



K-4 Physical Education Curriculum

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St. Charles R6 School District



Grades K - 4 Physical Education Curriculum Committee

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Grades K - 4 Physical Education Curriculum
TABLE OF CONTENTS

Table of Contents.....	Pg. 2
District Mission Statement.....	Pg. 3
District Vision.....	Pg. 3
District Values.....	Pg. 3
District Goals.....	Pg. 4
Philosophical Foundations.....	Pg. 5
K-4 Physical Education Philosophy.....	Pg. 6
K-4 Physical Education Course Description.....	Pg. 7
K-4 Physical Education Rationale.....	Pg. 8
K-4 Physical Education Program Goals.....	Pg. 9
K-4 Physical Education Essential Learner Outcomes.....	Pg. 10
K-4 Scope and Sequence.....	Pg. 11-14
K-4 Curriculum.....	Pg. 15-188
Appendix.....	Pg. 189-260
Grade Level Expectations	
Grade Level Outcomes	

District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

K-4 Physical Education Philosophy

A quality Physical Education and Health Program supports the physical, mental/emotional, and social development of students. Regular involvement in physical activity has been proven to increase test performance, raise self-esteem, reduce the incidence of life threatening disease and produce a positive impact on the well-being of an individual.

The K-12 Physical Education and Health curriculum is designed to:

- Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
- Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.
- Build an understanding of the concepts of the human body systems and disorders that affect them.
- Use skills and health literacy necessary to make informed decisions.
- Engage and help inspire students to pursue a lifetime of fitness related activities and healthy decisions
- Provide a comprehensive, rigorous program that continuously builds students' knowledge and skill development
- Encourage collaboration between students, teachers, parents and community

K-4 Physical Education Course Description

The Physical Education Elementary School program includes a variety of skill development activities, rhythmic activities, fitness activities and recreational games. Sportsmanship, skill development, safety and team building are the major components of these activities. Personal fitness concepts are included to enable students to make informed choices in regards to their own personal fitness.

K-4 Physical Education Rationale

A physically educated student will improve their:

- **Physical well-being**
 - *Less risk of heart disease, increased physical fitness, stronger bones, weight regulation, and a healthy, active lifestyle*
- **Mental well-being**
 - *Academic performance, increased interest in learning, better judgement, self-discipline and goal setting*
- **Psychological/social benefits**
 - *Positive attitudes toward physical activity, improved self-confidence and self-esteem and healthier lifestyles*

We teach physical education to familiarize the student with fitness concepts, sports skills, and lifetime activities. We strive to teach students the impact that sportsmanship has on people and society. The course teaches students that a healthy, physically active student is more likely to be academically motivated, alert and successful in school, and more likely to establish responsible behaviors and critical thinking skills.

K-4 Physical Education Program Goals

1. The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.
 2. The physically literate individual will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
 3. The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 4. The physically literate individual will exhibit responsible personal and social behavior that respects self and others.
 5. The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- 1.

K-4 Physical Education Essential Learner Outcomes

1. The learner will demonstrate a variety of locomotor skills and movement patterns involving speed, directions, and levels.
2. The learner will manipulate a variety of objects such as ropes, balls, bean bags, cups, etc. in an appropriate progression of skill.
3. The learner will recognize the importance of sportsmanship; teamwork, respect, responsibility, and safety.
4. The learner will recognize that physical fitness is developed through movement and will identify the physical signs with being involved in physical activity.
5. The learner will identify physical activities that promote physical fitness and provide personal enjoyment.

K-4 Physical Education Scope & Sequence

I= Introduced E= Emphasized A=Application					
Personal Fitness and Healthy Active Living	K	1	2	3	4
Health-Related Fitness					
Cardiovascular Endurance	I		E		
Flexibility	I		E		
Muscle Strength and Endurance	I		E		
Body Composition	I		E		
Skill-Related Fitness					
Agility	I		E		
Balance	I		E		
Coordination	I		E		
Reaction Time	I		E		
Speed	I		E		
Power	I		E		
Wellness and Fitness Principles					
Identify physical activities that promote wellness		I			
Identify signs associated with physical activity		I			

Body Systems	I				
Responsible Personal and Social Behavior	K	1	2	3	4
Demonstrating personal and social responsibility					
Accepting feedback	I	I			E
Working with others	I	I			E
Following rules and etiquette			I		E
Safety and injury prevention	I	I	I	I	E
Fundamental Movement Skills and Games	K	1	2	3	4
Locomotor Skills					
Run	I	E	A		
Gallop	I	E	A		
Slide	I	E	A		
Jump	I	E	A		
Hop	I	E	A		
Skip	I	E	A		
Leap	I	E	A		
Non-Locomotor					
Bending and Twisting	I	E	A		
Curling and Stretching	I	E	A		
Push and Pull	I	E	A		
Manipulative Skills					
Overhand Throwing	I	I	I	E	
Underhand Throwing/Rolling	I	I	I	E	
Catching	I	I	I	E	E

Dribbling Hands	I	I	I	E	E
Dribbling Feet	I	I	I	E	
Striking with implement	I	I	I	E	E
Striking without implement	I	I	I	E	E
Body Management					
Balance	I	I	I	I	E
Weight Transfer	I	I	I	I	E
Movement Concepts					
Space (general/personal)	I	I	I	E	
Pathways, Force, Levels	I	I	I	E	
Developmental Games					
Low organized (chasing/fleeing)	I	I	I	I	E
Sport Lead Up	I	I	I	I	E
Sports Skill and Lifetime Activities	K	1	2	3	4
Skill Techniques			I	I	E
Individual, Dual and Team Sports				I	I
Rhythms and Dance	K	1	2	3	4
Essential Elements of Rhythm	I	I	I	I	E
Creative/Interpretive	I	I	I	E	E
Rhythmic Activities					
Jump Rope	I	I	I	E	E
Parachute	I	I	I	E	E
Lummi sticks, scarves, streamers, etc.	I	I	I	E	E
Forms of Dance					

Partner					
Group, Line					
Social/Cultural Aspects of Dance					

Kindergarten



CONTENT AREA: Physical Education	UNIT TITLE: Kicking/Foot Skills
COURSE: Kindergarten	UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> A variety of developmentally appropriate balls 	BIG IDEA(S): <ul style="list-style-type: none"> Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> Students will learn fundamental movement skills through games. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> How do I dribble a ball with feet? What activities can I participate in that will keep me healthy?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E18.K	Taps a ball using the inside of the foot, sending it forward	X	
GLO S1.E21.K	Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern	X	
GLO S2.E1.KA	Differentiates between movement in personal (self-space) and general space		X
GLO S2.E3.K	Travels safely in general space with different speeds, force and directions		X
GLO S3.E1.K	Identifies active-play opportunities outside physical education class		X
GLO S3.E2	Meet the national standard of 60 minutes of daily physical activity		X
GLO S3.E3.K	Recognizes that when you move fast, your heart beats faster and you breathe faster		X
GLO S4.E1.K	Follows directions in group setting (eg., safe behaviors, following rules, taking turns)		X
GLO S4.E2	Acknowledges responsibility for behavior when prompted		X
GLO S4.E3.K	Follows instruction/directions when prompted		X
GLO S4.E4.K	Shares equipment and space with others		X
GLO S4.E5.K	Recognizes and follows the established protocol for class activities		X
GLO S4.E6.K	Follows teacher directions for safe participation and proper use of equipment with minimal reminders		X
GLO S5.E1.K	Recognizes that physical activity is important for good health		X
GLO S5.E2.K	Acknowledges that some physical activities are challenging/difficult		X
GLO S5.E3.Ka	Identifies physical activities that are enjoyable		X
GLO S5.E3.Kb	Discusses the enjoyment of playing with friends		X
GLE HM1CK	Demonstrate manipulative skills in a stationary position (eg. rolling, throwing, catching, kicking)	X	
GLE HM1DK	Identify major body parts (eg., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)		X

GLE HM2AK	Demonstrate the ability to share, be cooperative and safe with others		X
GLE HM3AK	Demonstrate safe use of general and personal space		X
GLE HM1EK	Identify relationship with body parts (left hand to left shoulder, right elbow to left knee) Recognize the difference between general and personal space		X

OBJECTIVE # 1	The student will tap a ball using the inside of the foot, sending it forward
REFERENCES/STANDARDS <i>GLO & GLE</i>	<ul style="list-style-type: none"> GLO S1.E18.K, GLE HM1CK

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will learn the proper way to kick a ball which will allow for enjoyment in different activities that involve kicking. 	<ul style="list-style-type: none"> Kicking Inside of foot Direction Dribbling Passing Receiving Force Ball control 	<ul style="list-style-type: none"> Dribble ball with feet around designated area without running into anyone Pass ball to a partner from a stationary position Receive a pass from a partner in a stationary position Kick a ball as far as one can using the proper mechanics

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate the proper mechanics of a kick to the student Demonstrate the proper way to dribble a ball to the student Demonstrate with another student the proper way to pass and receive a pass Watch a video clip of someone kicking a ball 	<ul style="list-style-type: none"> Practice dribbling a ball around the gym or outside in a safe area Practice passing with a partner taking turns to pass and receive the pass 	1, 2, 3, 4
INTERDISCIPLINARY CONNECTION		
<ul style="list-style-type: none"> Math-count the number of times you can dribble the ball, count the number of passes you can make with your partner 		

<ul style="list-style-type: none"> Phonics-Say the letters of the alphabet as you pass the ball back and forth 		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation & feedback Grade level common assessment 	Formative and Summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforce the skill through modification and individualized instruction 	<ul style="list-style-type: none"> Additional practice at home and at recess 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer teaching 	<ul style="list-style-type: none"> Allow students to create and play their own learning activity 	4

OBJECTIVE # 2	Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.	
REFERENCES/STANDARDS <i>GLO & GLE</i>	<ul style="list-style-type: none"> GLO S1.E21, GLE HM1CK 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the proper way to kick a ball which will allow for enjoyment in different activities that involve kicking 	<ul style="list-style-type: none"> Kicking Inside of foot Direction Force Ball control 	<ul style="list-style-type: none"> Kick a ball using 2 of the 5 elements of a mature kicking pattern

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate a kick using all 5 of the elements of a mature kick • Watch a video of someone doing a mature kick 	<ul style="list-style-type: none"> • Practice a mature kick with a safe and appropriate ball 	1, 2, 3, 4
INTERDISCIPLINARY CONNECTION		
<ul style="list-style-type: none"> • Math-Count the number of correct kicks performed 		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation & feedback • Grade level common assessment 	Formative and Summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforce the skill through modification and individualized instruction 	<ul style="list-style-type: none"> • Additional practice at home and at recess 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer teaching 	<ul style="list-style-type: none"> • Allow students to create and play their own learning activity 	4



CONTENT AREA: Physical Education

COURSE: Kindergarten

UNIT TITLE: Throwing/Catching Skills

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Variety of safe, developmentally appropriate balls 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Students will understand fundamental movement skills. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> Why do I need to keep my eyes on the ball? Why do I need to take a step when I throw?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E13.K	Throws underhand with opposite foot forward.	X	
GLO S1.E16.Ka	Drops a ball and catches it before it bounces twice.	X	
GLO S1.E16.Kb	Catch a large ball tossed by a skilled thrower.	X	
GLO S2.E3.K	Travels safely in general space with different speeds, force and directions.		X
GLO S3.E1.K	Identifies active-play opportunities outside physical education class.		X
GLO S3.E2.K	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.K	Follows directions in group settings.		X
GLO S4.E2.K	Acknowledges responsibility for behavior when prompted.		X
GLO S4.E3.K	Follows instruction/directions when prompted.		X
GLO S4.E4.K	Shares equipment and space with others.		X
GLO S4.E5.K	Recognizes and follows the established protocol for class activities.		X
GLO S4.E6.K	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.		X
GLO S5.E1.K	Recognizes that physical activity is important for good health.		X
GLO S5.E2.K	Acknowledges that some physical activities are challenging/difficult.		X
GLO S5.E3.Ka	Identifies physical activities that are enjoyable.		X
GLO S5.E3.Kb	Discusses the enjoyment of playing with friends.		
GLE HM1CK	Demonstrate manipulative skills in a stationary position.	X	
GLE PA2AK	Demonstrate the ability to share, be cooperative and safe with others.		X
GLE PA3AK	Demonstrate safe use of general and personal space.		X
GLE HM1BK	Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn)		X
GLE HM1EK	Identify relationship with body parts (e.g., left hand over left shoulder, right elbow to knee) Recognize the difference between general and personal space.		X

OBJECTIVE # 1	Throws underhand with opposite foot forward.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E13.K, GLE HM1CK 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that stepping forward with the opposite foot is essential in the process of throwing. 	<ul style="list-style-type: none"> Underhand Opposition Toss Catch Force 	<ul style="list-style-type: none"> Use a variety of equipment to toss toward different leveled targets
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues Watch a video of proper throwing mechanics 	<ul style="list-style-type: none"> Practice tossing to a wall target Participate in small group low-organized games using the underhand toss 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforcement of skill Modify equipment (lighter/heavier ball) Place a sticker on the shoe opposite of tossing hand to provide a visual reminder of which foot to step forward 	<ul style="list-style-type: none"> Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer modeling 	<ul style="list-style-type: none"> Peer teaching 	4

OBJECTIVE # 2	Drops a ball and catches it before it bounces twice. Catch a large ball tossed by a skilled thrower.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E16.K, GLO S1.E16.K, GLE HM1CK 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that keeping your eyes on the ball is essential to catching a ball Students will understand that both hands are used for better control 	<ul style="list-style-type: none"> Absorb Pull-in Force Catch Toss 	<ul style="list-style-type: none"> Catch a ball with both hands
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video of proper catching mechanics Breakdown skill into understandable cues (eyes on the ball, thumbs together, pull ball in) 	<ul style="list-style-type: none"> Practice dropping and catching a playground ball in self-space Partner toss and catch Participate in small group low-organized games that require catching 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment (balloon, scarves, a suspended moving ball on a string) • Emphasize preparation of hands before catching 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer Modeling 	<ul style="list-style-type: none"> • Peer Teaching 	4



CONTENT AREA: Physical Education COURSE: Kindergarten	UNIT TITLE: Striking Skills UNIT DURATION: Ongoing
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MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> Variety of safe, developmentally appropriate balls Variety of safe, developmentally appropriate striking implements (paddles, rackets, sticks, bats, batting tees, etc.) 	BIG IDEA(S): <ul style="list-style-type: none"> Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> Students will understand fundamental movement skills. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> What striking games can I participate in with my family or friends? What does striking look like in different activities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E22.K	Volleys a lightweight object (balloon), sending it upward.	X	
GLO S1.E24.K	Strikes a lightweight object with a paddle/short-handled racket.	X	
GLO S1.E25.K	Strikes off batting tee (long implement).	X	
GLO S2.E3.K	Travels safely in general space with different speeds, force and directions.		X
GLO S3.E1.K	Identifies active-play opportunities outside physical education class.		X
GLO S3.E2.K	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.K	Follows directions in group settings.		X
GLO S4.E2.K	Acknowledges responsibility for behavior when prompted.		X
GLO S4.E3.K	Follows instruction/directions when prompted.		X
GLO S4.E4.K	Shares equipment and space with others.		X
GLO S4.E5.K	Recognizes and follows the established protocol for class activities.		X
GLO S4.E6.K	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.		X
GLO S5.E1.K	Recognizes that physical activity is important for good health.		X
GLO S5.E2.K	Acknowledges that some physical activities are challenging/difficult.		X
GLO S5.E3.Ka	Identifies physical activities that are enjoyable.		X
GLO S5.E3.Kb	Discusses the enjoyment of playing with friends.		
GLE HM1CK	Demonstrate manipulative skills in a stationary position.	X	
GLE PA2AK	Demonstrate the ability to share, be cooperative and safe with others.		X
GLE PA3AK	Demonstrate safe use of general and personal space.		X
GLE HM1BK	Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn).		X
GLE HM1EK	Identify relationship with body parts (e.g., left hand over left shoulder, right elbow to knee) Recognize the difference between general and personal space.		X

OBJECTIVE # 1	Volleys a lightweight object (balloon), sending it upward.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E22.K, GLE HM1CK 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand that striking an object with an implement or body part will move an object. 	<ul style="list-style-type: none"> Strike Volley Force (strong and light) Direction Tee Implement 	<ul style="list-style-type: none"> Strike a balloon with open hand before it falls. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues 	<ul style="list-style-type: none"> Practice volleying in self space with own balloon. Participate in small group volleying activity, allowing others to help keep the balloon in flight. 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Reinforcement of skill Modify equipment (bigger balloon) 	<ul style="list-style-type: none"> Additional practice 	1,2	

<ul style="list-style-type: none"> Limit level at which contact is made with the balloon (wait for the balloon to fall below shoulders using an underhand motion) 		
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer modeling 	<ul style="list-style-type: none"> Peer teaching 	4

OBJECTIVE # 2	Strikes a lightweight object with a paddle/short-handled racket. Strikes off batting tee (long implement).	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E24.K, GLO S1.E25.K, GLE HM1CK 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that striking an object with an implement or body part will move an object. Students will understand that keeping your eyes on the balloon is essential to timing contact with the balloon. 	<ul style="list-style-type: none"> Strike Volley Force (strong and light) Direction Tee Implement 	<ul style="list-style-type: none"> Strike a balloon with a paddle/short-handled racket, when self-tossed or tossed by a partner. Strike a medium size Gatorskin ball off of a batting tee or tall cone.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video in slow motion of striking an object with a short and long handled implement Breakdown skill into understandable cues (eyes on the balloon) 	<ul style="list-style-type: none"> Stations- Strike off to tee a wall Partner toss and strike 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Toss and catch scarves • Modify equipment (larger balloon, larger striking surface of implement) • Emphasize preparation of implement before striking. 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer Modeling 	<ul style="list-style-type: none"> • Peer Teaching 	4



CONTENT AREA: Physical Education

COURSE: Kindergarten

UNIT TITLE: Skill Development, Spatial Awareness, Cardio

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Cones, floor lines/floor tape, equipment to allow for safe tagging

BIG IDEA(S):

- Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
- Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.

ENDURING UNDERSTANDINGS:

- Students will understand fundamental movement skills and games
- Students will exhibit responsible personal and social behavior

ESSENTIAL QUESTIONS:

- How can I move my body, and prevent injuries?
- How can I play fair in a game or activity?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E1.K	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	X	
GLO S1.E3.K	Performs jumping and landing actions with balance.	X	
GLO S1.E7.K	Maintains momentary stillness on different bases of support.		X
GLO S1.E7.Kb	Forms wide, narrow, curled and twisted body shapes.		X
GLO S1.E9.K	Rolls sideways in a narrow body shape.		X
GLO S1.E10.K	Contrasts the actions of curling and stretching.		X
GLO S2.E1.K	Differentiates between movement in personal (self-space) and general space.		X
GLO S2.E2.K	Travels safely in straight, curved and zigzag pathways.		X
GLO S2.E3.K	Travels safely in general space with different speeds, force, and directions.		X
GLO S2.E5.K	Demonstrates control while engaging safely in fleeing and chasing activities.	X	
GLO S3.E1.K	Identifies active-play opportunities outside physical education class.		X
GLO S3.E2.K	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S3.E3.K	Recognizes that when you move fast, your heart beats faster and you breathe faster.		X
GLO S3.E6.K	Recognized that food provides energy for physical activity and growth.		X
GLO S4.E1.K	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).		X
GLO S4.E2.K	Acknowledges responsibility for behavior when prompted.		X
GLO S4.E3.K	Follows instruction/directions when prompted.		X
GLO S4.E4.K	Shares equipment and space with others.		X

GLO S4.E5.K	Recognizes and follows the established protocol for class activities.		X
GLO S4.E6.K	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.		X
GLO S5.E1.K	Recognizes that physical activity is important for good health.		X
GLO S5.E3.Ka	Identifies physical activities that are enjoyable.		X
GLO S5.E3.Kb	Discusses the enjoyment of playing with friends.		X
GLE HM1AK	Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump).	X	
GLE HM1BK	Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn).	X	
GLE HM1EK	Demonstrate the difference between slow and fast movements when performing locomotor movements. Recognize the difference between general and personal space.	X	
GLE HM1FK	Demonstrate cooperation with partners and small groups to accomplish a game objective. Demonstrate chasing, fleeing, dodging.	X	

OBJECTIVE # 1	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. Performs jumping and landing actions with balance.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E1.K, GLO S1.E3.K, GLE HM1AK, GLE HM1BK, GLE HM1EK, GLE HM1FK 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand that different locomotor movements involve different foot patterns Students will understand that safety and sportsmanship contribute to the enjoyment of the activity 	<ul style="list-style-type: none"> Locomotor patterns(run, hop, skip, jump, slide, gallop) Spatial awareness (general space, personal space, over, under, around, through) Pathways Levels Sportsmanship Cooperation 	<ul style="list-style-type: none"> Differentiate between different locomotor patterns by demonstrating the skill and/or explaining the main differences 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Demonstrate and discuss skill Continuously review the main attribute that makes each locomotor skill unique from the others (e.g., Hop: 1 foot take-off/landing, Jump: 	<ul style="list-style-type: none"> Non-timed relays Practice in chasing/fleeing games 	1,2,3,4	

2 foot take-off/landing, Gallop: Maintain lead foot forward)		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Observation and feedback ● Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Reinforcement of skill ● Modify activity (If focus is on fleeing, or speed) 	<ul style="list-style-type: none"> ● Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Introduce new chasing/fleeing games to reinforce skill ● Add the use of more challenging levels and pathways. 	<ul style="list-style-type: none"> ● Peer teaching 	4

OBJECTIVE # 2	Demonstrates control while engaging safely in fleeing and chasing activities.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S2.E5.K, GLE HM1AK, GLE HM1BK, GLE HM1EK, GLE HM1FK 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that focused attention on the changes in my playing environment and control of my body helps prevent injuries to myself and others Students will understand that safety and sportsmanship contribute to the enjoyment of the activity 	<ul style="list-style-type: none"> Locomotor patterns (run, hop, skip, jump, slide, gallop) Spatial awareness (general space, personal space, over, under, around, through) Pathways Levels Sportsmanship Cooperation Safe touch/bubble 	<ul style="list-style-type: none"> Move with control of the body throughout a designated space while participating in chasing/fleeing low-organized games
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Model safe touch for tag Emphasize keeping sight toward the moving. Provide clear precise instructions and rules for an activity. 	<ul style="list-style-type: none"> Participate in small-sided tag games Participate in large group tag games 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Remove the chasing/fleeing from the activity. (Move throughout designated space with the sole purpose of not coming into contact with another player) Use a tagging implement such as a ball or piece of pool noodle to increase the distance of players while attempting a tag 	<ul style="list-style-type: none"> Additional practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Add more strategic pieces to the game (can tag while inside designated area, but can't be tagged in a different area) 	<ul style="list-style-type: none"> Change the level, locomotor skill, or pathways in which to tag Students can write and illustrate an explanation of why safety and control are important during fleeing and chasing activities 	4



CONTENT AREA: Physical education

COURSE: Kindergarten

UNIT TITLE: Other Manipulatives

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Variety of safe, developmentally appropriate manipulatives. (Jump rope, jump bands, stacking cups, scooters, parachutes, bowling, etc.) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Provide opportunities for students to learn understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Students will understand fundamental movement skills. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How do I turn and jump a rope at the same time? How can I use other manipulatives to make me healthy and fit?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S2.E27.Ka	Executes a single jump with self-turned rope.	X	
GLO S2.E27.Kb	Jumps a long rope with teacher-assisted turning.	X	
GLO S2.E1.Ka	Differentiates between movement in personal (self-space) and general space.		X
GLO S2.E3.K	Travels safely in general space with different speeds, force and directions.		X
GLO S3.E1.K	Identifies active-play opportunities outside physical education class.		X
GLO S3.E2.K	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.K	Follows directions in group settings.		X
GLO S4.E2.K	Acknowledges responsibility for behavior when prompted.		X
GLO S4.E3.K	Follows instruction/directions when prompted.		X
GLO S4.E4.K	Shares equipment and space with others.		X
GLO S4.E5.K	Recognizes and follows the established protocol for class activities.		X
GLO S4.E6.K	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	X	
GLO S5.E1.K	Recognizes that physical activity is important for good health.		X
GLO S5.E2.K	Acknowledges that some physical activities are challenging/difficult.		X
GLO S5.E3.Ka	Identifies physical activities that are enjoyable.		X
GLO S5.E3.Kb	Discusses the enjoyment of playing with friends.		
GLE HM1CK	Demonstrate manipulative skills in a stationary position.	X	
GLE PA2AK	Demonstrate the ability to share, be cooperative and safe with others.	X	
GLE PA3AK	Demonstrate safe use of general and personal space.	X	

GLE HM1BK	Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn).		X
GLE HM1EK	Identify relationship with body parts (e.g., left hand over left shoulder, right elbow to knee) Recognize the difference between general and personal space.		X

OBJECTIVE # 1	Executes a single jump with self-turned rope. Jumps a long rope with teacher-assisted turning.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S2.E27.Ka, GLO S2.E27.Kb, GLE HM1CK 		

WHAT SHOULD STUDENTS...

UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that jumping rope is a heart healthy activity that makes our heart beat faster Students will understand that jumping and turning a rope involves rhythm skills 	<ul style="list-style-type: none"> Jump Turn Speed Force Landing 	<ul style="list-style-type: none"> Time a jump accordingly with the turn of the rope (Turn, then jump) Time a jump accordingly with the turn of a student/teacher turned long rope

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues (turn then jump, watch arm of long-rope turner) Show a video of someone jumping rope in slow motion 	<ul style="list-style-type: none"> Practice in self space Participate in small group long-rope stations 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Reinforcement of skill ● Work on landing only, without turning rope (place rope length-wise on the floor and emphasize keeping heels off of the ground, jumping back and forth over rope with shortest possible distance and height off of the ground. ● Turn rope, then step over (repeat) 	<ul style="list-style-type: none"> ● Additional practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Peer modeling 	<ul style="list-style-type: none"> ● Peer teaching ● Student can jump forward or backward consecutively using a self-turned rope and can jump a long rope up to 5 times consecutively with teacher- assisted turning 	4

OBJECTIVE # 2	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S4.E6.K, GLE HM1CK, GLE PA2AK, GLE PA3AK 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that there are many manipulative to help keep our bodies healthy and fit Students will understand that following teacher directions allows myself and others the opportunity to try new things Students will understand that physical activity can be fun 	<ul style="list-style-type: none"> Parachute Grip Scooters Cup stacking Juggle Coordination 	<ul style="list-style-type: none"> Learn more about how our bodies move and how it responds to the use of a variety of equipment Discover ways to enjoy a variety of activities working together with others
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues or steps Role play safety situations Role play proper use of equipment 	<ul style="list-style-type: none"> Whole group parachute activities Cup stacking, group cup stacking Scooter games and relays Bowling teams Juggling scarves, racket balls Tug-of-War rope exercises Frisbee games Noodles activities Scoop activities Team-building activities 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Reinforcement of skill ● Modify groups or equipment 	<ul style="list-style-type: none"> ● Additional practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Peer Modeling 	<ul style="list-style-type: none"> ● Peer Teaching ● Students illustrate through pictures and words reasons why safety and following directions in PE is important 	4



CONTENT AREA: Physical Education

COURSE: Kindergarten

UNIT TITLE: Dribbling/Hand Skills

UNIT DURATION: 3 Weeks and throughout the year

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Basketballs, playground balls, music, pins, cones, video clips, projector • https://www.breakthroughbasketball.com/fundamentals/ballhandling.html • http://www.thepespecialist.com/teaching-basketball-ball-handling-dribbling/ 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Participation in physical activities can provide an opportunity for developing an understanding of and respect for differences among people. • Physical activity can provide opportunities for personal enjoyment, challenge, self expression, and social interaction. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What does it mean to participate fairly? • How will physical activity help me now and in the future?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E13.K	Throws underhand with opposite foot forward.		X
GLO S1.E6.Ka	Drops a ball and catches it before it bounces twice.		X
GLO S1.E6.Kb	Catches a large ball tossed by a skilled thrower.		X
GLO S1.E17.K	Dribbles a ball with one hand, attempting the second contact.	X	
GLO S2.E1.Ka	Differentiates between movement in personal (self space) and general space.		X
GLO S3.E1.K	Identifies active play opportunities outside physical education class.		X
GLO S3.E2.K	Participates actively in physical education class.		X
GLO S3.E3.K	Recognizes that when you move fast, your heart beats faster and you breathe faster.		X
GLO S3.E6.K	Recognizes that food provides energy for physical activity.		X
GLO S4.E1.K	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).		X
GLO S4.E2.K	Acknowledges responsibility for behavior when prompted.		X
GLO S4.E3.K	Follows instruction and directions when prompted.		X
GLO S4.E4.K	Shares equipment and space with others.		X
GLO S4.E5.K	Recognizes the established protocol for class activities.		X
GLO S4.E6.K	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.		X
GLO S5.E1.K	Recognizes that physical activity is important for good health.		X
GLO S5.E2.K	Acknowledges that some physical activities are challenging/difficult		X

GLO S5.E3.Ka	Identifies physical activities that are enjoyable		x
GLO S5.E3.Kb	Discusses the enjoyment of playing with friends		x

OBJECTIVE # 1	Dribbles a ball with one hand, attempting the second contact.		
REFERENCES/STANDARDS <i>GLO</i>	<ul style="list-style-type: none"> S1.E17.K 		

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The student will understand that ball handling skills can be used in a variety of sports and a variety of ways 	<ul style="list-style-type: none"> Dribble Basketball Dominant hand Nondominant hand Double dribble 	<ul style="list-style-type: none"> Students should be able to dribble the ball 5 times in a row

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teacher Demonstration, show video clips, student demonstration 	<ul style="list-style-type: none"> Practice, Individual challenges, learning stations, group challenges 	1, 2, 3, 4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Common Assessment 	Formative and summative	1, 2, 3, 4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach, use students to model skill, use stations so teacher can move around more freely to help students that are struggling 	<ul style="list-style-type: none"> Practice, play, practice 	1, 2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Group Challenges, small sided games, lead up games 	<ul style="list-style-type: none"> Practice, participate in group challenge, learn lead up games 	3, 4



<p>CONTENT AREA: Physical Education</p> <p>COURSE: Kindergarten</p>	<p>UNIT TITLE: Fitness and Goal Setting</p> <p>UNIT DURATION: 3 classes and throughout the year</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Projector, laptop, pencils, goal setting sheet, mats, FitnessGram equipment (Pacer CD, curl up strips, stopwatches, flexibility testers, push up training mats, wall mounted chin up bar, cones) • How to run the beep test: https://www.youtube.com/watch?v=lroAhVO83il#t=52 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Positive decision making about fitness contributes to a healthy lifestyle. • Physical fitness improves the quality of one’s life. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How does exercise affect the body? • Why is physical fitness important? • How do you maintain physical fitness? • How does heart rate affect physical fitness? • Why is being safe important?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S2.E5.K	Demonstrates control while engaging safely in fleeing and chasing activities. Identify selected body parts, skills, and movement concepts.		x
GLO S3.E1.K	Identifies active-play opportunities outside physical education class. Explains ways to be active every day.		x
GLO S3.E2.K	Meets the national standard of 60 minutes of daily physical activity.		x
GLO S3.E3.K	Recognizes that when you move fast, your heart beats faster and you breathe faster.	x	
GLO S3.E6.K	Recognizes that food provides energy for physical activity and growth.	x	
GLO S4.E1.K	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).		x
GLO S4.E2.K	Acknowledges responsibility for behavior when prompted.		x
GLO S4.E3.K	Follows instruction/ directions when prompted.		x
GLO S4.E4.K	Shares equipment and space with others.		x
GLO S4.E5.K	Recognizes and follows the established protocol for class activities.		x
GLO S4.E6.K	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.		x
GLO S5.E1.K	Recognizes that physical activity is important for good health.		x
GLO S5.E2.K	Acknowledges that some physical activities are challenging/difficult.		x

GLO S5.E3.Ka	Identifies physical activities that are enjoyable.		x
GLO S5.E3.Kb	Discusses the enjoyment of playing with friends.		x
GLE HM1AK	Tells what it means to be fit.	x	
GLE HM3BK	Demonstrates how to seek adult help when an injury has occurred (e.g., playground, field trips, lunch room).		x

OBJECTIVE # 1	Demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness
REFERENCES/STANDARDS <i>GLO and GLE</i>	GLO S3.E3.K, GLO S3.E6.K, GLO S2.E5.K, GLE HM1AK

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The students will understand physical activity in a variety of activities affects the body 	<ul style="list-style-type: none"> Dodging Fleeing Chasing 	<ul style="list-style-type: none"> Identify the change in heart rate during exercise Acknowledge the need to exercise every day

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Video clips, modeling, demonstrating, discussion, variety of tag games 	<ul style="list-style-type: none"> Participate in activities 	1, 2, 3, 4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1, 2, 3, 4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach, use stations to work in smaller groups to help students, use different video clips, use peer helpers 	<ul style="list-style-type: none"> Practice and Participate 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Teach how to find pulse in neck • Teach about warm up and cool down 	<ul style="list-style-type: none"> • Practice and participate 	3, 4



CONTENT AREA: Physical Education

COURSE: Kindergarten

UNIT TITLE: Dance/Rhythm Skills

UNIT DURATION: 3 Weeks and throughout the year

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Music and a variety of manipulatives (ie. scarves, lummi sticks, and jump ropes) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor and cognitive skills.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand that dance and rhythms allow self expression of ideas and feelings. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • Why would I want to dance? • What activities use rhythm?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E5.K	Performs locomotor skills in response to teacher-led creative dance.	X	
GLO S1.E7.Ka	Maintains momentary stillness on different bases of support.		X
GLO S1.E7.Kb	Forms wide, narrow, curled & twisted body shapes.		x
GLO S1.E10.K	Contrasts the actions of curling and stretching.		X
GLO S1.E27.Ka	Executes a single jump with a self-turned rope.		X
GLO S2.E1Ka	Differentiates between movement in personal (self-space) & general space.		X
GLO S2.E1Kb	Moves in personal space to a rhythm.	X	
GLO S2.E2K	Travels in 3 different pathways.		X
GLO S2.E3.K	Travels in general space with different speeds.		X
GLO S3.E1.K	Identifies active play opportunities outside physical education class.		X
GLO S4.E1.K	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).		X
GLO S4.E2.K	Acknowledges responsibility for behavior when prompted.		X
GLO S4.E3.K	Follows instruction/directions when prompted.		X
GLO S5.E1.K	Recognizes that physical activity is important for good health.		X
GLO S5.E2.K	Acknowledges that some physical activities are challenging / difficult.		X
GLO S5.E3.Ka	Identifies physical activities that are enjoyable.		X
GLO S5.E3.Kb	Discusses the enjoyment of playing with friends.		X
GLE HM3AK	Demonstrate safe use of general and personal space.	X	
GLE HM1AK	Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop).		X
GLE HM1BK	Demonstrate selected non locomotor skills (e.g., push, pull, bend, twist, stretch, turn).		X
GLE HM1EK	Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee).		X

	Demonstrate the difference between slow and fast movement when performing locomotor movements. Recognize the difference between general and personal space.		
GLE HM1FK	Demonstrate cooperation with partners and small groups to accomplish a game objective.		X
GLE PA3AK	Demonstrate the concept of beat/rhythm pattern as it applies to music and movement (e.g. clap, drum). Demonstrate simple movements to music (e.g. march to beat).	X	
GLE PA3BK	Demonstrate the ability to use your body as a means of expression (e.g. snowman melting).	X	

OBJECTIVE # 1	Performs locomotor skills in response to teacher-led creative dance.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E5.K, GLO S2.E1Kb, GLE PA3AK, GLE PA3BK 		
WHAT SHOULD STUDENTS...			
UNDERSTAND?	KNOW?	BE ABLE TO DO?	
<ul style="list-style-type: none"> The student will understand that dance and rhythms allow self expression of ideas and feelings 	<ul style="list-style-type: none"> Non locomotor skills Twisting Curling Bending Stretching rolls Rhythm 	<ul style="list-style-type: none"> Students will be able to combine locomotor and non locomotor skills in a teacher designed dance 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Model locomotor and non locomotor movement Demonstrate the dance for students 	<ul style="list-style-type: none"> Students will practice specific movements for the dance being taught 	1, 2, 4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Observation and feedback Common Assessment 	Formative and summative	1, 2, 3, 4	

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach, use students to model skill, use stations so teacher can move around more freely to help students that are struggling 	<ul style="list-style-type: none"> Practice, play, practice 	1, 2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer Model 	<ul style="list-style-type: none"> Peer teach 	3, 4

OBJECTIVE # 2	Moves in personal space to a rhythm	
REFERENCES/STANDARD <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S2.E1Kb, GLE HM3AK 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The student will understand that safety is the responsibility of all 	<ul style="list-style-type: none"> Self-space General space Levels (high, medium, low) Speed (fast and slow) 	<ul style="list-style-type: none"> Students will be able to move in self space and general space in response to designated rhythms/beats
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Explain/demonstrate personal space Demonstrate how to move in personal space 	<ul style="list-style-type: none"> Students will practice moving in personal space. 	1, 2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach 	<ul style="list-style-type: none"> Additional Practice 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer Modeling Vary the rhythms (fast, slow) Make general space smaller 	<ul style="list-style-type: none"> Practice with different rhythms Practice in smaller spaces 	3, 4

First Grade



CONTENT AREA: Physical Education COURSE: 1 st Grade	UNIT TITLE: Kicking/Foot Skills UNIT DURATION: Ongoing
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MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> A variety of developmentally appropriate balls 	BIG IDEA(S): <ul style="list-style-type: none"> Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> Students will learn fundamental movement skills through games. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> How do I dribble with both feet while moving? What activities can I participate in that will keep me healthy?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E18.1	Taps or dribbles a ball using the inside of the foot while walking in general space.	X	
GLO S1.E21.1	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.	X	
GLO S2.E3.1b	Differentiates between strong and light force		X
GLO S3.E1.1	Discuss the benefits of being active and exercising and/or playing		X
GLO S3.E2.1	Meet the national standard of 60 minutes of daily physical activity		X
GLO S3.E3.1	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity		X
GLO S4.E1.1	Accepts personal responsibility by using equipment and space appropriately		X
GLO S4.E2.1	Follows the rules and parameters of the learning environment		X
GLO S4.E3.1	Responds appropriately to general feedback from the teacher		X
GLO S4.E4.1	Works independently and respectfully with others in a variety of class environments (e.g., small and large groups).		X
GLO S4.E5.1	Exhibits the established protocols for class activities		X
GLO S4.E6.1	Follows teacher directions for safe participation and proper use of equipment without teacher reminders		X
GLO S5.E1.1	Identifies physical activity as a component of good health		X
GLO S5.E2.1	Recognizes that challenge in physical activities can lead to success.		X
GLO S5.E3.1a	Describe positive feelings that result from participating in physical activities		X
GLO S5.E3.1b	Discuss personal reasons (i.e., the “why”) for enjoying physical activities		X
GLE HM1C1	Demonstrate a variety of manipulative skills while stationary and moving	X	

GLE HM1B1	Identify a variety of physical activities that promote wellness (e.g., walking, jogging)		X
GLE HM1C1	Recognize signs associated with physical activity (e.g., fast heart rate, heavy breathing, perspiration)		X
GLE HM3A1	Tell the difference between general space awareness and personal space awareness		X
GLE HM3E1	Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)		X

OBJECTIVE # 1	The student will tap or dribble a ball using the inside of the foot while walking in general space.
REFERENCES/STANDARDS <i>GLO & GLE</i>	<ul style="list-style-type: none"> GLO S1.E18.1, GLE HM1C1

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the proper way to kick a ball will allow for enjoyment in different activities that involve kicking 	<ul style="list-style-type: none"> Kicking Inside of foot Direction Dribbling Passing Receiving Force Ball control 	<ul style="list-style-type: none"> Dribble ball with feet while walking around a designated area without running into other people Pass a ball to a partner while dribbling ball Receive a pass from a partner while walking Kick a ball with light and strong force using the proper technique

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate the proper mechanics of a kick to the student Demonstrate the proper way to dribble a ball to the student Demonstrate with another student the proper way to pass and receive a pass Watch a video clip of someone kicking a ball 	<ul style="list-style-type: none"> Practice dribbling a ball around the gym or outside is a safe area Practice passing with a partner taking turns to pass and receive the pass 	1, 2, 3, 4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> Math-count the number of times you can dribble the ball, count the number of passes you can make with your partner, say a number and pass it to partner and they say a number and pass it 	<ul style="list-style-type: none"> Familiar with kicking from kindergarten and can remember any of the steps for properly kicking the ball Experience from playing on a soccer team 	

<ul style="list-style-type: none"> back while you add/subtract the numbers Phonics- say a word that starts with the first letter of all the letter in the alphabet every time you pass the ball back and forth 		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation & feedback Grade level common assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforce the skill through modification and individualized instruction 	<ul style="list-style-type: none"> Additional practice at home and at recess 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer teaching 	<ul style="list-style-type: none"> Allow students to create their own learning activity 	4

OBJECTIVE # 2	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.	
REFERENCES/STANDARDS <i>GLO & GLE</i>	<ul style="list-style-type: none"> GLO S1.E21.1, GLE HM1C1 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the proper way to kick a ball which will allow for enjoyment in different activities that involve kicking 	<ul style="list-style-type: none"> Kicking Inside of foot Direction Force Ball control 	<ul style="list-style-type: none"> Kick a ball using 2 of the 5 elements of a mature kicking pattern
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate a kick using all 5 of the elements of a mature kick Watch a video of someone doing a mature kick 	<ul style="list-style-type: none"> Practice a mature kick with a safe and appropriate ball 	1, 2, 3, 4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
<ul style="list-style-type: none"> Math-count the number of times you can dribble the ball, count the number of passes you can make with your partner, say a number and pass it to partner and they say a number and pass it back while you add/subtract the numbers Phonics- say a word that starts with the first letter of all the letter in the alphabet every time you pass the ball back and forth 	<ul style="list-style-type: none"> Familiar with kicking from kindergarten and can remember any of the steps for properly kicking the ball Experience from playing on a soccer team 	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation & feedback Grade level common assessment 	Formative and summative	1, 2, 3, 4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforce the skill through modification and individualized instruction 	<ul style="list-style-type: none"> Additional practice at home and at recess 	1, 2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer teaching 	<ul style="list-style-type: none"> Allow students to create and play their own learning activity 	4



CONTENT AREA: Physical Education

COURSE: First Grade

UNIT TITLE: Throwing/Catching Skills

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Variety of safe, developmentally appropriate balls 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Students will understand fundamental movement skills. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> Which type of throw will I use for different activities? How can I be more successful at throwing and catching?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E13.1	Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. Throws a ball demonstrating an overhand technique, side orientation to the target, and stepping in opposition.	X	
GLO S1.E16.1a	Catches a soft object from a self-toss before it bounces.	X	
GLO S1.E16.1b	Catches various sizes of balls self-tossed or tossed by a skilled thrower.	X	
GLO S2.E3.1b	Differentiates between strong and light force.		X
GLO S3.E1.1	Discusses the benefits of being active and exercising and/or playing.		X
GLO S3.E2.1	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.1	Accepts personal responsibility by using equipment and space appropriately.		X
GLO S4.E2.1	Follows rules and parameters of the learning environment.		X
GLO S4.E3.1	Responds appropriately to general feedback from the teacher.		X
GLO S4. E4.1	Works independently and respectfully with others in a variety of class environments (e.g., small and large groups).		X
GLO S4.E5.1	Exhibits the established protocols for class activities.		X
GLO S4.E6.1	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.		X
GLO S5.E1.1	Identifies physical activity as a component of good health.		X
GLO S5.E2.1	Recognizes that challenge in physical activities can lead to success.		X
GLO S5.E3.1a	Describes positive feelings that result from participating in physical activities.		X
GLO S5.E3.1b	Discusses personal reasons (i.e., the “why” for enjoying physical activities.		
GLE HM1C1	Demonstrate a variety of manipulative skills while stationary or moving.	X	
GLE PA3A1	Tell the difference between general space awareness and personal space awareness.		X

