shapeupamerica.org</p> <p>ncpe4me.com</p> <p>braingym.org</p> <p>sparkpe.org</p> <p>sikids.com</p> <p>thepresidentschallenge.org</p> <p>physedgames.com</p> <p>brainpop.com</p> <p>bcbst.com</p> <p>http://www.nova.edu/projectrise/pacer_manual_42309_jk.pdf(PACER Information)</p> <p>gonoodle.com</p> <p>American Heart Association (Jump Rope & Hoops for Heart)</p> <p>http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp</p>	<p>Music:</p> <p>Square Dance CD Mav 1050</p> <p>International Folk Dance Mixer</p> <p>Folk Dance for Beginner's</p> <p>Alligator Purse</p> <p>J.U.M.P.</p> <p>All Time Favorite Dances</p> <p>Chinese Ribbon Dance</p> <p>Streamer and Ribbon Activities</p> <p>Red Hot Peppers</p> <p>Dances Around the World</p> <p>We All Live Together</p> <p>Folk Dance Fun</p> <p>Perceptual Motor Rhythm Games</p> <p>Everybody Dance</p> <p>Station to Station</p> <p>Lively Lummi Stick Music</p>
<p>Professional Organizations:</p>	<p>Professional Development:</p>	<p>DVD's or Videos:</p>

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<p>www.shapeamerica.org/ (Society of Health and Physical Educators)</p> <p>www.tahperd.us (TN Association for Health, Physical Education, Recreation, & Dance)</p> <p><u>National PE Standards & Performance Outcomes:</u> www.shapeamerica.org/standards/pe/index.cfm</p> <p><u>TN State PE Standards:</u> 2nd - http://www.tn.gov/education/schoolhealth/physed/doc/k-2PEandWellnessStandards2009.pdf 3rd - http://www.tn.gov/education/schoolhealth/physed/doc/3-5PEandWellnessStandards2009.pdf</p>	<ul style="list-style-type: none"> • CMCSS Physical Education In-Services (check PLAN for current listing) • TAHPERD Annual Physical Education Conference (Fall of each year) 	<ul style="list-style-type: none"> • Yoga for Kids • Discover Me • 20 Critical Thinking and Problem Solving Activities • Jumping with Jump Bands • In-School Bowling Instructional Video • Ready, Set, Jump (AHA) • Born to Move • Kids Get Fit • You've Got to Move • Christy Lane's Latin Dancing • Geomotion • Sportstacking • Totally Healthy You

Physical Education Domains

Psychomotor Domain

1. Place a variety of body parts into low, medium, and high levels.
2. Jump and land using a combination of one and two foot takeoffs and landings.
3. Roll smoothly in a forward and backward direction without stopping or hesitating.
4. Transfer weight from feet to hands, at various speeds using large extensions.
5. Designs gymnastics sequences that combine traveling, rolling, balancing, jumping, with flowing sequences that change in direction, speed, and flow.
6. Move each joint through a full range of motion.
7. Support, lift, and control body weight in a variety of activities.
8. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardio respiratory functioning

Cognitive Domain

1. Children learn the movement concepts and principles that underlie the movement.
2. State guidelines and behaviors for the safe use of equipment and apparatus.
3. Identify ways movement concepts can be used to refine motor skills.
4. Analyze potential risks associated with physical activities.
5. Detect, analyze, and correct errors in personal movement patterns.

Affective/Social Domain

Accept the feelings that result from challenges, successes, and failures in physical activity.

1. Develops self-concept
2. Participates with and shows respect for persons of similar and different skill levels.
3. Develops cooperation skills
4. Provides opportunities for enjoyment as children climb, swing, hang, roll, jump, or twirl.