GLE HM1B1	Demonstrate non-locomotor skills in a variety of activities.		X
GLE HM1E1	Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)		X

OBJECTIVE # 1	Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. Throws a ball demonstrating an overhand technique, side orientation to the target, and stepping in opposition.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E13.1, GLE HM1C1

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students understand that different body parts coordinate in a specific way to properly throw a ball 	<ul style="list-style-type: none"> Underhand Overhand Target Opposition Toss Catch Force 	<ul style="list-style-type: none"> Use a variety of equipment to toss underhand and throw overhand toward different leveled targets

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues Watch a video of proper throwing mechanics 	<ul style="list-style-type: none"> Practice tossing and throwing to a wall target Participate in small group low-organized games using the underhand toss and/or overhand throw 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforcement of skill Modify equipment (lighter/heavier ball) Place a sticker on the shoe opposite of tossing/throwing hand to provide a visual reminder of which foot to step forward 	<ul style="list-style-type: none"> Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer modeling 	<ul style="list-style-type: none"> Peer teaching 	4

OBJECTIVE # 2	Catches a soft object from a self-toss before it bounces. Catches various sizes of balls self-tossed or tossed by a skilled thrower.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E16.1a, GLO S1.E16.1b, GLE HM1C1

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that keeping your eyes on the ball is essential to catching a ball Students will understand that both hands are used for better control 	<ul style="list-style-type: none"> Absorb Pull-in Force Catch Toss 	<ul style="list-style-type: none"> Catch a ball with both hands

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video of proper catching mechanics Breakdown skill into understandable cues (eyes on the ball, thumbs together/pinky fingers together, pull ball in) 	<ul style="list-style-type: none"> Practice self-tossing and catching in self space. Partner toss and catch Participate in small group low-organized games that require catching 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment (balloons, scarves, a suspended moving ball on a string) • Emphasize preparation of hands before catching 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching 	4



<p>CONTENT AREA: Physical Education</p> <p>COURSE: First Grade</p>	<p>UNIT TITLE: Striking Skills</p> <p>UNIT DURATION: Ongoing</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Variety of safe, developmentally appropriate balls • Variety of safe, developmentally appropriate striking implements (paddles, rackets, sticks, bats, batting tees, etc.) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand fundamental movement skills. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What striking games can I participate in with my family or friends? • What does striking look like in different activities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E22.1	Volleys and object with an open palm, sending it upward.	X	
GLO S1.E24.1	Strikes a ball with a short-handled implement, sending it upward. Strikes a ball repeatedly with a paddle.	X	
GLO S1.E25.1	Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.	X	
GLO S2.E3.1b	Differentiates between strong and light force.		X
GLO S3.E1.1	Discusses the benefits of being active and exercising and/or playing.		X
GLO S3.E2.1	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.1	Accepts personal responsibility by using equipment and space appropriately.		X
GLO S4.E2.1	Follows rules and parameters of the learning environment.		X
GLO S4.E3.1	Responds appropriately to general feedback from the teacher.		X
GLO S4. E4.1	Works independently and respectfully with others in a variety of class environments (e.g., small and large groups).		X
GLO S4.E5.1	Exhibits the established protocols for class activities.		X
GLO S4.E6.1	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.		X
GLO S5.E1.1	Identifies physical activity as a component of good health.		X
GLO S5.E2.1	Recognizes that challenge in physical activities can lead to success.		X
GLO S5.E3.1a	Describes positive feelings that result from participating in physical activities.		X
GLO S5.E3.1b	Discusses personal reasons (i.e., the “why” for enjoying physical activities.		X
GLE HM1C1	Demonstrate a variety of manipulative skills while stationary or moving.	X	

GLE PA3A1	Tell the difference between general space awareness and personal space awareness.		X
GLE HM1B1	Demonstrate non-locomotor skills in a variety of activities.		X
GLE HM1E1	Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)		X

OBJECTIVE # 1	Volleys and object with an open palm, sending it upward. Strikes a ball with a short-handled implement, sending it upward. Strikes a ball repeatedly with a paddle.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E22.1, GLO S1.E24.1, GLE HM1C1

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that striking an object with an implement or body part will move an object. Students will understand that keeping your eyes on the balloon/ball is essential to timing contact with the object. 	<ul style="list-style-type: none"> Strike Volley Force (strong and light) Direction Tee Implement 	<ul style="list-style-type: none"> Strike a balloon or beach ball, with an open hand in an underhand motion. Repeatedly strike a balloon or beach ball with a paddle, keeping it in flight by controlling the force and direction.

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video of mechanics used to repeatedly volley an object with a short handled implement Breakdown skill into understandable cues 	<ul style="list-style-type: none"> Practice volleying in self space with own balloon. Participate in small group volleying activity, allowing others to help keep the balloon or beach ball in flight. 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforcement of skill Modify equipment (bigger balloon) Limit level at which contact is made with the balloon (wait for the balloon to fall below shoulders using an underhand motion) Toss and catch scarves 	<ul style="list-style-type: none"> Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer modeling 	<ul style="list-style-type: none"> Peer teaching 	4

OBJECTIVE # 2	Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E25.1, GLE HM1C1 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that striking an object with an implement or body part will move an object. Students will understand that keeping your eyes on the ball is essential to timing contact with the object. 	<ul style="list-style-type: none"> Strike Volley Force (strong and light) Direction Tee Implement 	<ul style="list-style-type: none"> Strike a medium size Gatorskin ball off of a batting tee or tall cone with a bat.

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate and discuss skill • Watch a video demonstrating mechanics used to consistently strike a ball with a bat from a tee or cone • Breakdown skill into understandable cues (eyes on the ball) 	<ul style="list-style-type: none"> • Stations- Strike off to tee a wall 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment (larger balloon, larger striking surface of implement) • Emphasize preparation of implement and body position before striking. 	<ul style="list-style-type: none"> • Additional practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer Modeling 	<ul style="list-style-type: none"> • Peer Teaching 	4



CONTENT AREA: Physical Education

COURSE: First Grade

UNIT TITLE: Skill Development, Spatial Awareness, Cardio

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Cones, floor lines/floor tape, equipment to allow for safe tagging

BIG IDEA(S):

- Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
- Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.

ENDURING UNDERSTANDINGS:

- Students will understand fundamental movement skills and games
- Students will exhibit responsible personal and social behavior

ESSENTIAL QUESTIONS:

- How can I move my body, and prevent injuries?
- How can I play fair in a game or activity?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E1.1	Hops, gallops, jogs and slides using mature pattern.	X	
GLO S1.E3.1	Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings.	X	
GLO S1.E4.1	Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.	X	
GLO S1.E7.1	Maintains stillness on different bases of support with different body shapes.		X
GLO S1.E10.1	Demonstrates twisting, curling, bending and stretching actions.		X
GLO S2.E1.1	Moves in self-space and general space in response to designated beats/rhythms.		X
GLO S2.E2.1a	Travels demonstrating low, middle and high levels.		X
GLO S2.E2.1b	Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).		X
GLO S2.E3.1a	Differentiates between fast and slow speeds.		X
GLO S2.E3.1b	Differentiates between strong and light forces.		X
GLO S2.E5	Demonstrates skills of chasing, fleeing, and dodging to avoid or catch others.	X	
GLO S3.E1.1	Discusses the benefits of being active and exercising and/or playing.		X
GLO S3.E2.1	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S3.E3.1	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.		X
GLO S3.E6.1	Differentiates between healthy and unhealthy foods.		X

GLO S4.E1.1	Accepts personal responsibility by using equipment and space appropriately.		X
GLO S4.E2.1	Follows rules and parameters of the learning environment.		X
GLO S4.E3.1	Responds appropriately to general feedback from the teacher.		X
GLO S4. E4.1	Works independently and respectfully with others in a variety of class environments (e.g., small and large groups).		X
GLO S4.E5.1	Exhibits the established protocols for class activities.		X
GLO S4.E6.1	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.		X
GLO S5.E1.1	Identifies physical activity as a component of good health.		X
GLO S5.E3.1a	Describes positive feelings that result from participating in physical activities.		X
GLO S5.E3.1b	Discusses personal reasons (i.e., the “why” for enjoying physical activities.		X
GLE HM1A1	Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip).	X	
GLE HM1B1	Demonstrate non-locomotor skills in a variety of activities.	X	
GLE HM1E1	Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements. Identify and demonstrate a variety of relationships (over, under, through) with objects.	X	
GLE HM1F1	Demonstrate motor skills while participating in low organized games.	X	
GLE PA3A1	Tell the difference between general space awareness and personal space awareness.	X	

OBJECTIVE # 1	Hops, gallops, jogs and slides using mature pattern. Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings. Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E1.1, GLO S1.E3.1, GLO S1.E4.1, GLE HM1A1, GLE HM1B1, GLE HM1E1, GLE HM1F1, GLE PA3A1

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students understand that different locomotor movements involve different foot patterns. Students understand that safety and sportsmanship contribute to the enjoyment of the activity. 	<ul style="list-style-type: none"> Locomotor patterns(run, hop, skip, jump, slide, gallop) Spatial awareness (general space, personal space, over, under, around, through) Pathways Levels Sportsmanship Cooperation 	<ul style="list-style-type: none"> Differentiate between different locomotor patterns by demonstrating the skill and/or explaining the main differences.

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Continuously review the main attribute that makes each locomotor skill unique from the others (e.g., hop: 1 foot take-off/landing, jump: 2 foot take-off/landing, gallop: maintain lead foot forward) 	<ul style="list-style-type: none"> Non-timed relays Practice in chasing/fleeing games 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforcement of skill Modify activity (If focus is on fleeing, or speed) 	<ul style="list-style-type: none"> Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Introduce new chasing/fleeing games to reinforce skill Add the use of more challenging levels and pathways. 	<ul style="list-style-type: none"> Peer teaching Students demonstrate 3 or more of the 5 critical elements for jumping and landing 	4

OBJECTIVE # 2	Demonstrates skills of chasing, fleeing, and dodging to avoid or catch others.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S2.E5, GLE HM1A1, GLE HM1B1, GLE HM1E1, GLE HM1F1, GLE PA3A1 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that focused attention on the changes in my playing environment and control of my body helps prevent injuries to myself and others. Students will understand that safety and sportsmanship contribute to the enjoyment of the activity. 	<ul style="list-style-type: none"> Locomotor patterns(run, hop, skip, jump, slide, gallop) Spatial awareness (general space, personal space, over, under, around, through) Pathways Levels Sportsmanship Cooperation Safe touch/bubble 	<ul style="list-style-type: none"> Move with control of the body throughout a designated space while participating in chasing/fleeing low-organized games.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Model safe touch for tag Emphasize keeping sight toward the moving. Provide clear precise instructions and rules for an activity. 	<ul style="list-style-type: none"> Participate in small-sided tag games. Participate in large group tag games. 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Remove the chasing/fleeing from the activity. (Move throughout designated space with the sole purpose of not coming into contact with another player) Use a tagging implement such as a ball or piece of pool noodle to increase the distance of players while attempting a tag. 	<ul style="list-style-type: none"> Additional practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Add more strategic pieces to the game (can tag while inside designated area, but can be tagged in a different area). 	<ul style="list-style-type: none"> Change the level, locomotor skill, or pathways in which to tag. Students create their own chasing/fleeing/dodging game and teach others 	4



CONTENT AREA: Physical Education

COURSE: First Grade

UNIT TITLE: Other Manipulatives

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Variety of safe, developmentally appropriate manipulatives. (jump rope, jump bands, stacking cups, scooters, parachutes, bowling, etc.)

BIG IDEA(S):

- Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.

ENDURING UNDERSTANDINGS:

- Students will understand fundamental movement skills.

ESSENTIAL QUESTIONS:

- How do I continue jumping when others are turning the rope?
- How can I use other manipulatives to make me healthy and fit?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E27.1a	Jumps forward or backward consecutively using a self-turned rope.	X	
GLO S1.E27.1b	Jumps a long rope up to 5 times consecutively with teacher- assisted turning.	X	
GLO S2.E1.1	Moves in self-space and general space in response to designated beats/rhythms.		X
GLO S2.E2.1b	Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).		X
GLO S2.E3.1b	Differentiates between strong and light force.		X
GLO S3.E1.1	Discusses the benefits of being active and exercising and/or playing.		X
GLO S3.E2.1	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.1	Accepts personal responsibility by using equipment and space appropriately.		X
GLO S4.E2.1	Follows rules and parameters of the learning environment.		X
GLO S4.E3.1	Responds appropriately to general feedback from the teacher.		X
GLO S4. E4.1	Works independently and respectfully with others in a variety of class environments (e.g., small and large groups).		X
GLO S4.E5.1	Exhibits the established protocols for class activities.		X
GLO S4.E6.1	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	X	
GLO S5.E1.1	Identifies physical activity as a component of good health.		X
GLO S5.E2.1	Recognizes that challenge in physical activities can lead to success.		X
GLO S5.E3.1a	Describes positive feelings that result from participating in physical activities.		X
GLO S5.E3.1b	Discusses personal reasons (i.e., the “why” for enjoying physical activities.		X
GLE HM1C1	Demonstrate a variety of manipulative skills while stationary or moving.	X	

GLE PA3A1	Tell the difference between general space awareness and personal space awareness.		X
GLE HM1B1	Demonstrate non-locomotor skills in a variety of activities.		X
GLE HM1E1	Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops).		X

OBJECTIVE # 1	Jumps forward or backward consecutively using a self-turned rope. Jumps a long rope up to 5 times consecutively with teacher- assisted turning.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E27.1a,GLO S1.E27.1b, GLE HM1C1

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The student will understand that jumping rope is a heart healthy activity that makes our heart beat faster The student will understand that jumping and turning a rope involves rhythm skills 	<ul style="list-style-type: none"> Jump Turn Speed Force Landing 	<ul style="list-style-type: none"> Time a jump accordingly with the turn of the rope (turn, then jump) Time a jump accordingly with the turn of a student/teacher turned long rope.

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues (turn then jump, soft landing, watch arm of long-rope turner) 	<ul style="list-style-type: none"> Practice in self space. Participate in small group long-rope stations. 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Reinforcement of skill ● Work on landing only, without turning rope (place rope length-wise on the floor and emphasize keeping heels off of the ground, jumping back and forth over rope with shortest possible distance and height off of the ground. ● Turn rope, then step over (repeat) 	<ul style="list-style-type: none"> ● Additional practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Peer modeling 	<ul style="list-style-type: none"> ● Peer teaching ● Student can jump forward and backward consecutively using a self-turned rope and can jump a long rope more than 5 times consecutively without teacher- assisted turning 	4

OBJECTIVE # 2	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	
REFERENCES/STANDARDS <i>GLO</i>	<ul style="list-style-type: none"> GLO S4.E6.1 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that there are many manipulative to help keep our bodies healthy and fit Students will understand that following teacher directions allows myself and others the opportunity to try new things Students will understand that physical activity can be fun 	<ul style="list-style-type: none"> Parachute Grip Scooters Cup stacking Juggle Coordination 	<ul style="list-style-type: none"> Learn more about how our bodies move and how it responds to the use of a variety of equipment Discover ways to enjoy a variety of activities working together with others
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues or steps Role play safe usage of PE equipment 	<ul style="list-style-type: none"> Whole group parachute activities Cup stacking, group cup stacking Scooter games and relays Bowling teams Juggling scarves, racket balls Tug-of-War rope exercises Frisbee games Noodles activities Scoop activities Team-building activities 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Reinforcement of skill ● Modify groups or equipment 	<ul style="list-style-type: none"> ● Additional practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Peer Modeling 	<ul style="list-style-type: none"> ● Peer Teaching ● Students write and illustrate a persuasive essay on the importance of safe participation and proper use of equipment 	4



CONTENT AREA: Physical Education

COURSE: 1st Grade

UNIT TITLE: Dribbling/Hand Skills

UNIT DURATION: 3 Weeks and throughout the year

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Basketballs, playground balls, music, pins, cones, video clips, projector • https://www.breakthroughbasketball.com/fundamentals/ballhandling.html • http://www.thepespecialist.com/teaching-basketball-ball-handling-dribbling/ 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Participation in physical activities can provide an opportunity for developing an understanding of and respect for differences among people. • Physical activity can provide opportunities for personal enjoyment, challenge, self expression, and social interaction. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What does it mean to participate fairly? • How will physical activity help me now and in the future? • Why is it important to practice?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E16.1a	Catches a soft object from a self toss before it bounces.		X
GLO S1.E16.1b	Catches various sizes of balls self tossed or tossed by a skilled thrower.		X
GLO S1.E17.1	Dribbles continuously in self-space using the preferred hand.	X	
GLO S2.E3.1a	Differentiates between fast and slow speeds.		X
GLO S2.E3.1b	Differentiates between strong and light force.		X
GLO S3.E1.1	Discusses the benefits of being active and exercising and/ or playing.		X
GLO S3.E2.1	Engages actively in physical education class.		X
GLO S3.E3.1	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.		X
GLO S4.E1.1	Accepts personal responsibility by using equipment and space appropriately.		X
GLO S4.E2.1	Follows the rules and parameters of the learning environment.		X
GLO S4.E3.1	Responds appropriately to general feedback from the teacher.		X
GLO S4.E4.1	Works independently with others in a variety of class environments (e.g., small and large groups).		X
GLO S4.E5.1	Exhibits the established protocols for class activities.		X
GLO S4.E6.1	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.		X
GLO S5.E1.1	Identifies physical activity as a component of good health.		X
GLO S5.E2.1	Recognizes that challenge in physical activities can lead to success.		X

GLO S5.E3.1a	Describes positive feelings that result from participating in physical activities.		x
GLO S5.E3.1b	Discusses personal reasons (ie, the “why”) for enjoying physical activities.		x
GLE HM1C1	Demonstrate a variety of manipulative skills while stationary and moving.	x	

OBJECTIVE # 1	Dribbles continuously in self-space using the preferred hand.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> S1.E17.1, GLE HM1C1 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> The students will understand how to dribble a ball using correct form and in self space 	<ul style="list-style-type: none"> Self space Dribble Dominant hand Nondominant hand Pass 	<ul style="list-style-type: none"> The student will be able to dribble a ball in self space continuously for a set amount of time 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Demonstrate, model, video clips, lead up games, group challenges, individual challenges, learning stations 	<ul style="list-style-type: none"> Practice, individual challenges, group challenges, learning stations 	1, 2, 3, 4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Observation and feedback Common Assessment 	Formative and summative	1, 2, 3, 4	

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach, use students to model skill, use stations so teacher can move around more freely to help students that are struggling 	<ul style="list-style-type: none"> Practice, play, practice 	1, 2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Group challenges, individual challenges, small sided games, lead up games 	<ul style="list-style-type: none"> Practice, group challenges, individual challenges, play lead up games 	3, 4



CONTENT AREA: Physical Education

COURSE: 1st Grade

UNIT TITLE: Fitness and Goal Setting

UNIT DURATION: 3 Classes and throughout the year

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Projector, laptop, pencils, goal setting sheet, mats, FitnessGram equipment (Pacer CD, curl up strips, stopwatches, flexibility testers, push up training mats, wall mounted chin up bar, cones)
- How to run the beep test:
<https://www.youtube.com/watch?v=lroAhVO83il#t=52>

BIG IDEA(S):

- Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.

ENDURING UNDERSTANDINGS:

- Positive decision making about fitness contributes to a healthy lifestyle.
- Physical fitness improves the quality of one's life.

ESSENTIAL QUESTIONS:

- How does exercise affect the body?
- Why is physical fitness important?
- How do you maintain physical fitness?
- How does heart rate affect physical fitness?
- Why is being safe important?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S2.E5.1	Demonstrates skills of chasing, fleeing, and dodging to avoid or catch others.		X
	Identifies major body parts (e.g. head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes).	X	
GLO S3.E1.1	Discusses the benefits of being active and exercising and/ or playing. Describes behaviors that are physically active and physically inactive.	X	
GLO S3.E2.1	Meets the national standard of 60 minutes of daily physical activity.		X
GLO S3.E3.K	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. Understands body temperature changes are related to heart rate changes as a result of physical activity (e.g. perspiration/sweat). Demonstrates skills necessary to improve fitness levels (e.g. FITNESSGRAM)	X	
GLO S3.E6.1	Differentiates between healthy and unhealthy foods.	X	
GLO S4.E1.1	Accepts personal responsibility by using equipment and space appropriately.		X
GLO S4.E2.1	Follows the rules & parameters of the learning environment.		X
GLO S4.E3.1	Responds appropriately to general feedback from the teacher.		X
GLO S4.E4.1	Works independently and respectfully with others in a variety of class environments (e.g. small and large groups).		X
GLO S4.E5.1	Exhibits the Established protocols for class activities.		X

GLO S4.E6.1	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.		x
GLO S5.E1.1	Identifies physical activity as a component of good health.		x
GLO S5.E2.1	Recognizes that challenge in physical activities can lead to success.		x
GLO S5.E3.1a	Describes positive feelings that result from participating in physical activities.		x
GLO S5.E3.1b	Discusses personal reasons (i.e., the “why”) for enjoying physical activities.		x
GLE HM1A1	Names three ways to stay fit.	x	
GLE HM1B1	Identifies a variety of physical activities that promote wellness (e.g., walking, jogging).	x	
GLE HM1C1	Recognizes signs associated with physical activity (e.g., fast heart rate, heavy breathing, perspiration).	x	

OBJECTIVE # 1	Understand Health Related Fitness demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.
REFERENCES/STANDARDS <i>GLO and GLE</i>	S2.E5.1, S3.E1.1, S3.E2.1, S3.E3.1, S3.E6.1, HM1A1, HM1B1, HM1C1

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The students will understand physical activity in a variety of activities affects the body 	<ul style="list-style-type: none"> Dodging Fleeing Chasing 	<ul style="list-style-type: none"> Participate in moderate to vigorous exercise Recognize the physiological signs associated with moderate to vigorous activity (e.g. sweating, fast heart rate, heavy breathing)

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Video clips, modeling, demonstrating, discussion, variety of tag games 	<ul style="list-style-type: none"> Participate in activities 	1, 2, 3, 4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Reteach ● Use stations to work in smaller groups ● Use different video clips ● Demonstrate with peers 	<ul style="list-style-type: none"> ● Practice and Participate 	1, 2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Teach how to find pulse in neck ● Teach about warm up and cool down. 	<ul style="list-style-type: none"> ● Practice and participate 	3, 4



CONTENT AREA: Physical Education

COURSE: 1st Grade

UNIT TITLE: Rhythm/Dance

UNIT DURATION: 3 Weeks and throughout the year

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Music and a variety of manipulatives (ie scarves, lummi sticks, and jump ropes) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor and cognitive skills.
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<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand that dance and rhythms allow self expression of ideas and feelings. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • Why would I want to dance? • What activities use rhythm?
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WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E1.1	Hops, gallops, jogs and slides using mature pattern.		X
GLO S1.E5.1	Combines locomotor and non locomotor skills in a teacher designed dance.	X	
GLO S1.E7.1	Maintains stillness on different bases of support with different body shapes.		X
GLO S1.E8.1	Transfers weight from one body part to another in self space in dance and gymnastics.		X
GLO S1.E10.1	Demonstrates twisting, curling, bending and stretching actions.		X
GLO S1.E17.1	Dribbles continuously in self space using the preferred hand.		X
GLO S1.E27.1a	Jumps forward or backward consecutively using a self turned rope.		X
GLO S1.E27.1b	Jumps a long rope up to 5 times consecutively with teacher assisted turning.		X
GLO S2.E2.1a	Travels demonstrating low, middle, high levels.		X
GLO S2.E2.1b	Travels demonstrating a variety of relationships with objects (e.g. over, under, around, through).		X
GLO S2.E3.1a	Differentiates between fast and slow speeds.		X
GLO S2.E3.1b	Differentiates between strong and light force.		X
GLO S3.E1.1	Discusses the benefits of being active and exercising and/or playing.		X
GLO S3.E3.1	Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.		X
GLO S4.E1.1	Accepts personal responsibility by using equipment and space appropriately.		X
GLO S4.E2.1	Follows the parameters of the learning environment.		X
GLO S4.E3.1	Responds appropriately to general feedback from the teacher.		X
GLO S4.E4.1	Works independently with others in a variety of class environments (e.g. small and large groups).		X
GLO S4.E5.1	Exhibits the established protocols for class activities.		X
GLO S4.E6.1	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.		X
GLO S5.E1.1	Identifies physical activity as a component of good health.		X

GLO S5.E2.1	Recognizes that challenge in physical activities can lead to success.		X
GLO S5.E3.1a	Describes positive feelings that result from participating in physical activities.		X
GLO S5.E3.1b	Discusses personal reasons (i.e., the “why”) for enjoying physical activities.		X
GLE HM3A1	Tell the difference between general space and personal space.	X	
GLE HM3B1	Create/interpret movements to a variety of music (e.g., locomotor/nonlocomotor skills to beat/rhythm pattern).	X	
GLE HM1C1	Demonstrate a variety of manipulative skills while stationary and moving. Demonstrate fine motor skills while manipulating small objects (e.g. juggling scarves, small bean bags).		X
GLE PA3D1	Demonstrate a simple dance.	X	
GLE PA3E1	Demonstrate appropriate social skills (e.g. responding to a partner in a positive manner).		X
GLE PA3A1	Demonstrate basic cues to music (e.g. hokey pokey). Demonstrate a simple dance step in keeping with a dance tempo.	X	
GLE PA3B1	Create/interpret movements to a variety of music (e.g. locomotor/nonlocomotor skills to beat/rhythm pattern).	X	
GLE PA3C1	Demonstrate rhythmic activities (e.g. lummi sticks, jump rope, parachute).	X	

OBJECTIVE # 1	Combines locomotor and non locomotor skills in a teacher designed dance.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E5.1, GLE HM3B1, GLE PA3D1, GLE PA3A1, GLE PA3B1, GLE PA3C1 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> The student will understand that dance and rhythms allow self expression of ideas and feelings 	<ul style="list-style-type: none"> Non locomotor skills Twisting Curling Bending Stretching rolls Rhythm 	<ul style="list-style-type: none"> Students will be able to combine locomotor and non locomotor skills in a teacher designed dance 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Model locomotor and non locomotor movement Demonstrate the dance for students 	<ul style="list-style-type: none"> Students will practice specific movements for the dance being taught 	1, 2, 3, 4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR	DOK TARGET	

	SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Common Assessment 	Formative and summative	1, 2, 3, 4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reteach 	<ul style="list-style-type: none"> • Practice 	1, 2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer model 	<ul style="list-style-type: none"> • Peer Teach 	3, 4

OBJECTIVE # 2	Moves in self space and general space in response to designated beats or rhythms
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> • GLO S2.E1.1, GLE HM3A1

WHAT SHOULD STUDENTS...

UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • The student will understand how to move in general space to varying beats and rhythms 	<ul style="list-style-type: none"> • Weight • Transfer • Self space • Dance • Rhythm • Beat • General space 	<ul style="list-style-type: none"> • The student will be able to move to the beat of a simple song in general space

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Count out the beat to students Model moving to a beat/rhythm Demonstrate moving to a beat/rhythm 	<ul style="list-style-type: none"> Students will practice moving in general space. Students will practice moving to a beat/rhythm. 	1, 2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach 	<ul style="list-style-type: none"> Practice 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer Model 	<ul style="list-style-type: none"> Peer teaching 	3, 4

Second Grade



<p>CONTENT AREA: Physical Education</p> <p>COURSE: 2nd Grade</p>	<p>UNIT TITLE: Kicking/Foot Skills</p> <p>UNIT DURATION: Ongoing</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> A variety of developmentally appropriate balls 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Students will learn fundamental movement skills through games. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> Why will knowing how to kick improve my enjoyment of physical activity? What are 3 of the 5 elements of kicking a ball?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E18.2	Dribbles with the feet in general space with control of ball and body. Continuously dribble a ball, using the hands or feet, without losing control.	X	
GLO S1.E21.2	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.	X	
GLO S2.E3.2	Varies time and force with gradual increases and decreases. Differentiates between bound and free (flow).		X
GLO S2.E5.2	Applies appropriate cooperative, social, and teamwork skills while participating in game situations		X
GLO S3.E1.2	Describes large motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at the park, with friends, with the family). Identifies the recommended amount of physical activity for children. Describe how being physically active can help a person feel better. Describe the benefits of being physically active. Describe the benefits of drinking plenty of water before, during, and after physical activity.		X
GLO S3.E2.2	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S3.E3.2	Identifies physical activities that contribute to fitness.		X
GLO S3.E4.2	Identifies proper warm up and cool down procedures (e.g. static/dynamic stretching).		X
GLO S4.E1.2	Practices skills with minimal teacher prompting.		X
GLO S4. E2.2	Accepts responsibility for class protocols with behavior and performance actions.		X

GLO S4.E3.2	Accepts specific corrective feedback from the teacher.		X
GLO S4.E4.2	Works independently with others in partner environments.		X
GLO S4.E5.2	Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities.		X
GLO S4.E6.2	Works independently and safely in physical education.		X
GLO S4. E6.2B	Works safely with physical education equipment. Be able to identify safety rules for playing on playgrounds, swimming, and playing sports. Describe how to be a safe pedestrian.		X
GLO S5. E1.2	Recognizes the value of “good health balance.”		X
GLO S5.E2.2	Compares physical activities that bring confidence and challenge.		X
GLE HM1C2	Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling).	X	
GLE HM1B2	Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw, and catch).		X
GLE HM1C2	Describe the benefits of appropriate warm-up and cool-down activity.		X
GLE HM2A2	Demonstrate independence and good use of time while participating in physical activity.		X
GLE HM3A2	Perform efficient movement in activities to prevent injuries.		X
GLE HM2A2	Demonstrate proper techniques for a variety of fundamental skills.		X

OBJECTIVE # 1	Dribbles with the feet in general space with control of ball and body. Continuously dribble a ball, using the hands or feet, without losing control.		
REFERENCES/STANDARDS <i>GLO & GLE</i>	<ul style="list-style-type: none"> GLO S1.E18.2, GLE HM1C2 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students understand that dribbling with both feet and being able to move with the ball are essential to enjoying activities that involve dribbling 	<ul style="list-style-type: none"> Kicking Instep Direction Dribbling Force Control 	<ul style="list-style-type: none"> Dribble a ball in own personal space around others without losing control of the ball Use both feet to dribble a ball 	

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate the proper way to dribble a ball to the students Watch a video of someone dribbling 	<ul style="list-style-type: none"> Practice dribbling a ball around in a safe area while moving 	1, 2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade level common assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforce through modification and individualized instruction 	<ul style="list-style-type: none"> Additional practice at home and at recess 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer teaching and modeling 	<ul style="list-style-type: none"> Allow students to create and play their own learning activity 	4

OBJECTIVE # 2	The student will use a continuous running approach and kick a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground	
REFERENCES/STANDARDS <i>GLO & GLE</i>	<ul style="list-style-type: none"> GLO S1.E21.2, GLE HM1C2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that how to move and stay with the ball while trying to kick it 	<ul style="list-style-type: none"> Kicking Instep Force Direction Speed 	<ul style="list-style-type: none"> Run and kick a moving ball using 3 of the 5 critical elements of a mature pattern
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss the concept of running while dribbling the ball Describe the 5 critical elements of a mature pattern 	<ul style="list-style-type: none"> Practice kicking a ball while running in a safe area using 3 of the 5 elements of a mature kick 	1, 2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation & feedback Grade level common assessments 	Formative and summative	1, 2, 3, 4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Further demonstration and individualized instruction and modification 	<ul style="list-style-type: none"> Further practice at home and at recess 	1, 2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer teaching and modeling 	<ul style="list-style-type: none"> Lead up games Allow students to create their own learning activity 	4



CONTENT AREA: Physical Education

COURSE: Second Grade

UNIT TITLE: Throwing/Catching Skills

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Variety of safe, developmentally appropriate balls 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Students will understand fundamental movement skills. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> Which type of throw will I use for different activities? How can I be more successful at throwing and catching?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E13.2	Throws underhand using a mature pattern.	X	
GLO S1.E14.2	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern. Throws a ball with different levels of force, toward a target, demonstrating an overhand technique, side orientation to the target and stepping in opposition.	X	
GLO S1.E16.2	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	X	
GLO S2.E3.2	Varies time and force with gradual increases and decreases.		X
GLO S3.E1.2	Describes large-motor and/or manipulative physical activities for participation outside physical education class.		X
GLO S3.E2.2	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.2	Practices skills with minimal teacher prompting.		X
GLO S4.E2.2	Accepts responsibility for class protocols with behavior and performance actions.		X
GLO S4.E3.2	Accepts specific corrective feedback from the teacher.		X
GLO S4.E4.2	Works independently with others in partner environments.		X
GLO S4.E5.2	Recognizes and adheres to the role of rules and etiquette in teacher designed physical activities.		X
GLO S4.E6.2a	Works independently and safely in physical education.		X
GLO S4.E6.2b	Works safely with physical education equipment.		
GLO S5.E2.2	Compares physical activities that bring confidence and challenge.		X
GLE HM1C2	Demonstrate individually and with a partner manipulative skills in a stationary position and while moving.	X	
GLE PA1B2	Identify opportunities outside of school to participate regularly in physical activities.		X
GLE PA2A2	Demonstrate independence and good use of time while participating in physical activity. Show appropriate sportsmanship and sensitivity to diversity and gender issues.		X

GLE PA3A2	Perform efficient movement in activities to prevent injuries.		X
GLE HM1E2	Identify and apply concepts relating to force.		X
GLE HM2A2	Demonstrate proper techniques for a variety of fundamental skills		X

OBJECTIVE # 1	Throws underhand using a mature pattern.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E13.2, GLE HM1C2

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that different body parts coordinate in a specific way to properly throw a ball 	<ul style="list-style-type: none"> Throw Toss Overhand Underhand Catch Target Opposition Passing 	<ul style="list-style-type: none"> Use a variety of equipment to toss and throw toward different leveled targets, and during lead-up activities.

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues Watch a video of proper throwing mechanics 	<ul style="list-style-type: none"> Practice tossing to a wall target Practice tossing to a partner Participate in small group low-organized games using the underhand toss 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforcement of skill Modify equipment (lighter/heavier ball) Place a sticker on the shoe opposite of tossing/throwing hand to provide a visual reminder of which foot to step forward 	<ul style="list-style-type: none"> Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer modeling 	<ul style="list-style-type: none"> Peer teaching 	4

OBJECTIVE # 2	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern. Throws a ball with different levels of force, toward a target, demonstrating an overhand technique, side orientation to the target and stepping in opposition.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E14.2, GLE HM1C2

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that different body parts coordinate in a specific way to properly throw a ball 	<ul style="list-style-type: none"> Throw Toss Overhand Underhand Catch Target Opposition Passing 	<ul style="list-style-type: none"> Use a variety of equipment to throw overhand demonstrating 2 of the following critical elements of mature throwing pattern...1) Stand sideways to target 2) Bring arm over shoulder 3) Aim and step with opposition/twist hips 4) Square shoulders and follow through 5) Hit the target

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate and discuss skill • Watch a video of proper throwing mechanics • Breakdown skill into understandable cues 	<ul style="list-style-type: none"> • Practice throwing to a wall target • Practice throwing to a partner • Participate in small group low-organized games using the overhand throw 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment (lighter/heavier ball) • Place a sticker on the shoe opposite of tossing/throwing hand to provide a visual reminder of which foot to step forward 	<ul style="list-style-type: none"> • Additional Practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching 	4

OBJECTIVE # 3	Catches a self-tossed or well-thrown ball with hands, not trapping or cradling against the body.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E16.2, GLE HM1C2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that a ball is caught with the hands and not with the use of the torso 	<ul style="list-style-type: none"> Toss Throw Force Absorb Catch Torso 	<ul style="list-style-type: none"> Catch a ball with both hands in correct position for the height of the ball when contact is made
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video of proper catching mechanics Breakdown skill into understandable cues (eyes on the ball, thumbs together/pinky fingers together, pull ball in AFTER catching with hands). 	<ul style="list-style-type: none"> Practice self-tossing and catching in self space. Partner toss and catch Participate in small group low-organized games that require catching 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grace Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforcement of skill Modify equipment (balloons, scarves, a suspended moving ball on a string) Emphasize preparation of hands before catching 	<ul style="list-style-type: none"> Additional Practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Peer modeling	• Peer teaching	4



CONTENT AREA: Physical Education

COURSE: Second Grade

UNIT TITLE: Striking Skills

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Variety of safe, developmentally appropriate balls • Variety of safe, developmentally appropriate striking implements (paddles, rackets, sticks, bats, batting tees, etc.) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand fundamental movement skills. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What striking games can I participate in with my family or friends? • What does striking look like in different activities?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E22.2	Volleys an object upward with consecutive hits.	X	
GLO S1.E24.2	Strike a ball repeatedly with a paddle toward a target.	X	
GLO S1.E25.2	Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.	X	
GLO S2.E3.2	Varies time and force with gradual increases and decreases.		X
GLO S3.E1.2	Describes large-motor and/or manipulative physical activities for participation outside physical education class.		X
GLO S3.E2.2	Meet the national standard of 60 minutes of daily physical activity.		
GLO S4.E1.2	Practices skills with minimal teacher prompting.		X
GLO S4.E2.2	Accepts responsibility for class protocols with behavior and performance actions.		X
GLO S4.E3.2	Accepts specific corrective feedback from the teacher.		X
GLO S4.E4.2	Works independently with others in partner environments.		X
GLO S4.E5.2	Recognizes and adheres to the role of rules and etiquette in teacher designed physical activities.		X
GLO S4.E6.2a	Works independently and safely in physical education.		X
GLO S4.E6.2b	Works safely with physical education equipment.		X
GLO S5.E2.2	Compares physical activities that bring confidence and challenge.		X
GLE HM1C2	Demonstrate individually and with a partner manipulative skills in a stationary position and while moving.	X	
GLE PA1B2	Identify opportunities outside of school to participate regularly in physical activities.		X
GLE PA2A2	Demonstrate independence and good use of time while participating in physical activity. Show appropriate sportsmanship and sensitivity to diversity and gender issues.		X
GLE PA3A2	Perform efficient movement in activities to prevent injuries.		X

GLE HM1E2	Identify and apply concepts relating to force.		X
GLE HM2A2	Demonstrate proper techniques for a variety of fundamental skills		X

OBJECTIVE # 1	Volleys an object upward with consecutive hits. Strikes a ball repeatedly with a paddle toward a target.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E22.2, GLO S1.E24.2, GLE HM1C2 		

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that striking an object with an implement or body part will move an object. Students will understand that keeping your eyes on the balloon/ball is essential to timing contact with the object. 	<ul style="list-style-type: none"> Strike Volley Force (strong and light) Direction Tee Implement 	<ul style="list-style-type: none"> Repeatedly strike a balloon or beach ball, keeping it in flight by controlling the force and direction (with an opened hand and with a short-handled paddle) Use appropriate body position and force to direct an object toward a specified position

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video demonstrating the skills necessary to consecutively volley an object upward Breakdown skill into understandable cues 	<ul style="list-style-type: none"> Practice volleying in self space with own balloon Participate in small group volleying activity, allowing others to help keep the balloon or beach ball in flight 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforcement of skill Modify equipment (bigger balloon or ball) Limit level at which contact is made with the balloon (wait for the balloon to fall below shoulders using an underhand motion) Toss and catch scarves 	<ul style="list-style-type: none"> Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer modeling 	<ul style="list-style-type: none"> Peer teaching 	4

OBJECTIVE # 2	Strike a ball with a bat from a tee or cone, using a correct grip and side orientation/proper body orientation. Strike a self-tossed ball to different distances.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E25.1, GLE HM1C2

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that striking an object with an implement or body part will move an object. Students will understand that keeping your eyes on the ball is essential to timing contact with the object. 	<ul style="list-style-type: none"> Strike Volley Force (strong and light) Direction Tee Implement 	<ul style="list-style-type: none"> Strike a medium size Gatorskin ball off of a batting tee or tall cone with a bat using proper side orientation. Use different levels of force to strike a self-tossed ball.

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate and discuss skill • Watch a video of proper technique need to strike a ball from a cone or tee • Breakdown skill into understandable cues (eyes on the ball, bat behind shoulders) 	<ul style="list-style-type: none"> • Stations- Strike off to tee a wall • Self-toss and strike a ball to wall 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment (larger balloon, larger striking surface of implement) • Emphasize preparation of implement and body position before striking. 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer Modeling 	<ul style="list-style-type: none"> • Peer Teaching 	4



CONTENT AREA: Physical Education

COURSE: Second Grade

UNIT TITLE: Skill Development, Spatial Awareness, Cardio

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Cones, floor lines/floor tape, equipment to allow for safe tagging

BIG IDEA(S):

- Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
- Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.

ENDURING UNDERSTANDINGS:

- Students will understand fundamental movement skills and games
- Students will exhibit responsible personal and social behavior

ESSENTIAL QUESTIONS:

- How can I move my body, and prevent injuries?
- How can I play fair in a game or activity?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E1.2	Skips using a mature pattern.	X	
GLO S1.E2.2a	Runs with a mature pattern.	X	
GLO S1.E2.2b	Travels showing differentiation between jogging and sprinting.		X
GLO S1.E3.2	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings.	X	
GLO S1.E4.2	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.	X	
GLO S1.E7.2a	Balances on different bases of support, combining levels and shapes.		X
GLO S1.E8.2	Transfers weight from feet to different body parts/bases of support for balance and/or travel.		X
GLO S1.E10.2	Differentiates among twisting, curling, bending and stretching actions.		X
GLO S2.E1.2	Combines locomotor skills in general space to a rhythm.		X
GLO S2.E2.2	Combines shapes, levels, extensions and pathways into simple travel, dance and gymnastics sequences.		X
GLO S2.E3.2	Varies time and force with gradual increases and decreases.		X
GLO S2.E5.2	Applies appropriate cooperative, social and teamwork skills while participating in game situations.	X	
GLO S3.E1.2	Describes large motor and/or manipulative physical activities for participation outside physical education class.		X
GLO S3.E2.2	Meet the national standard of 60 minutes of daily physical activity.		X

GLO S3.E3.2	Identifies physical activities that contribute to fitness.		X
GLO S3.E4.2	Identifies proper warm-up and cool down procedures (e.g., static/dynamic stretching).		X
GLO S3.E6.2	Recognizes how energy balance correlates to nutrition and physical activity (caloric intake and expenditure). Recognizes that daily hydration choices relate to physical activity.		X
GLO S4.E1.2	Practices skills with minimal teacher prompting.		X
GLO S4.E2.2	Accepts responsibility for class protocols with behavior and performance actions.		X
GLO S4.E3.2	Accepts specific corrective feedback from the teacher.		X
GLO S4.E4.2	Works independently with others in partner environments.		X
GLO S4.E5.2	Recognizes and adheres to the role of rules and etiquette in teacher designed physical activities.		X
GLO S4.E6.2a	Works independently and safely in physical education.		X
GLO S4.E6.2b	Works safely with physical education equipment.		
GLO S5.E1.2	Recognizes the value of “good health balance”.		X
GLE HM1A2	Demonstrate locomotor skills in combinations. Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways.	X	
GLE HM1B2	Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner.		X
GLE HM1E2	Identify and demonstrate symmetrical and nonsymmetrical shapes at different levels. Apply relationship experiences with a person (e.g., crawl under partner’s bridge) or with objects.		X
GLE HM1F2	Demonstrate motor skills and knowledge of rules while participating in low organized games.		X
GLE PA1C2	Describe the benefits of appropriate warm up and cool down activities.		X
GLE PA3A2	Perform efficient movements in activities to prevent injuries.		X

OBJECTIVE # 1	Skips using a mature pattern. Runs with a mature pattern.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E1.2, GLO S1.E2.2a, GLE HM1A2 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand that different locomotor movements involve different foot patterns. Students will understand that safety and sportsmanship contribute to the enjoyment of the activity. 	<ul style="list-style-type: none"> Locomotor patterns(run, hop, skip, jump, slide, gallop) Spatial awareness (general space, personal space, over, under, around, through) Pathways Levels Sportsmanship Cooperation 	<ul style="list-style-type: none"> Differentiate between different locomotor patterns by demonstrating the skill and/or explaining the main differences. Demonstrate and explain the critical elements of skipping and running. 	

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate and discuss skill • Continuously review the main attribute that makes each locomotor skill unique from the others (e.g., skip: step, hop, switch, run: both feet in flight). 	<ul style="list-style-type: none"> • Non-timed relays • Practice in chasing/fleeing games 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify activity (If focus is on fleeing, or speed) 	<ul style="list-style-type: none"> • Additional practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Introduce new chasing/fleeing games to reinforce skill • Add the use of more challenging levels and pathways. 	<ul style="list-style-type: none"> • Peer teaching • Student creates their own running/skipping pattern and teaches others 	4

OBJECTIVE # 2	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1-and 2-foot take-offs and landings. Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E3.2, GLO S1.E4.2, GLE HM1A2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students understand that different locomotor movements involve different foot patterns. Students understand that safety and sportsmanship contribute to the enjoyment of the activity. 	<ul style="list-style-type: none"> Locomotor patterns(run, hop, skip, jump, slide, gallop) Spatial awareness (general space, personal space, over, under, around, through) Pathways Levels Sportsmanship Cooperation 	<ul style="list-style-type: none"> Differentiate between different locomotor patterns by demonstrating the skill and/or explaining the main differences. Demonstrate and explain the critical elements of horizontal plane and vertical plane jumping.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Show a video in slow motion of 1 and 2 foot take-offs and landings Continuously review the main attribute that makes jumping unique from other locomotor skills 	<ul style="list-style-type: none"> Non-timed relays Practice in chasing/fleeing games 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify activity (If focus is on fleeing, or speed) 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Introduce new chasing/fleeing games to reinforce skill • Add the use of more challenging levels and pathways. 	<ul style="list-style-type: none"> • Students demonstrate all 5 of the critical elements for jumping and landing 	4

OBJECTIVE # 3	Applies appropriate cooperative, social and teamwork skills while participating in game situations.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> • GLO S2.E5.2, GLE HM1A2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • Students understand that focused attention on the changes in my playing environment and control of my body helps prevent injuries to myself and others. • Students understand that safety and sportsmanship contribute to the enjoyment of the activity. 	<ul style="list-style-type: none"> • Locomotor patterns(run, hop, skip, jump, slide, gallop) • Spatial awareness (general space, personal space, over, under, around, through) • Pathways • Levels 	<ul style="list-style-type: none"> • Move with control of the body throughout a designated space while participating in chasing/fleeing low-organized games. • Make appropriate contributions to a team of players by working together toward a shared goal.

	<ul style="list-style-type: none"> • Sportsmanship • Cooperation • Safe bubble 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Model safe touch for tag • Emphasize keeping sight toward the moving. • Provide clear precise instructions and rules for an activity. 	<ul style="list-style-type: none"> • Participate in small-sided tag games. • Participate in large group tag games. 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Remove the chasing/fleeing from the activity. (Move throughout designated space with the sole purpose of not coming into contact with another player) • Use a tagging implement such as a ball or piece of pool noodle to increase the distance of players while attempting a tag. 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Add more strategic pieces to the game (Can tag while inside designated area, but can be tagged in a different area). 	<ul style="list-style-type: none"> • Change the level, locomotor skill, or pathways in which to tag. 	4



CONTENT AREA: Physical Education

COURSE: Second Grade

UNIT TITLE: Other Manipulatives

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Variety of safe, developmentally appropriate manipulatives (jump rope, jump bands, stacking cups, scooters, parachutes, bowling, etc.) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Students will understand fundamental movement skills. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How do I continue jumping when others are turning the rope? How can I use other manipulatives to make me healthy and fit?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E27.2a	Jumps a self-turned rope consecutively forward and backward with a mature pattern.	X	
GLO S1.E27.2b	Jumps a long rope 5 times, consecutively with student turners.	X	
GLO S2.E3.2	Varies time and force with gradual increases and decreases.		X
GLO S3.E1.2	Describes large-motor and/or manipulative physical activities for participation outside physical education class.		X
GLO S3.E2.2	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.2	Practices skills with minimal teacher prompting.		X
GLO S4.E2.2	Accepts responsibility for class protocols with behavior and performance actions.		X
GLO S4.E3.2	Accepts specific corrective feedback from the teacher.		X
GLO S4.E4.2	Works independently with others in partner environments.		X
GLO S4.E5.2	Recognizes and adheres to the role of rules and etiquette in teacher designed physical activities.		X
GLO S4.E6.2a	Works independently and safely in physical education.	X	
GLO S4.E6.2b	Works safely with physical education equipment.	X	
GLO S5.E2.2	Compares physical activities that bring confidence and challenge.		X
GLE HM1C2	Demonstrate individually and with a partner manipulative skills in a stationary position and while moving.		X
GLE PA1B2	Identify opportunities outside of school to participate regularly in physical activities.		X
GLE PA2A2	Demonstrate independence and good use of time while participating in physical activity. Show appropriate sportsmanship and sensitivity to diversity and gender issues.	X	
GLE PA3A2	Perform efficient movement in activities to prevent injuries.		X
GLE HM1E2	Identify and apply concepts relating to force.		X
GLE HM2A2	Demonstrate proper techniques for a variety of fundamental skills	X	

OBJECTIVE # 1	Jumps a self-turned rope consecutively forward and backward with a mature pattern. Jumps a long rope 5 times, consecutively with student turners.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E27.2a, GLO S1.E27.2b, GLE HM2A2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that jumping rope is a cardiovascular activity that involves coordination Students will understand that jumping and turning a rope involves rhythm skills 	<ul style="list-style-type: none"> Jump Turn Speed Force Landing 	<ul style="list-style-type: none"> Time a jump accordingly with the turn of the rope (turn, then jump) Time a jump accordingly with the turn of a student/teacher turned long rope Turn a long rope in synchronization with another turner
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Show a video in slow motion of a student successfully turning and jumping a rope forward and backward Breakdown skill into understandable cues (turn then jump, soft landing, watch arm of long-rope turner) 	<ul style="list-style-type: none"> Practice in self space Participate in small group long-rope stations 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Work on landing only, without turning rope (place rope length-wise on the floor and emphasize keeping heels off of the ground, jumping back and forth over rope with shortest possible distance and height off of the ground) • Turn rope, then step over (repeat) 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching • Performs intermediate jump-rope skills (e.g. tricks) 	4

OBJECTIVE # 2	Works independently and safely in physical education. Works safely with physical education equipment.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S4.E6.2a, GLO S4.E6.2b, GLE PA2A2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that there are many manipulatives to help keep our bodies healthy and fit Students will understand that cognitive learning and coordination can be improved through physical activity Students will understand that following teacher directions allows myself and others the opportunity to try new things Students will understand that physical activity can be fun 	<ul style="list-style-type: none"> Parachute Grip Scooters Cup stacking Juggle Coordination 	<ul style="list-style-type: none"> Learn more about how our bodies move and how it responds to the use of a variety of equipment Discover ways to enjoy a variety of activities working together with others Develop cardiorespiratory endurance, muscular endurance and muscular strength, using non-conventional equipment Develop coordination of fine and large muscle movements
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues or steps Role play safe usage of PE equipment 	<ul style="list-style-type: none"> Whole group parachute activities Cup stacking, group cup stacking Scooter games and relays Bowling teams Juggling scarves, racket balls Tug-of-War rope exercises Frisbee games Noodles activities Scoop activities Team-building activities 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify groups or equipment 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer Modeling 	<ul style="list-style-type: none"> • Peer Teaching 	4



CONTENT AREA: Physical Education
COURSE: 2nd Grade

UNIT TITLE: Dribbling/Hand Skills
UNIT DURATION: 3 Weeks and throughout the year

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Basketballs, playground balls, music, pins, cones, video clips, projector • https://www.breakthroughbasketball.com/fundamentals/ballhandling.html • http://www.thepespecialist.com/teaching-basketball-ball-handling-dribbling/ 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Participation in physical activities can provide an opportunity for developing an understanding of and respect for differences among people. • Physical activity can provide opportunities for personal enjoyment, challenge, self expression, and social interaction. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What does it mean to participate fairly? • How will physical activity help me now and in the future? • Why is it important to practice?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E17.2a	Dribbles in self-space with preferred hand demonstrating a mature pattern.	x	
GLO S1.E17.2b	Dribbles using the preferred hand while walking in general space.	x	
GLO S2.E3.2	Varies time and force with gradual increases and decreases. Applies appropriate cooperative, social, and teamwork skills while participating in game situations. Identify human body systems (e.g. heart-circulatory system, lungs-respiratory system, muscle-muscular system, bones-skeletal system). Show on the body a few of the major bones (e.g. patella, ribs, phalanges, femur).		x
GLO S3.E1.2	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). Identifies the recommended amount of physical activity for children. Describe how being physically active can help a person feel better. Describe the benefits of being physically active. Describe the benefits of drinking plenty of water before, during, and after physical activity.		x
GLO S3.E3.2b	Identifies physical activities that contribute to fitness.		x
GLO S3.E4.2	Identifies proper warm-up and cool down procedures (e.g. static/dynamic stretching).		x

GLO S3.E6.2	Recognizes how energy balance correlates to nutrition and physical activity (caloric intake and expenditure). Recognizes that daily hydration choices relate to physical activity.		x
GLO S4.E1.2	Practices skills with minimal teacher prompting.		x
GLO S4.E2.2	Accepts responsibility for class protocols with behavior and performance actions.		x
GLO S4.E3.2	Accepts specific corrective feedback from the teacher.		x
GLO S4.E4.2	Works independently with others in partner environments.		x
GLO S4.E5.2	Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities.		x
GLO S4.E6.2a	Works independently and safely in physical education.		x
GLO S4.E6.2b	Works safely with physical education equipment. Be able to identify safety rules for playing on playgrounds, swimming, and playing sports. Describe how to be a safe pedestrian.		x
GLO S5.E1.2	Recognizes the value of “good health balance.”		x
GLO S5.E2.2	Compares physical activities that bring confidence and challenge.		x
GLO S5.E3.2	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, and practice tasks/games environment).		x
GLE HM1C2	Demonstrate individually and with partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling).	x	
GLE HM2A2	Demonstrate proper techniques for a variety of fundamental skills.	x	

OBJECTIVE # 1	Dribbles in self-space with preferred hand demonstrating a mature pattern. Dribbles using the preferred hand while walking in general space.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> S1.E17.2a, S1.E17.2b, GLE HM1C2, GLE HM2A2

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The students will understand how to dribble a ball using correct form and in self space 	<ul style="list-style-type: none"> Self space, dribble, dominant hand, non-dominant hand, pass, force and time 	<ul style="list-style-type: none"> The student will be able to dribble a ball in self space continuously for a set amount of time The student will be able to walk in general space and dribble with dominant hand

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate, model, video clips, lead up games, group challenges, individual challenges, learning stations 	<ul style="list-style-type: none"> Practice, individual challenges, group challenges, learning stations 	1, 2, 3, 4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reteach, use students to model skill, use stations so teacher can move around more freely to help students that are struggling 	<ul style="list-style-type: none"> • Practice, play, practice 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Group challenges, individual challenges, small sided games, lead up games 	<ul style="list-style-type: none"> • Practice, group challenges, individual challenges, play lead up games 	3, 4



CONTENT AREA: Physical Education

COURSE: 2nd Grade

UNIT TITLE: Fitness and Goal Setting

UNIT DURATION: 3 Classes and throughout the year

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Projector, laptop, pencils, goal setting sheet, mats, FitnessGram equipment (pacer CD, curl up strips, stopwatches, flexibility testers, push up training mats, wall mounted chin up bar, cones) • How to run the beep test: https://www.youtube.com/watch?v=lroAhVO83il#t=52 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Positive decision making about fitness contributes to a healthy lifestyle. • Physical fitness improves the quality of one’s life. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How does exercise affect the body? • Why is physical fitness important? • How do you maintain physical fitness? • How does heart rate affect physical fitness? • Why is being safe important?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S2.E5.2	Applies appropriate cooperative, social, and teamwork skills while participating in game situations.		x
	Identify human body systems (e.g. heart—circulatory system, lungs— respiratory system, muscle—muscular system, bones— skeletal system) .	x	
	Show on the body a few of the major bones (e.g. patella, ribs, phalanges, femur).		x
GLO S3.E1.2	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).		x
	Identifies the recommended amount of physical activity for children.	x	
	Describe how being physically active can help a person feel better.	x	
	Describe the benefits of being physically active.	x	
	Describe the benefits of drinking plenty of water before, during, and after physical activity.	x	
GLO S3.E2.2	Meet the national standard of 60 minutes of daily physical activity.		x
GLO S3.E3.2b	Identifies physical activities that contribute to fitness.	x	
GLO S3.E4.2	Identifies proper warm up and cool down procedures (e.g. static/dynamic stretching).	x	
GLO S3.E5.2	Demonstrates skills necessary to improve fitness levels (e.g. FITNESSGRAM).	x	
GLO S3.E6.2	Recognizes how energy balance correlates to nutrition and physical activity (caloric intake and expenditure).	x	

	Recognizes that daily hydration choices relate to physical activity.	x	
GLO S4.E1.2	Practices skills with minimal teacher prompting.		x
GLO S4.E2.2	Accepts responsibility for class protocols with behavior and performance actions.		x
GLO S4.E3.2	Accepts specific corrective feedback from the teacher.		x
GLO S4.E4.2	Works independently with others in partner environments.		x
GLO S4.E5.2	Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities.		x
GLO S4.E6.2a	Works independently and safely in physical education. (S4.E6.2a)		x
GLO S4.E6.2b	Works safely with physical education equipment. Be able to identify safety rules for playing on playgrounds, swimming, and playing sports. Describe how to be a safe pedestrian		x
GLO S5.E1.2	Recognizes the value of “good health balance.”		x
GLO S5.E2.2	Compares physical activities that bring confidence and challenge.		x
GLO S5.E3.2	Identifies physical activities that provide self-expression (e.g., dance,gymnastics routines,practice tasks/games environment).		x
HM1A2	Tell why it is important to be physically active every day.	x	
HM1B2	Identify opportunities outside of school to participate regularly in physical activities (e.g. dance practice, jogging, kick, dribble, throw and catch).	x	
HM1C2	Describe the benefits of appropriate warm-up and cool-down activity.	x	
HM1D2	Identify the parts of the circulatory and respiratory systems of the body (circulatory - heart, blood, veins, arteries; respiratory - lungs, mouth, nose, bronchial tubes, trachea).	x	

OBJECTIVE # 1	Understand Health Related Fitness demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	S2.E5.2, S3.E1.2, S3.E2.2b, S3.E3.2, S3.E4.3, S3.E5.2, S3.E6.2, HM1A2, HM1B2, HM1C2, HM1D2	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The students will understand physical activity in a variety of activities affects the body 	<ul style="list-style-type: none"> Dodging Fleeing Chasing, F.I.T. Principle Frequency Intensity Time 	<ul style="list-style-type: none"> Identify 3 parts of a workout: warm up, physical activity and cool down Identify the change in heart rate during exercise Locate their heart beat Participate in activities that elevate the heart rate during physical education class Recognize the need to exercise for 60 minutes every day Identify the key elements with the how often, how hard and how long
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Video clips, exercise videos, modeling, demonstrating, discussion, variety of tag games, fitness stations 	<ul style="list-style-type: none"> Participate in activities 	1, 2, 3, 4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reteach • Use stations to work in smaller groups • Use different video clips • Demonstrate with peers 	<ul style="list-style-type: none"> • Practice and Participate 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Teach how to find pulse in neck • Teach how to figure your heart rate • Have students log activities outside of school • Help students set goals for being active in PE and outside of school 	<ul style="list-style-type: none"> • Practice and participate 	3, 4



<p>CONTENT AREA: Physical Education</p> <p>COURSE: 2nd Grade</p>	<p>UNIT TITLE: Rhythm/Dance</p> <p>UNIT DURATION: 3 Weeks and throughout the year</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Music and a variety of manipulatives (ie. scarves, lummi sticks, and jump ropes) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor and cognitive skills.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand that dance and rhythms allow self expression of ideas and feelings. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • Why would I want to dance? • What activities use rhythm?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E5.2	Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms.	X	
GLO S1.E10.2	Differentiates among twisting, curling, bending and stretching actions.		X
GLO S1.E11.2	Combines balances and transfers into a three-part sequence (i.e. dance, gymnastics).	X	
GLO S1.E17.2a	Dribbles in self space with preferred hand demonstrating a mature pattern.		x
GLO S1.E17.2b	Dribbles using the preferred hand while walking in general space.		x
GLO S1.E27.2a	Jumps a self turned rope consecutively forward and backward with a mature pattern.		x
GLO S1.E27.2b	Jumps a long rope 5 times consecutively with student turners.		x
GLO S2.E1.2	Combines locomotor skills in general space to a rhythm.	x	
GLO S2.E2.2	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.	x	
GLO S2.E3.2	Varies time and force with gradual increases and decreases.		x
GLO S3.E1.2	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).		x
GLO PA1.2.1	Identifies the recommended amount of physical activity for children.		x
GLO PA1.2.4	Describes how physical activity can help a person feel better.		x
GLO S3.E6.2	Recognizes how energy balance correlates to nutrition and physical activity (caloric intake and expenditure).		x
GLO S4.E1.2	Practices skills with minimal teacher prompting.		x
GLO S4.E2.2	Accepts responsibility for class protocols with behavior and performance actions.		x
GLO S4.E3.2	Accepts specific corrective feedback from the teacher.		x
GLO S4.E4.2	Works independently with others in partner environments.		x

GLO S4.E5.2	Recognizes the role of rules and etiquette in teacher designed physical activities.		x
GLO S4.E6.2a	Works independently and safely in physical education.		x
GLO S4.E6.2b	Works safely with physical education equipment.		x
GLO S5.E1.2	Recognizes the value of “good health balance”.		x
GLO S5.E2.2	Compares physical activities that bring confidence and challenge.		x
GLO S5.E3.2	Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice tasks in games environments).		x
GLE PA3A2	Demonstrate movements to different rhythms.	x	
GLE PA3B2	Demonstrate the ability to create rhythmic movement patterns (e.g. fluid and smooth movements, strong and intense movements).	x	
GLE PA3C2	Create personal rhythmic pattern with a manipulative (e.g. lummi stick).		x
GLE PA3D2	Demonstrate simple step patterns (e.g. step together, step touch) and scattered formations in dance. Demonstrate simple dance mixers changing partners.	x	
GLE PA3E2	Identify historical origins of folk dances (e.g. kinder Polka-germany).		x

OBJECTIVE # 1	Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> S2.E5.2, GLE PA3A2, GLE PA3B2 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> The student will understand how to move to simple rhythms 	<ul style="list-style-type: none"> Rhythm Dance Beat Count Sequence Movement Non locomotor skills Tempo 	<ul style="list-style-type: none"> The student will be able to perform simple dances in small or large group settings 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Demonstrate the dance 	<ul style="list-style-type: none"> Students will practice a variety of dances 	1, 2, 3, 4	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reteach 	<ul style="list-style-type: none"> • Practice 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer model, peer demonstrate, teach a more difficult dance 	<ul style="list-style-type: none"> • Peer teachings 	3, 4

OBJECTIVE # 2	Combines balances and transfers into a three-part sequence (i.e. dance, gymnastics)	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E11.2, GLE PA3D2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The student will understand how to combine movements so they flow together to create a 3 part sequence 	<ul style="list-style-type: none"> Song cues Locomotor skills Self space General space Direction Count 	<ul style="list-style-type: none"> The student will be able to combine balances and transfers into a 3 part sequence
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Model, demonstrate simple dances that combine balances and transfers 	<ul style="list-style-type: none"> Practice dances and learn balances and transfers 	1, 2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach uses different examples 	<ul style="list-style-type: none"> More practice time 	1, 2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none">• Teach dance with more difficulty or challenge student to discover different balances and transfers that can be combined	<ul style="list-style-type: none">• Discover other balances and transfers that can be combined to create dance movements	3, 4

Third Grade



CONTENT AREA: Physical Education	UNIT TITLE: Kicking/Foot Skills
COURSE: 3 rd Grade	UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> A variety of developmentally appropriate balls 	BIG IDEA(S): <ul style="list-style-type: none"> Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> Students will learn fundamental movement skills through games. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> How will knowing how to kick improve my enjoyment of physical activity? What are 4 of the 5 elements of kicking a ball?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E18.3	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. Hand dribble and foot dribble a ball and maintain control while traveling within a group.	X	
GLO S1.E19.3	Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.	X	
GLO S1. E21.3a	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.	X	
GLO S1.E21.3b	Uses a continuous running approach and kicks a stationary ball for accuracy.	X	
GLO S2.E3.3	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation.		X
GLO S2.E5.3	Applies chasing, fleeing and dodging in a variety of complex and changing game-like situation.		X
GLO S3.E1.3a	Tracks participation in physical activities outside physical education class.		X
GLO S3.E1.3b	Identifies physical activity benefits as a way to become healthier. Identifies different types of physical activity (Physical Activity Pyramid). Sets a realistic personal goal to be physically active.		X
GLO S3.E2.3	Meets the national standard of 60 minutes of daily physical activity. Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.		X
GLO S3.E3.3	Provide examples of physical activity to enhance different fitness components.		X
GLO S3.E4.3	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.		X
GLO S4.E1.3	Exhibits personal responsibility in teacher directed activities.		X
GLO S4.E2.3	Works independently for extended periods of time.		X

GLO S4.E3.3	Accepts and implements specific corrective feedback from the teacher.		X
GLO S4.E4.3a	Works cooperatively with others.		X
GLO S4.E4.3b	Praises others for their success in movement performance.		X
GLO S4.E5.3	Recognizes and adheres to the role of rules and etiquette in physical activity with peers.		X
GLO S4.E6.3	Works independently and safely in physical activity settings.		X
GLO S5.E1.3	Discusses the relationship between physical activity and good health.		X
GLO S5.E2.3	Discusses the challenge that comes from learning a new physical activity.		X
GLO S5.E3.3	Reflects on the reasons for enjoying selected physical activities.		X
GLO S5.E4.3	Describes the positive social interactions that come when engaged with others in physical activity.		X
GLE HM1C3	Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through).	X	
GLE HM1B3	Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control).		X
GLE HM1C3	Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands).		X
GLE HM2A3	Demonstrate respect for all students regardless of individual differences in skills and abilities.		X
GLE HM3A3	Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention.		X
GLE HM2A3	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown).		X

OBJECTIVE # 1	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E18.3, GLE HM1C3 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand that dribbling with both feet and being able to move with the ball are essential to enjoying activities that involve dribbling 	<ul style="list-style-type: none"> Kicking Dribbling Instep General space Speed Control Force 	<ul style="list-style-type: none"> Dribble a ball with both feet while jogging Dribble a ball while moving around other students in a designated area 	

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate the proper way to dribble a ball to the students Watch a video of someone dribbling 	<ul style="list-style-type: none"> Practice dribbling a ball while jogging around a designated area 	1, 2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade level common assessments 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforce through modification and individualized instruction 	<ul style="list-style-type: none"> Additional practice at home and at recess 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer teaching 	<ul style="list-style-type: none"> Allow students to create and play their own learning activity 	4

OBJECTIVE # 2	Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E19.3, GLE HM1C3 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand that passing with the inside of their foot is key to a good pass Students will understand that receiving the pass before returning the pass will help with control of the ball 	<ul style="list-style-type: none"> Passing Receiving Instep Direction Force 	<ul style="list-style-type: none"> Pass a ball to a partner using the inside of their foot and sending the ball directly to them Receive a pass while keeping control of the ball 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Demonstrate the correct way to pass a ball to a partner Demonstrate the correct way to receive a pass from a partner 	<ul style="list-style-type: none"> Pass ball back and forth with a partner while standing stationary in a designated area 	1, 2, 3, 4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Observation and feedback Grade level common assessments 	Formative and summative	1, 2, 3, 4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Reinforce through modification and individualized instruction 	<ul style="list-style-type: none"> Additional practice at home and at recess 	1, 2	

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none">Peer teaching	<ul style="list-style-type: none">Allow students to create and play their own learning activity	4



CONTENT AREA: Physical Education

COURSE: 3rd Grade

UNIT TITLE: Throwing/Catching Skills

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Variety of safe, developmentally appropriate balls 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Students will understand fundamental movement skills 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> Which type of throwing and catching skills will I use for different activities? How will I throw and catch to control the ball, pass the ball or score? What throwing games can I play outside of school or at recess?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E13.3	Throws underhand to a partner or target with reasonable accuracy.	X	
GLO S1.E14.3	Throws overhand demonstrating 3 of the 5 critical elements of a mature pattern in non-dynamic environments, for distance and/or force.	X	
GLO S1.E16.3	Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.	X	
GLO S2.E3.3	Combines movement concepts with skills as directed by the teacher or as is appropriate for the situation.		X
GLO S3.E1.3a	Tracks participation in physical activities outside physical education class.		X
GLO S3.E2.3	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.3	Exhibits personal responsibility in teacher-directed activities.		X
GLO S4.E2.3	Works independently for extended periods of time.		X
GLO S4.E3.3	Accepts and implements specific corrective feedback from the teacher.		X
GLO S4.E4.3a	Works cooperatively with others.		X
GLO S4.E4.3b	Praises others for their success in movement performance.		X
GLO S4.E5.3	Recognizes and adheres to the role of rules and etiquette in physical activity with peers.		X
GLO S4.E6.3	Works independently and safely in physical activity settings.		X
GLO S5.E2.3	Discusses the challenge that comes from learning a new physical activity.		X
GLO S5.E3.3	Reflects on the reasons for enjoying selected physical activities.		X
GLO S5.E4.3	Describes the positive social interactions that come when engaged with others in physical activity.		X
GLE HM1C3	Demonstrate critical elements for manipulative skills (e.g., step forward with opposite foot, arm position, step and follow through).	X	

GLE PA1B3	Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control).		X
GLE PA2A3	Demonstrate respect for all students regardless of individual differences in skills and abilities.		X
GLE PA3A3	Recognize appropriate warm-up, cool down and flexibility activities and the importance of each to injury prevention.		X
GLE HM1F3	Apply fundamental and specialized skills in lead-up games. Identify appropriate cooperative, social, and teamwork skills while participating in game situations.		X
GLE HM2A3	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown).		
GLE HM2B3	Demonstrate a variety of sport specific lead-up games.		X

OBJECTIVE # 1	Throws underhand to a partner or target with accuracy.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E13.3, GLE HM1C3

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that proper mechanics of throwing will allow for control of the ball through force, distance, speed and accuracy. 	<ul style="list-style-type: none"> Throw Toss Catch Overhand Underhand Accuracy Pass receive Target Opposition Mature pattern 	<ul style="list-style-type: none"> Use a variety of equipment to toss underhand to a target during partner practice and during a lead-up activity.

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate and discuss skill • Watch a video of proper throwing mechanics • Breakdown skill into understandable cues 	<ul style="list-style-type: none"> • Practice tossing to a partner • Participate in small group or low-organized games using the underhand toss 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment (lighter/heavier ball) • Place a sticker on the shoe opposite of the tossing/throwing hand to provide a visual reminder of which foot to step forward 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching 	4

OBJECTIVE # 2	Throws overhand demonstrating 3 of the 5 critical elements of a mature pattern in non-dynamic environments, for distance and/or force.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E14.3, GLE HM1C3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that proper mechanics of throwing will allow for control of the ball through force, distance, speed and accuracy. 	<ul style="list-style-type: none"> Throw Toss Catch Overhand Underhand Accuracy Pass receive Target Opposition Mature pattern 	<ul style="list-style-type: none"> Use a variety of equipment to throw overhand demonstrating 3 of the following critical elements of mature throwing pattern...1) Stand sideways to target 2) Bring arm over shoulder 3) Aim and step with opposition/twist hips 4) Square shoulders and follow through 5) Hit the target
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video of proper throwing mechanics Breakdown skill into understandable cues 	<ul style="list-style-type: none"> Practice throwing to a partner Participate in small group or low-organized games using the overhand throw 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessments 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforcement of skill Modify equipment (lighter/heavier ball) Place a sticker on the shoe opposite of the tossing/throwing hand to provide a visual reminder of which foot to step forward 	<ul style="list-style-type: none"> Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer Modeling 	<ul style="list-style-type: none"> Peer teaching 	4

OBJECTIVE #3	Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E16.3, GLE HM1C3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that a ball is caught with the hands and not with the use of the torso Students will understand that a ball is caught by moving the hands (and/or entire body) to the ball. 	<ul style="list-style-type: none"> Throw Toss Catch Overhand Underhand Accuracy Receive Target Opposition Passing Torso 	<ul style="list-style-type: none"> Catch a hand-sized ball tossed from a partner, demonstrating 4 of the 5 critical elements of a mature catching pattern... 1) Be in ready position, 2) Eyes on the ball, 3) Move to catch the ball, 4) Catch with hands not body, 5) Absorb the impact

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate and discuss skill • Watch a video of proper catching mechanics • Breakdown skill into understandable cues (eyes on the ball, thumbs together/pinky fingers together, pull ball in AFTER catching with hands) 	<ul style="list-style-type: none"> • Partner toss and catch • Participate in small group low-organized games that require catching 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment • Emphasize preparation of hands before catching 	<ul style="list-style-type: none"> • Additional Practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching 	4



<p>CONTENT AREA: Physical Education</p> <p>COURSE: 3rd Grade</p>	<p>UNIT TITLE: Striking Skills</p> <p>UNIT DURATION: Ongoing</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Variety of safe, developmentally appropriate balls • Variety of safe, developmentally appropriate striking implements (paddles, rackets, sticks, bats, batting tees, etc.) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand fundamental movement skills. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What striking games can I participate in with my family or friends? • What does striking look like in different activities? • How can I control the object that I strike?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E22.3	Strikes/volleys and 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 mature pattern. Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts, such as the forearm pass (volleyball), thigh trap/pass (soccer).	X	
GLO S1.E24.3a	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.		X
GLO S1.E24.3b	Strikes an object with a short-handled implement while demonstrating the 5 critical elements of a mature pattern.	X	
GLO S1.E25.3	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.	X	
GLO S2.E3.3	Combines movement concepts with skills as directed by the teacher or as is appropriate for the situation.		X
GLO S3.E1.3a	Tracks participation in physical activities outside physical education class.		X
GLO S3.E2.3	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.3	Exhibits personal responsibility in teacher-directed activities.		X
GLO S4.E2.3	Works independently for extended periods of time.		X
GLO S4.E3.3	Accepts and implements specific corrective feedback from the teacher.		X
GLO S4.E4.3a	Works cooperatively with others.		X
GLO S4.E4.3b	Praises others for their success in movement performance.		X

GLO S4.E5.3	Recognizes and adheres to the role of rules and etiquette in physical activity with peers.		X
GLO S4.E6.3	Works independently and safely in physical activity settings.		X
GLO S5.E2.3	Discusses the challenge that comes from learning a new physical activity.		X
GLO S5.E3.3	Reflects on the reasons for enjoying selected physical activities.		X
GLO S5.E4.3	Describes the positive social interactions that come when engaged with others in physical activity.		X
GLE HM1C3	Demonstrate critical elements for manipulative skills (e.g., step forward with opposite foot, arm position, step and follow through).	X	
GLE PA1B3	Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control).		X
GLE PA2A3	Demonstrate respect for all students regardless of individual differences in skills and abilities.		X
GLE PA3A3	Recognize appropriate warm-up, cool down and flexibility activities and the importance of each to injury prevention.		X
GLE HM1F3	Apply fundamental and specialized skills in lead-up games. Identify appropriate cooperative, social, and teamwork skills while participating in game situations.		X
GLE HM2A3	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown).		X
GLE HM2B3	Demonstrate a variety of sport specific lead-up games.		X

OBJECTIVE # 1	Strikes/volleys and 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 mature pattern.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E22.3, GLE HM1C3

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that proper mechanics of striking are needed for control of an object through force, distance, speed and accuracy. Students will understand that keeping your eyes on the ball is essential to timing contact with the object. 	<ul style="list-style-type: none"> Strike Volley Overhand (set, serve) Underhand (serve) Forearm pass Force (strong and light) Shoot Receive Stick-handling Batting Swing Forehand Backhand 	<ul style="list-style-type: none"> Use appropriate body position and force to direct an object toward a specified position. Underhand serve a volleyball Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts, such as the forearm pass (volleyball).

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate and discuss skill • Watch a video on proper mechanics of striking • Breakdown skill into understandable cues 	<ul style="list-style-type: none"> • Practice volleying in self space • Serve toward a wall target • Partner toss and volley • Participate in small group volleying activity, allowing others to help keep the ball in flight. 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment lighter training volleyball • Ball should be tossed by the teacher or a skilled tosser. 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching 	4

OBJECTIVE # 2	Strikes an object with a short-handled implement while demonstrating the 5 critical elements of a mature pattern. 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.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E24.3b, GLO S1.E25.3, GLE HM1C3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that proper mechanics of striking are needed for control of an object through force, distance, speed and accuracy. Students will understand that keeping your eyes on the ball is essential to timing contact with the object. 	<ul style="list-style-type: none"> Strike Volley Overhand (set, serve) Underhand (serve) Forearm pass Force (strong and light) Shoot Receive Stick-handling Batting Swing Forehand Backhand 	<ul style="list-style-type: none"> Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target, and swing plane. (Short and long implements)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video on proper mechanics of consistently striking a ball with a short handled implement Breakdown skill into understandable cues (eyes on the ball, begin in side orientation) 	<ul style="list-style-type: none"> Stations- Strike off to tee a wall, strike a ball with a hockey stick Self-toss and strike a ball to wall 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment (larger ball, larger striking surface of implement) • Emphasize preparation of implement and body position before striking. 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer Modeling 	<ul style="list-style-type: none"> • Peer Teaching 	4



CONTENT AREA: Physical Education

COURSE: 3rd Grade

UNIT TITLE: Other Manipulatives

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Variety of safe, developmentally appropriate manipulatives. (jump rope, jump bands, stacking cups, scooters, parachutes, bowling, etc.) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Students will understand fundamental movement skills. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How do I continue jumping when others are turning the rope? How can I use other manipulatives to make me healthy and fit?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E27.3	Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.	X	
GLO S2.E1.3	Demonstrates safe movement through general space in a variety of movement contexts.		X
GLO S2.E3.3	Combines movement concepts (directions, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation.		X
GLO S2.E3.3	Combines movement concepts with skills as directed by the teacher or as is appropriate for the situation.		X
GLO S3.E1.3a	Tracks participation in physical activities outside physical education class.		X
GLO S3.E2.3	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.3	Exhibits personal responsibility in teacher-directed activities.	X	
GLO S4.E2.3	Works independently for extended periods of time.		X
GLO S4.E3.3	Accepts and implements specific corrective feedback from the teacher.		X
GLO S4.E4.3a	Works cooperatively with others.		X
GLO S4.E4.3b	Praises others for their success in movement performance.		X
GLO S4.E5.3	Recognizes and adheres to the role of rules and etiquette in physical activity with peers.		X
GLO S4.E6.3	Works independently and safely in physical activity settings.	X	
GLO S5.E2.3	Discusses the challenge that comes from learning a new physical activity.		X
GLO S5.E3.3	Reflects on the reasons for enjoying selected physical activities.		X
GLO S5.E4.3	Describes the positive social interactions that come when engaged with others in physical activity.		X
GLE HM1C3	Demonstrate critical elements for manipulative skills (e.g., step forward with opposite foot, arm position, step		X

	and follow through).		
GLE PA1B3	Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control).	X	
GLE PA2A3	Demonstrate respect for all students regardless of individual differences in skills and abilities.		X
GLE PA3A3	Recognize appropriate warm-up, cool down and flexibility activities and the importance of each to injury prevention.		X
GLE HM1F3	Apply fundamental and specialized skills in lead-up games. Identify appropriate cooperative, social, and teamwork skills while participating in game situations.		X
GLE HM2A3	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown).	X	
GLE HM2B3	Demonstrate a variety of sport specific lead-up games.		X

OBJECTIVE # 1	Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E27.3, GLE HM2A3

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that jumping rope is a cardiovascular activity that involves coordination Students will understand that jumping and turning a rope involves rhythm skills 	<ul style="list-style-type: none"> Jump Turn Speed Force Landing Rotate 	<ul style="list-style-type: none"> Self-turn and jump over a short rope using challenging landing or turning methods Enter and exit a turned long-rope
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues (turn then jump, soft landing, watch the arm of the long-rope turner) 	<ul style="list-style-type: none"> Practice in self space Participate in small group long-rope stations 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Work on landing only, without turning rope (place rope length-wise on the floor and emphasize keeping heels off of the ground, jumping back and forth over rope with shortest possible distance and height off of the ground) • Turn rope, then step over (repeat) 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching • Create a jump-rope routine with either a short or long rope 	4

OBJECTIVE # 2	Exhibits personal responsibility in teacher-directed activities. Works independently and safely in physical activity settings.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S4.E1.3, GLO S4.E6.3, GLE PA1B3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that there are other things to do in P.E. besides sports activities Students will understand that cognitive learning and coordination can be improved through physical activity Students will understand that following teacher directions allows themselves and others the opportunity to try new things 	<ul style="list-style-type: none"> Parachute Grip Scoters Cup stacking Juggle Coordination 	<ul style="list-style-type: none"> Learn more about how our bodies move and how it responds to the use of a variety of equipment Discover ways to enjoy a variety of activities working together with others Develop cardiorespiratory endurance, muscular endurance and muscular strength, using non-conventional equipment Develop coordination of fine and large muscle movements
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues or steps Set goals around personal responsibility Role play safety during physical activities 	<ul style="list-style-type: none"> Whole group parachute activities Cup stacking, group cup stacking Scoter games and relays Bowling teams Juggling scarves, racket balls Tug-of-War rope exercises Frisbee games Noodles activities Scoop activities Team-building activities 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Observation and feedback Goal setting/personal safety tracking chart Grade Level PE Common Assessment 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforcement of skill Modify groups or equipment 	<ul style="list-style-type: none"> Additional practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer Modeling 	<ul style="list-style-type: none"> Peer Teaching Students write a persuasive essay on the importance of personal responsibility/goal setting and/or safety in PE class 	4



CONTENT AREA: Physical Education

COURSE: 3rd Grade

UNIT TITLE: Dribbling/Hand Skills

UNIT DURATION: 3 Weeks and throughout the year

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Basketballs, playground balls, music, pins, cones, video clips, projector • https://www.breakthroughbasketball.com/fundamentals/ballhandling.html • http://www.thepespecialist.com/teaching-basketball-ball-handling-dribbling/ 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Participation in physical activities can provide an opportunity for developing an understanding of and respect for differences among people. • Physical activity can provide opportunities for personal enjoyment, challenge, self expression, and social interaction. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What does it mean to participate fairly? • How will physical activity help me now and in the future? • Why is it important to practice?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E17.3	Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.	x	
GLO S2.E3.3	Combines movement concepts (direction, levels,force, time) with skills as directed by the teacher or as is appropriate for the situation.		x
GLO S2.E5.3	Apply chasing, fleeing and dodging in a variety of complex and changing game-like situations Identify the parts of the circulatory and respiratory systems of the body (circulatory—heart, blood, veins, arteries; respiratory—lungs, mouth, nose bronchial, tubes, trachea). Tell why muscles and bones are important to movement.		x
GLO S3.E1.3b	Identifies physical activity benefits as a way to become healthier. Identify different types of physical activity (Physical Activity Pyramid). Set a realistic personal goal to be physically active.		x
GLO S3.E2.3	Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.		x
GLO S3.E3.3	Provide examples of physical activity to enhance different fitness components.		x
GLO S3.E4.3	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.		x
GLO S3.E5.3	Demonstrates, with teacher direction, the health-related fitness assessments.		x
GLO S3.E6.3	Identifies foods and drinks that are beneficial or harmful before, during, and after physical activity.		x
GLO S4.E1.3	Exhibits personal responsibility in teacher directed activities.		x
GLO S4.E2.3	Works independently for extended periods of time.		x

GLO S4.E3.3	Accepts and implements specific corrective feedback from the teacher.		x
GLO S4.E4.3a	Works cooperatively with others.		x
GLO S4.E4.3b	Praises others for their success in movement performance.		x
GLO S4.E5.3	Recognizes and adheres to the role of rules and etiquette in physical activity with peers.		x
GLO S4.E6.3	Works independently and safely in physical activity settings. Willingly uses appropriate safety equipment with various equipment (bike helmet). Describe how to ride a bike, skateboard, inline skates, scooter safely.		x
GLO S5.E1.3	Discusses the relationship between physical activity and good health.		x
GLO S5.E2.3	Discusses the challenge that comes from learning a new physical activity.		x
GLO S5.E3.3	Reflects on the reasons for enjoying selected physical activities.		x
GLO S5.E4.3	Describes the positive social interactions that come when engaged with others in physical activity.		x
GLE HM1E3	Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space).	x	
GLE HM1F3	Apply fundamental and specialized skills in lead-up games.		x
GLE HM1F3	Identify appropriate cooperative, social, and teamwork skills while participating in game situations.		x
GLE HM2A3	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown).		x
GLE HM2B3	Demonstrate a variety of sport specific lead-up games.		x

OBJECTIVE # 1	Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> S1.E17.3, GLE HM1E3 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> The students will understand dribbling in correct form with dominant and non-dominant hand 	<ul style="list-style-type: none"> Self space Dribble Dominant hand Nondominant hand Pass Force and time 	<ul style="list-style-type: none"> The student will be able to dribble a ball in general space continuously at varying speeds 	

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate, model, video clips, lead up games, group challenges, individual challenges, learning stations 	<ul style="list-style-type: none"> Practice, individual challenges, group challenges, learning stations 	1, 2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach, use students to model skill, use stations so teacher can move around more freely to help students that are struggling 	<ul style="list-style-type: none"> Practice, play, practice 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Group challenges, individual challenges, small sided games, lead up games 	<ul style="list-style-type: none"> Practice, group challenges, individual challenges, play lead up games 	3, 4



CONTENT AREA: Physical Education

COURSE: 3rd Grade

UNIT TITLE: Fitness and Goal Setting

UNIT DURATION: 3 Classes and throughout the year

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Projector, laptop, pencils, goal setting sheet, mats, FitnessGram equipment (Pacer CD, curl up strips, stopwatches, Flexibility testers, push up training mats, wall mounted chin up bar, cones) • How to run the beep test: https://www.youtube.com/watch?v=lroAhVO83il#t=52 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Positive decision making about fitness contributes to a healthy lifestyle. • Physical fitness improves the quality of one’s life. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How does exercise affect the body? • Why is physical fitness important? • How do you maintain physical fitness? • How does heart rate affect physical fitness? • Why is being safe important?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S2.E5.3	Identify the parts of the circulatory and respiratory systems of the body (circulatory—heart, blood, veins, arteries; respiratory—lungs, mouth, nose bronchial, tubes, trachea). Tell why muscles and bones are important to movement.	x	
GLO S3.E1.3a	Tracks participation in physical activities outside physical education class.	x	
GLO S3.E1.3b	Identifies physical activity benefits as a way to become healthier. Describe how being physically active can help a person feel better. Identify different types of physical activity (Physical Activity Pyramid). Set a realistic personal goal to be physically active.	x	
GLO S3.E2.3	Meet the national standard of 60 minutes of daily physical activity. Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.		x
GLO S3.E3.3	Provide examples of physical activity to enhance different fitness components.	x	
GLO S3.E4.3	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.	x	
GLO S3.E5.3	Demonstrates, with teacher direction, the health-related fitness assessments. (e.g. FITNESSGRAM)	x	

GLO S3.E6.3	Identifies foods and drinks that are beneficial or harmful before, during, and after physical activity.	x	
GLO S4.E1.3	Exhibits personal responsibility in teacher directed activities.		x
GLO S4.E2.3	Works independently for extended periods of time.		x
GLO S4.E3.3	Accepts and implements specific corrective feedback from the teacher.		x
GLO S4.E4.3a	Works cooperatively with others.		x
GLO S4.E4.3b	Praises others for their success in movement performance.		x
GLO S4.E5.3	Recognizes and adheres to the role of rules and etiquette in physical activity with peers.		x
GLO S4.E6.3	Works independently and safely in physical activity settings. Willingly uses appropriate safety equipment with various equipment (bike helmet). Describe how to ride a bike, skateboard, inline skates, scooter safely.		x
GLO S5.E1.3	Discusses the relationship between physical activity and good health.		x
GLO S5.E2.3	Discusses the challenge that comes from learning a new physical activity.		x
GLO S5.E3.3	Reflects on the reasons for enjoying selected physical activities.		x
GLO S5.E4.3	Describes the positive social interactions that come when engaged with others in physical activity.		x
HM1A3	Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition). Identify health related fitness components.	x	
HM1B3	Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control). Describe the benefits of appropriate warm-up and cool-down activity.	x	
HM1C3	Describe how the body responds to moderately vigorous physical activities (e.g. heart has to beat faster to meet blood supply demands).	x	
HM1D3	Show on the body a few of the major bones (e.g. patella, ribs, phalanges, femur).		x
HM3A3	Recognize appropriate warm-up, cooldown and flexibility activities and the importance of each to injury prevention.	x	
HN3B3	Recognize body signals that indicate injury and seek assistance.		x

OBJECTIVE # 1	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	
REFERENCES/STANDARDS <i>GLO and GLE</i>	S2.E5.3, S3.E1.3, S3.E1.3, S3.E2.3, S3.E3.3, S3.E4.3, S3.E5.3, S3.E6.3, HM1A3, HM1B3, HM1C3, HM3A3	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The students will understand moderate to vigorous activity affects the body and overall physical fitness level 	<ul style="list-style-type: none"> Dodging Fleeing Chasing, F.I.T. Principle Frequency Intensity Time Type Heart Rate Endurance Strength Flexibility Body composition Aerobic anaerobic Fitness Components 	<ul style="list-style-type: none"> Demonstrates, with teacher direction, the health-related fitness components Recognizes the importance of warm up and cool down relative to vigorous physical activity Engages in the activities of physical education class without teacher prompting Identifies physical activity benefits as a way to become healthier Monitor the change in heart rate during exercise Identify the need to exercise for 60 minutes every day Participate in activities that elevate the heart rate during physical education class Classify exercises or activities in relationship to the three parts of a workout Identify the fitness components Recognize the physiological signs associated with moderate to vigorous activity (e.g. sweating, fast heart rate, heavy breathing)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Video clips, exercise videos, modeling, demonstrating, discussion, variety of tag games, fitness stations, warm up and cool down 	<ul style="list-style-type: none"> Participate in activities 	1, 2, 3, 4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reteach • Use stations to work in smaller groups • Use different video clips • Demonstrate with peers 	<ul style="list-style-type: none"> • Practice and Participate 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Teach student how to find pulse in wrist and neck • Have students keep an activity log for outside of school • Help students set goals for being active in PE and outside of school. 	<ul style="list-style-type: none"> • Practice and participate • Keep activity log • Set realistic goals 	3, 4



<p>CONTENT AREA: Physical Education</p> <p>COURSE: 3rd Grade</p>	<p>UNIT TITLE: Rhythm and Dance</p> <p>UNIT DURATION: 3 Weeks and throughout the year</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Music and a variety of manipulatives (ie. scarves, lummi sticks, and jump ropes) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor and cognitive skills.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand that dance and rhythms allow self expression of ideas and feelings. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • Why would I want to dance? • What activities use rhythm?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E5.3	Performs teacher selected and developmentally appropriate dance steps and movement patterns.	x	
GLO S1.E6.3	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.		x
GLO S1.E11.3	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.	x	
GLO S1.E12.3	Combines balance and weight transfers with movement concepts to create and perform a dance.	x	
GLO S2.E1.3	Recognizes the concept of open spaces in a movement context.		x
GLO S2.E2.3	Recognizes locomotor skills specific to a wide variety of physical activities.		x
GLO S2.E3.3	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.		x
GLO S2.E4.3a	Employs the concept of alignment in gymnastics and dance.		
GLO S2.E4.3b	Employs the concept of muscular tension with balance in gymnastics and dance.		x
GLO S3.E1.3a	Charts participation in physical activities outside physical education class.		x
GLO S3.E1.3b	Identifies physical activity as a way to become healthier.		x
GLO S3.E2.3	Engages actively in the activities of physical education class without teacher prompting.		x
GLO S3.E4.3	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.		x
GLO S4.E1.3	Exhibits personal responsibility in teacher-directed activities.		x
GLO S4.E2.3	Works independently for extended periods of time.		x
GLO S4.E3.3	Accepts and implements specific corrective feedback from the teacher.		x
GLO S4.E4.3a	Works cooperatively with others.		x

GLO S4.E4.3b	Praises others for their success in movement performance.		x
GLO S4.E5.3	Recognizes the role of rules and etiquette in physical activity with peers.		x
GLO S4.E6.3	Works independently and safely in physical activity settings.		x
GLO S5.E1.3	Discusses the relationship between physical activity and good health.		x
GLO S5.E2.3	Discusses the challenge that come from learning a new physical activity.		x
GLO S5.E3.3	Reflects on the reasons for enjoying selected physical activities.		x
GLO S5.E4.3	Describes the positive social interactions that come when engaged with others in physical activity.		x
GLE PA3A3	Define and differentiate between tempo and beat.	x	
GLE PA3B3	Demonstrate ability to interpret and move to a variety of music (e.g. fluid and smooth movements, strong and intense movements).	x	
GLE PA3C3	Demonstrate rhythmic routines using fundamental movement skills and or a manipulative (e.g. teacher directed routine using streamers)	x	
GLE PA3D3	Demonstrate simple step patterns (e.g. step-together-step-touch) and scattered formations in dance. Demonstrate simple dance mixers (changing partners).	x	

OBJECTIVE # 1	Performs teacher selected and developmentally appropriate dance steps and movement patterns.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> S1.E5.3, GLE PA3A3, GLE PA3B3, GLE PA3C3, GLE PA3D3 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> The student will understand that there are a variety of ways to move to a rhythm/beat 	<ul style="list-style-type: none"> Dance Rhythm Weight transfer Tempo Beat Movement Locomotor Nonlocomotor 	<ul style="list-style-type: none"> The student will be able to perform simple dances in small or large group settings 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Model, use videos to demonstrate variety of dance moves 	<ul style="list-style-type: none"> Students will practice a variety of dances Students will watch video of different dances 	1, 2, 3, 4	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reteach 	<ul style="list-style-type: none"> • Practice and review 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer model, introduce more difficult dances 	<ul style="list-style-type: none"> • Peer teach, practice more difficult dances 	3, 4

OBJECTIVE # 2	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> • S1.E11.3, GLE PA3D3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> • The student will understand that dance and rhythm allow self expression of ideas and feelings through simple movements and patterns, complex patterns and changing patterns 	<ul style="list-style-type: none"> • Dance • Rhythm • Weight transfer • Tempo • Beat • Movement • Locomotor • Nonlocomotor 	<ul style="list-style-type: none"> • Students will create and perform a dance using several movement concepts

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Model a dance routine that combines multiple skills Show videos of popular, engaging dance routines Have students model dance routines Teach students that routines can be repeating of a few simple steps 	<ul style="list-style-type: none"> Students can work with a partner or small group Students create their dance routine using more than one dance move/skill Student practice their routine Students perform their routine for peers 	1, 2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach 	<ul style="list-style-type: none"> Practice 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer model, peer demonstrate, teach a more difficult dance 	<ul style="list-style-type: none"> Peer teach 	3, 4

Fourth Grade



CONTENT AREA: Physical Education	UNIT TITLE: Kicking/Foot Skills
COURSE: 4 th Grade	UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> A variety of developmentally appropriate balls 	BIG IDEA(S): <ul style="list-style-type: none"> Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> Students will learn fundamental movement skills through games 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> How will knowing how to kick improve my enjoyment of physical activity? What are the 5 elements of kicking a ball?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E18.4	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.	X	
GLO S1.E19.4	Passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.	X	
GLO S1.E20.4	Dribbles with hands or feet in combination with other skills (e.g. passing, receiving, shooting) Dribbles, then passes a ball to a moving receiver. Hand dribble and foot dribble a ball while changing directions and changing from foot to foot and hand to hand.	X	
GLO S1.E21.4	Kicks a ground ball, a lofted ball, and punts using mature patterns.	X	
GLO S2.E1.4a	Safely applies the concept of general space to combination skills involving traveling (e.g. dribbling and traveling).		X
GLO S2.E1.4c	Dribbles in general space with changes in direction and speed.		X
GLO S2.E3.4b	Applies the concepts of direction and force in various activities (e.g. when striking an object with a short handled implement, sending it toward a designated target).		X
GLO S2.E5.4	Applies simple offensive and defensive strategies and tactics in complex and changing game like situations.		X
GLO S2.E5.4c	Recognizes the types of skills needed for different games and sports situations (e.g. kicks, throws).		X
GLO S3.E1.4	Analyzes opportunities for participating in physical activity outside physical education class. Tracks progress toward personal goal to be physically active. -Describe the recommended amount of physical activity for children. -Identify ways to increase daily physical activity.		X

	<ul style="list-style-type: none"> -Identify different types of physical activities. -Describe the importance of choosing a variety of ways to be physically active. -Explain positive outcomes for being physically active. -Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength , endurance, and flexibility and reducing the risks for chronic diseases. 		
GLO S3.E2.4	Meets the standard of 60 minutes of daily physical activity. Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.		X
GLO S3.E3.4	Identifies the components of health-related fitness and recognize activities that contribute to the development of each component.		X
GLO S4.E1.4	Exhibits responsible behavior in independent group situations.		X
GLO S4.E2.4	Reflects on personal social behaviors in independent group situations.		X
GLO S4.E3.4	Listens respectfully to corrective feedback from others (e.g. peers, adults.).		X
GLO S4.E4.4a	Praises the movement performance of others both more and less skilled.		X
GLO S4.E4.4b	Accepts players of all skill levels into the physical activity.		X
GLO S4.E5.4	Exhibits etiquette and adherence to rules in a variety of physical activities.		X
GLO S4.E6.4	<ul style="list-style-type: none"> Works safely with peers and equipment in physical activity settings. -Identify safety precautions for playing and working outdoors in different kinds of environmental conditions. -Identify ways to reduce injury as a pedestrian. 		X
GLO S5.E1.4	Examines the health benefits of participating in physical activity.		X
GLO S5.E2.4	Rates the enjoyment of participating in challenging and mastered physical activities.		X
GLO S5.E3.4	Ranks the enjoyment of participating in different physical activities.		X
GLO S5.E4.4	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.		X
GLE HM1C4	Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).	X	
GLE HM1B4b	Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing).		X
GLE HM1C4	Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15 min. jog).		X
GLE HM2A4	Apply rules and procedures to activities.		X
GLE HM3A4	Identify safe and unsafe situations and respond appropriately.		X
GLE HM2A4	Identify the proper techniques of specialized skills (e.g., law of opposition).		X

OBJECTIVE # 1	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E18.4, GLE HM1C4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand that dribbling with both feet and being able to move with the ball are essential to enjoying activities that involve dribbling 	<ul style="list-style-type: none"> Dribbling General space Ball control Speed Force 	<ul style="list-style-type: none"> Dribble a ball in general space while maintaining control of ball and moving at varying speeds 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Demonstrate dribbling the ball while moving at varying speeds Watch a video of professionals dribbling during a game 	<ul style="list-style-type: none"> Dribble a ball while moving around and keeping control of ball and body 	1, 2, 3	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade level common assessments 		Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Reinforce skill with modification and individualized instruction 	<ul style="list-style-type: none"> Additional practice at home and at recess 	1, 2	

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer teaching 	<ul style="list-style-type: none"> Allow students to create and play their own learning activity 	4

OBJECTIVE # 2	Passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E19.4, GLE HM1C4

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that passing with the inside and outside of foot is key to a good pass Students will understand that receiving the pass before returning the pass will help with control of the ball 	<ul style="list-style-type: none"> Passing Receiving Instep Direction Force 	<ul style="list-style-type: none"> Pass a ball to a partner using the inside and outside of foot and sending it directly to them Receive a pass while keeping control of the ball

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate the correct way to pass a ball to a partner Demonstrate the correct way to receive a pass from a partner 	<ul style="list-style-type: none"> Pass ball back and forth with a partner while standing stationary in a designated area 	1, 2, 3

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade level common assessments 	Formative and summative	1, 2, 3, 4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforce through modification and individualized instruction 	<ul style="list-style-type: none"> Additional practice at home and at recess 	1, 2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer teaching 	<ul style="list-style-type: none"> Allow students to create and play their own learning activity 	4



CONTENT AREA: Physical Education

COURSE: 4th Grade

UNIT TITLE: Throwing/Catching Skills

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Variety of safe, developmentally appropriate balls 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Students will understand fundamental movement skills 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> Which type of throwing and catching skills will I use for different activities? How will I throw and catch to control the ball, pass the ball or score? What throwing games can I play outside of school or at recess?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E13.5a	Throws underhand using mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects.	X	
GLO S1.E14.4a	Throws overhand using a mature pattern in non-dynamic environments (closed skills).	X	
GLO S1.E15.4	Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).	X	
GLO S1.E14.4b	Throws overhand to a partner or at a target with accuracy at a reasonable distance.	X	
GLO S1.E16.4	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).	X	
GLO S1.E6.4	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks .		X
GLO S2.E3.4b	Applies the concepts of direction and force in various activities (e.g., when striking an object with a short-handled implement, sending it toward a designated target).		X
GLO S3.E1.4	Analyzes opportunities for participation in physical activity outside physical education class.		X
GLO S3.E2.4	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.4	Exhibits responsible behavior in independent group situations.		X
GLO S4.E2.4	Reflects on personal social behavior in physical activity.		X
GLO S4.E3.4	Listens respectfully to corrective feedback from others (e.g., peers, adults).		X
GLO S4.E4.4a	Praises the movement performance of others both more- and less-skilled.		X
GLO S4.E4.4b	Accepts players of all skill levels into the physical activity.		X

GLO S4.E5.4	Exhibits etiquette and adherence to rules in a variety of physical activities.		X
GLO S4.E6.4	Works safely with peers and equipment in physical activity settings.		X
GLO S5.E2.4	Rates the enjoyment of participating in challenging and mastered physical activities.		X
GLO S5.E4.4	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.		X
GLE HM1C4	Demonstrate locomotor, nonlocomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).	X	
GLE HM2A4	Identify the proper techniques of specialized skills (e.g., law of opposition).	X	
GLE PA2A4	Apply rules and procedures to activities.		X
GLE HM1E4	Identify body parts and functions in relationship to movement (e.g., long jump-arms swing forward when legs extend).		X
GLE HM1F4	Apply fundamental and specialized skills in games situations.		X

OBJECTIVE # 1	Throws underhand using mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E13.5a, GLO S1.E15.4, GLE HM1C4, GLE HM2A4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that proper mechanics of throwing will allow for control of the ball through force, distance, speed and accuracy. 	<ul style="list-style-type: none"> Throw Toss Catch Overhand Underhand Accuracy Pass Receive Target opposition Mature pattern 	<ul style="list-style-type: none"> Use a variety of equipment to toss underhand to a target during partner practice and during a lead-up activity, using a mature pattern.

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate and discuss skill • Breakdown skill understandable cues • Watch a video of proper throwing mechanics 	<ul style="list-style-type: none"> • Practice tossing to a partner • Participate in small group of low-organized games using the underhand toss 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment • Place a sticker on the shoe opposite of the tossing/throwing hand to provide a visual reminder of which foot to step forward 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching 	4

OBJECTIVE # 2	Throws overhand using a mature pattern in non-dynamic environments (closed skills). Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E14.4a, GLO S1.E15.4, GLE HM1C4, GLE HM2A4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that proper mechanics of throwing will allow for control of the ball through force, distance, speed and accuracy. 	<ul style="list-style-type: none"> Throw Toss Catch Overhand Underhand Accuracy Pass Receive Target Opposition Mature pattern 	<ul style="list-style-type: none"> Use a variety of equipment to throw overhand demonstrating all of the following critical elements of mature throwing pattern (both to a stationary and moving target)...1) Stand sideways to target, 2) Bring arm over shoulder, 3) Aim and step with opposition/twist hips, 4) Square shoulders and follow through, 5) Hit the target
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video of proper throwing mechanics Breakdown skill into understandable cues 	<ul style="list-style-type: none"> Practice throwing to a partner Participate in small group of low-organized games using the overhand throw 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessments 	Formative and summative	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reinforcement of skill Modify equipment Place a sticker on the shoe opposite of the tossing/throwing hand to provide a visual reminder of which foot to step forward 	<ul style="list-style-type: none"> Addition practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer modeling 	<ul style="list-style-type: none"> Peer teaching 	4

OBJECTIVE # 3	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).
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E16.4, GLE HM1C4, GLE HM2A4

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that a ball is caught with the hands and not with the use of the torso Students will understand that a ball is caught by moving the hands (and/or entire body) to meet the ball 	<ul style="list-style-type: none"> Throw Toss Catch Overhand Underhand Accuracy Pass Receive Target Opposition Mature pattern Torso 	<ul style="list-style-type: none"> Catch a hand-size ball tossed from a partner, demonstrating all of the critical elements of a mature catching pattern...1) Be in ready position, 2) Eyes on the ball, 3) Move to catch the ball, 4) Catch with hands not body, 5) Absorb the impact

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate and discuss skill • Watch a video of proper catching mechanics • Breakdown skill into understandable cues (thumbs together/pinky fingers together, pull ball in AFTER catching with hands) 	<ul style="list-style-type: none"> • Partner toss and catch • Participate in small group of low-organized games that require catching 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessments 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment • Emphasize preparation of hands before catching 	<ul style="list-style-type: none"> • Addition practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching 	4



CONTENT AREA: Physical Education

COURSE: 4th Grade

UNIT TITLE: Striking Skills

UNIT DURATION: Ongoing

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> Variety of safe, developmentally appropriate balls Variety of safe, developmentally appropriate striking implements (paddles, rackets, sticks, bats, batting tees, etc.) 		BIG IDEA(S): <ul style="list-style-type: none"> Provide opportunities for students to learn understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> Students will understand fundamental movement skills. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> What striking games can I participate in with my family or friends? What does striking look like in different activities? How can I control the object that I strike? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E22.4	Strikes/volleys underhand using mature pattern, in a dynamic environment.	X	
GLO S1.E23.4	Strikes/volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. In a small group, keep an object continuously in the air without catching it.	X	
GLO S1.E24.4a	Strikes an object with a short-handled implement while demonstrating a mature pattern.	X	
GLO S1.E24.4b	Strikes an object with a short handled implement, alternating hits to a partner over a low net or against a wall. Continuously strike a ball to a wall or a partner with a paddle, using forehand and backhand strokes.	X	
GLO S1.E25.4	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).	X	
GLO S1.E6.4	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks .		X
GLO S2.E3.4b	Applies the concepts of direction and force in various activities (e.g., when striking an object with a short-handled implement, sending it toward a designated target).		X
GLO S3.E1.4	Analyzes opportunities for participation in physical activity outside physical education class.		X
GLO S3.E2.4	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.4	Exhibits responsible behavior in independent group situations.		X

GLO S4.E2.4	Reflects on personal social behavior in physical activity.		X
GLO S4.E3.4	Listens respectfully to corrective feedback from others (e.g., peers, adults).		X
GLO S4.E4.4a	Praises the movement performance of others both more- and less-skilled.		X
GLO S4.E4.4b	Accepts players of all skill levels into the physical activity.		X
GLO S4.E5.4	Exhibits etiquette and adherence to rules in a variety of physical activities.		X
GLO S4.E6.4	Works safely with peers and equipment in physical activity settings.		X
GLO S5.E2.4	Rates the enjoyment of participating in challenging and mastered physical activities.		X
GLO S5.E4.4	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.		X
GLE HM1C4	Demonstrate locomotor, nonlocomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).	X	
GLE HM2A4	Identify the proper techniques of specialized skills (e.g., law of opposition).		X
GLE PA2A4	Apply rules and procedures to activities.		X
GLE HM1E4	Identify body parts and functions in relationship to movement (e.g., long jump-arms swing forward when legs extend).		X
GLE HM1F4	Apply fundamental and specialized skills in games situations.		X

OBJECTIVE # 1	Strikes/volleys underhand using mature pattern, in a dynamic environment. Strikes/volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E22.4, GLO S1.E23.4, GLE HM1C4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that proper mechanics of striking are needed for control of an object through force, distance, speed and accuracy. Students will understand that keeping your eyes on the ball is essential to timing contact with the object. 	<ul style="list-style-type: none"> Strike Volley Overhand (set, serve) Underhand (serve) Forearm pass Force (strong and light) Shoot Receive Stick-handling Batting Swing Forehand Backhand 	<ul style="list-style-type: none"> Use appropriate body position and force to direct an object toward a specified position. Serve, set and forearm pass a volleyball in a game-like activity. In a small group, keep an object continuously in the air without catching it.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video of proper mechanics of striking Breakdown skill into understandable cues 	<ul style="list-style-type: none"> Practice volleying in self space Serve toward a wall target Partner toss and volley Participate in small group volleying activity, allowing others to help keep the ball in flight. 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment lighter training volleyball • Ball should be tossed by the teacher or a skilled tosser 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching 	4

OBJECTIVE # 2	Strikes an object with a short-handled implement, alternating hits to a partner over a low net or against a wall while demonstrating a mature pattern. 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).	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E24.4a, GLO S1.E24.4b, GLO S1.E25.4, GLE HM1C4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that proper mechanics of striking are needed for control of an object through force, distance, speed and accuracy. Students will understand that keeping your eyes on the ball is essential to accurate contact with the object. 	<ul style="list-style-type: none"> Strike Volley Overhand (set, serve) Underhand (serve) Forearm pass Force (strong and light) Shoot Receive Stick-handling Batting Swing Forehand Backhand 	<ul style="list-style-type: none"> Continuously strike a ball to a wall or a partner with a paddle, using forehand and backhand strokes. Demonstrates all critical elements of a mature pattern for short-implements, and 3 of the 5 critical elements for long-implements. Critical elements for implement striking are 1) Proper grip on the implement, 2) Correct stance, 3) Proper body/side orientation, 4) Correct swing plane, 5) Follow through
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Watch a video on proper mechanics used to continuously strike a ball to a partner using a short handled implement Breakdown skill into understandable cues (eyes on the ball, begin in side orientation) 	<ul style="list-style-type: none"> Stations- Strike off to tee a wall, strike a ball with a hockey stick Self-toss and strike a ball to wall Partner toss-strike activity 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify equipment (larger ball, larger striking surface of implement) • Emphasize preparation of implement and body position before striking. 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer Modeling 	<ul style="list-style-type: none"> • Peer Teaching 	4



CONTENT AREA: Physical Education

COURSE: 4th Grade

UNIT TITLE: Skill Development, Spatial Awareness, Cardio

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Cones, floor lines/floor tape, equipment to allow for safe tagging 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness. • Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand fundamental movement skills and games • Students will exhibit responsible personal and social behavior 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How can I move my body, and prevent injuries? • How can I play fair in a game or activity? • What do I need to know and be able to do to be healthy and fit?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E1.4	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.	X	
GLO S1.E2.4	Runs for distance using mature pattern.		X
GLO S1.E3.4	Uses spring-and-step take-offs and landings specific to gymnastics.		X
GLO S1.E6.4	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks.		X
GLO S1.E7.4	Balances on different bases of support on apparatus, demonstrating levels and shapes.		X
GLO S1.E8.4	Transfers weight from feet to hands, varying speed and using large extensions .		X
GLO S1.E10.4	Moves into and out of balances on apparatus with curling, twisting and stretching actions.		X
GLO S1.E12.4	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.		X
GLO S2.E1.4	Safely applies the concept of general space to combination skills involving traveling.		X
GLO S2.E2.4	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.		X
GLO S2.E3.4a	Applies the movement concepts of speed, endurance and pacing for various locomotor movement (e.g., running).	X	
GLO S2.E5.4	Applies simple offensive and defensive strategies and tactics in complex and changing game-like situations.	X	X
GLO S3.E1.4	Analyzes opportunities for participation in physical activity outside physical education class.		X

GLO S3.E2.4	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S3.E3.4	Identifies the components of health-related fitness and recognize activities that contribute to the development of each component.		X
GLO S3.E4.4	Demonstrates warm-up & cool-down relative to the cardiorespiratory fitness assessment.		X
GLO S3.E6.4	Discusses the importance of hydration and hydration choices relative to physical activities.		X
GLO S4.E1.4	Exhibits responsible behavior in independent group situations.		X
GLO S4.E2.4	Reflects on personal social behavior in physical activity.		X
GLO S4.E3.4	Listens respectfully to corrective feedback from others (e.g., peers, adults).		X
GLO S4.E4.4a	Praises the movement performance of others both more- and less-skilled.		X
GLO S4.E4.4b	Accepts players of all skill levels into the physical activity.		X
GLO S4.E5.4	Exhibits etiquette and adherence to rules in a variety of physical activities.		X
GLO S4.E6.4	Works safely with peers and equipment in physical activity settings.		X
GLO S5.E2.4	Rates the enjoyment of participating in challenging and mastered physical activities.		X
GLO S5.E4.4	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.		X
GLE HM1C4	Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills.	X	
GLE HM1F4	Apply fundamental and specialized skills in game situations.		X

OBJECTIVE # 1	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E1.4, GLE HM1C4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand that different locomotor movements involve different foot patterns. Students will understand that safety and sportsmanship contribute to the enjoyment of the activity. 	<ul style="list-style-type: none"> Locomotor patterns(run, hop, skip, jump, slide, gallop) Spatial awareness (general space, personal space, over, under, around, through) Pathways Levels Sportsmanship Cooperation 	<ul style="list-style-type: none"> Differentiate between different locomotor patterns by demonstrating the skill and/or explaining the main differences. Demonstrate and explain the critical elements of each locomotor skill. Apply locomotor and non-locomotor skills to games, and/or creative routines. 	

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Demonstrate and discuss skill • Continuously review the main attribute that makes each locomotor skill unique from the others (e.g., skip: step, hop, switch, Run: both feet in flight). 	<ul style="list-style-type: none"> • Non-timed relays • Practice in chasing/fleeing games 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify activity (if focus is on fleeing, or speed) 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Introduce new chasing/fleeing games to reinforce skill • Add the use of more challenging levels and pathways. 	<ul style="list-style-type: none"> • Peer teaching • Student invent their own chasing/fleeing games 	4

OBJECTIVE # 2	Applies the movement concepts of speed, endurance and pacing for various locomotor movement (e.g., running) Applies simple offensive and defensive strategies and tactics in complex and changing game-like situations.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S2.E3.4a, GLO S2.E5.4, GLE HM1C4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand that focused attention on the changes in their playing environment and control of their body helps prevent injuries to themselves and others. Students will understand that safety and sportsmanship contribute to the enjoyment of the activity. Students will understand that there are 3 parts to exercising: warm-up, activity, and cool-down. Students will understand that different activities work different components of fitness. 	<ul style="list-style-type: none"> Locomotor patterns(run, hop, skip, jump, slide, gallop) Spatial awareness (general space, personal space, over, under, around, through) Pathways Levels Sportsmanship Cooperation 	<ul style="list-style-type: none"> Move with control of the body throughout a designated space while participating in chasing/fleeing low-organized games. Make appropriate contributions to a team of players by working together toward a shared goal. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Model safe touch for tag Emphasize keeping sight toward the moving. Provide clear precise instructions and rules for an activity. 	<ul style="list-style-type: none"> Participate in small-sided tag games. Participate in large group tag games. 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1,2,3,4	

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Remove the chasing/fleeing from the activity (move throughout designated space with the sole purpose of not coming into contact with another player). Use a tagging implement such as a ball or piece of pool noodle to increase the distance of players while attempting a tag. Reduce the number of rules or tasks in an activity. 	<ul style="list-style-type: none"> Additional practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Add more strategic pieces to the game (can tag while inside designated area, but can be tagged in a different area). 	<ul style="list-style-type: none"> Change the level, locomotor skill, or pathways in which to tag. Students create their own game and teach others 	4



CONTENT AREA: Physical Education

COURSE: 4th Grade

UNIT TITLE: Other Manipulatives

UNIT DURATION: Ongoing

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> Variety of safe, developmentally appropriate manipulatives. (jump ropes, jump bands, stacking cups, scooters, parachutes, bowling, etc.) 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Provide opportunities for students to learn, understand and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> Students will understand fundamental movement skills. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How do I continue jumping when others are turning the rope? How can I use other manipulatives to make me healthy and fit?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E27.4	Creates a jump-rope routine with either a short or long rope.	X	
GLO S2.E1.4a	Safely applies the concept of general space to combination skills involving traveling.		X
GLO S1.E6.4	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks .		X
GLO S2.E3.4b	Applies the concepts of direction and force in various activities (e.g., when striking an object with a short-handled implement, sending it toward a designated target).		
GLO S3.E1.4	Analyzes opportunities for participation in physical activity outside physical education class.		X
GLO S3.E2.4	Meet the national standard of 60 minutes of daily physical activity.		X
GLO S4.E1.4	Exhibits responsible behavior in independent group situations.		X
GLO S4.E2.4	Reflects on personal social behavior in physical activity.		X
GLO S4.E3.4	Listens respectfully to corrective feedback from others (e.g., peers, adults).		X
GLO S4.E4.4a	Praises the movement performance of others both more- and less-skilled.		
GLO S4.E4.4b	Accepts players of all skill levels into the physical activity.		X
GLO S4.E5.4	Exhibits etiquette and adherence to rules in a variety of physical activities.	X	
GLO S4.E6.4	Works safely with peers and equipment in physical activity settings.	X	
GLO S5.E2.4	Rates the enjoyment of participating in challenging and mastered physical activities.		X
GLO S5.E4.4	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.		X
GLE HM1C4	Demonstrate locomotor, nonlocomotor and manipulative skill combinations during skill drills (e.g., throw to a		X

	partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).		
GLE HM2A4	Identify the proper techniques of specialized skills (e.g., law of opposition).	X	
GLE PA2A4	Apply rules and procedures to activities.	X	
GLE HM1E4	Identify body parts and functions in relationship to movement (e.g., long jump-arms swing forward when legs extend).		X
GLE HM1F4	Apply fundamental and specialized skills in game situations.		X

OBJECTIVE # 1	Create a jump-rope routine with either a short or long rope.		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S1.E27.4, GLE HM2A4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand that jumping rope is a cardiovascular activity that involves coordination Students will understand that jumping and turning a rope involves rhythm skills 	<ul style="list-style-type: none"> Jump Turn Speed Force Landing Routine Rotate 	<ul style="list-style-type: none"> Combine jump rope skills and tricks together Practice and memorize a jump rope routine to be performed for the teacher and/or student audience 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Demonstrate and perform an example routine Show a video of a jump rope routine Invite competitive jump rope team to demonstrate (Show-Me Jumpers) Break down skills into understandable cues (turn then jump, soft landing, watch the arm of the long-rope turner) 	<ul style="list-style-type: none"> Practice in self space Participate in small group long-rope stations 	1,2,3,4	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Work on landing only, without turning rope (place rope length-wise on the floor and emphasize keeping heels off of the ground, jumping back and forth over rope with shortest possible distance and height off of the ground. • Turn rope, then step over (repeat) 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer modeling 	<ul style="list-style-type: none"> • Peer teaching • Create a double-dutch routine 	4

OBJECTIVE # 2	Exhibits etiquette and adherence to rules in a variety of physical activities. Works safely with peers and equipment in physical activity settings.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> GLO S4.E5.4, GLO S4.E6.4, GLE PA2A4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that there are other things to do in P.E. besides sports activities. Students will understand that cognitive learning and coordination can be improved through physical activity. Students will understand that following teacher directions allows themselves and others the opportunity to try new things. 	<ul style="list-style-type: none"> Parachute Grip Scooters Cup stacking Juggle Coordination 	<ul style="list-style-type: none"> Learn more about how our bodies move and how it responds to the use of a variety of equipment. Discover ways to enjoy a variety of activities working together with others. Develop cardiorespiratory endurance, muscular endurance and muscular strength, using non-conventional equipment. Develop coordination of fine and large muscle movements.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate and discuss skill Breakdown skill into understandable cues or steps Role play etiquette Role play following rules 	<ul style="list-style-type: none"> Whole group parachute activities Cup stacking, group cup stacking Scooter games and relays Bowling teams Juggling scarves, racket balls Tug-of-War rope exercises Frisbee games Noodles activities Scoop activities Team-building activities 	1,2,3,4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Grade Level PE Common Assessment 	Formative and summative	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reinforcement of skill • Modify groups or equipment 	<ul style="list-style-type: none"> • Additional practice 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Peer Modeling 	<ul style="list-style-type: none"> • Peer Teaching • Students write a persuasive essay on the importance of following rules and having proper etiquette in PE 	4



CONTENT AREA: Physical Education

COURSE: 4th Grade

UNIT TITLE: Dribbling/Hand Skills

UNIT DURATION: 3 Weeks and throughout the year

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Basketballs, playground balls, music, pins, cones, video clips, projector • https://www.breakthroughbasketball.com/fundamentals/ballhandling.html • http://www.thespecialist.com/teaching-basketball-ball-handling-dribbling/ 		BIG IDEA(S): <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Participation in physical activities can provide an opportunity for developing an understanding of and respect for differences among people. • Physical activity can provide opportunities for personal enjoyment, challenge, self expression, and social interaction. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What does it mean to participate fairly? • How will physical activity help me now and in the future? • Why is it important to practice? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E1.4	Uses various locomotor skills in a variety of small sided practice tasks, dance and educational gymnastics experiences.		x
GLO S1.E16.4	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.		x
GLO S1.E17.4a	Dribbles in self space with both the preferred and the nonpreferred hands using a mature pattern.	x	
GLO S1.E17.4b	Dribbles in general space with control of ball and body while increasing and decreasing speed.	x	
GLO S1.E20.4	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). Dribbles, then passes a ball to a moving receiver.	x	
GLO S2.E1.4a	Safely applies the concept of general space to combination skills involving traveling (e.g., dribbling and traveling).		x
GLO S2.E1.4c	Dribbles in general space with changes in direction and speed.		x
GLO S2.E2.4	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.		x
GLO S2.E3.4b	Applies the concepts of direction and force in various activities (e.g. when striking an object with a short-handled implement, sending it toward a designated target).		x
GLO S2.E5.4	Applies simple offensive and defensive strategies and tactics in complex and changing game-like situations.		x

GLO S2.E5.4c	Recognizes the types of skills needed for different games and sports situations (e.g. kicks, throws). Label major muscles (e.g. abdominals, quadriceps, biceps) and bones (e.g. tibia, fibula, radius). Recognize what systems work together to move your body (e.g. muscular and skeletal).		x
GLO S3.E1.4	Analyzes opportunities for participating in physical activity outside physical education class. Track progress toward personal goal to be physically active. Identify ways to increase daily physical activity. Identify different types of physical activities. Describe the importance of choosing a variety of ways to be physically active. Explain positive outcomes for being physically active. Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.		x
GLO S3.E2.4	Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.		x
GLO S3.E3.4	Identifies the components of health-related fitness and recognize activities that contribute to the development of each component.		x
GLO S3.E4.4	Demonstrates warm-up & cooldown relative to the cardiorespiratory fitness assessment.		x
GLOP S3E5.4b	Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.		x
GLO S3.E6.4	Discusses the importance of hydration and hydration choices relative to physical activities.		x
GLO S4.E1.4	Exhibits responsible behavior in independent group situations.		x
GLO S4.E3.4	Reflects on personal social behavior in physical activity.		x
GLO S4.E3.4	Listens respectfully to corrective feedback from others (e.g., peers, adults).		x
GLO S4.E4.4a	Praises the movement performance of others both more and less-skilled.		x
GLO S4.E4.4b	Accepts players of all skill levels into the physical activity.		x
GLO S4.E5.3	Exhibits etiquette and adherence to rules in a variety of physical activities.		x
GLO S4.E6.4	Works safely with peers and equipment in physical activity settings. Identify safety precautions for playing and working outdoors in different kinds of environmental conditions. Identify ways to reduce injury as a pedestrian.		x
GLO S5.E1.4	Examines the health benefits of participating in physical activity.		x
GLO S5.E2.4	Rates the enjoyment of participating in challenging and mastered physical activities.		x
GLO S5.E3.4	Ranks the enjoyment of participating in different physical activities.		x
GLO S5.E4.4	Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.		x
GLE HM1C4	Demonstrate locomotor, nonlocomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).	x	
GLE PA2A4	Identify the proper techniques of specialized skills (e.g., law of opposition).	x	

OBJECTIVE # 1	Dribbles in self space with both the preferred and the nonpreferred hands using a mature pattern. Dribbles in general space with control of ball and body while increasing and decreasing speed.	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> S1.E17.4a, S1.E17.4b, GLE HM1C4, GLE PA2A4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The students will understand dribbling in correct form with dominant and non-dominant hand 	<ul style="list-style-type: none"> Self space Dribble Dominant hand Nondominant hand Pass Force and time 	<ul style="list-style-type: none"> The student will be able to dribble a ball in general space continuously at varying speeds
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate, model, video clips, lead up games, group challenges, individual challenges, learning stations 	<ul style="list-style-type: none"> Practice, individual challenges, group challenges, learning stations 	1,2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Common Assessment 	Formative and summative	1,2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach, use students to model skill, use stations so teacher can move around more freely to help students that are struggling 	<ul style="list-style-type: none"> Practice, play, practice 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Group challenges, individual challenges, small sided games, lead up games 	<ul style="list-style-type: none"> Practice, group challenges, individual challenges, play lead up games 	3,4

OBJECTIVE # 2	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). Dribbles, then passes a ball to a moving receiver.
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> S1.E20.4, GLE HM1C4, GLE PA2A4

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that passing a ball to another player is part of the game Students will understand that passing the ball can be used in offensive or defensive plays 	<ul style="list-style-type: none"> Offense Defense Pass Dribble Receiver 	<ul style="list-style-type: none"> The student will be able to complete 5 successful passes to a moving and non moving receiver

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Demonstrate, model, video clips, lead up games, group challenges, individual challenges, learning stations 	<ul style="list-style-type: none"> Practice, individual challenges, group challenges, learning stations 	1, 2, 3, 4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Observation and feedback • Common Assessments 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Reteach, use students to model skill, use stations so teacher can move around more freely to help students that are struggling 	<ul style="list-style-type: none"> • Practice, play, practice 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Group challenges, individual challenges, small sided games, lead up games 	<ul style="list-style-type: none"> • Practice, group challenges, individual challenges, play lead up games 	3, 4



<p>CONTENT AREA: Physical Education</p> <p>COURSE: 4th Grade</p>	<p>UNIT TITLE: Fitness and Goal Setting</p> <p>UNIT DURATION: 3 Classes and throughout the year</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Projector, laptop, pencils, goal setting sheet, mats, FitnessGram equipment (pacer CD, curl up strips, stopwatches, flexibility testers, push up training mats, wall mounted chin up bar, cones) • How to run the beep test: https://www.youtube.com/watch?v=lroAhVO83il#t=52 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Positive decision making about fitness contributes to a healthy lifestyle. • Physical fitness improves the quality of one’s life. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How does exercise affect the body? • Why is physical fitness important? • How do you maintain physical fitness? • How does heart rate affect physical fitness? • Why is being safe important?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S2.E3.4a	Applies the movement concepts of speed, endurance and pacing for various locomotor movement (e.g. running).		x
GLO S2.E5.4c	Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws). Label major muscles (e.g. abdominals, quadriceps, biceps) and bones (e.g. tibia, fibula, radius) . Recognize what systems work together to move your body (e.g. muscular and skeletal).		x
GLO S3.E1.4	Analyzes opportunities for participating in physical activity outside physical education class. Track progress toward personal goal to be physically active. Describe the recommended amount of physical activity for children. Identify ways to increase daily physical activity. Describe the importance of choosing a variety of ways to be physically active. Identify different types of physical activities. Explain positive outcomes for being physically active.	x	
GLO S3.E1.4	Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.	x	

GLO S3.E2.4	Meet the national standard of 60 minutes of daily physical activity. Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.	x	
GLO S3.E3.4	Identifies the components of health-related fitness and recognize activities that contribute to the development of each component.	x	
GLO S3.E4.4	Demonstrates warm-up & cool down relative to the cardiorespiratory fitness assessment.	x	
GLO S3.E5.4b	Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.	x	
GLO S3.E6.4	Discusses the importance of hydration and hydration choices relative to physical activities.	x	
GLO S4.E1.4	Exhibits responsible behavior in independent group situations.		x
GLO S4.E2.4	Reflects on personal social behavior in physical activity.		x
GLO S4.E3.4	Listens respectfully to corrective feedback from others (e.g., peers, adults).		x
GLO S4.E4.4a	Praises the movement performance of others both more and less-skilled.		x
GLO S4.E4.4b	Accepts players of all skill levels into the physical activity.		x
GLO S4.E5.4	Exhibits etiquette and adherence to rules in a variety of physical activities.		x
GLO S4.E6.4	Works safely with peers and equipment in physical activity settings. Identify safety precautions for playing and working outdoors in different kinds of environmental conditions. Identify ways to reduce injury as a pedestrian.		x
GLO S5.E1.4	Examines the health benefits of participating in physical activity.		x
GLO S5.E2.4	Rates the enjoyment of participating in challenging and mastered physical activities.		x
GLO S5.E3.4	Ranks the enjoyment of participating in different physical activities.		x
GLO S5.E4.4	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.		x
GLE HM1A4	Name the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). Set personal fitness goals.	x	
GLE HM1B4	Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out). Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing).		x
GLE HM1C4	Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15- minute jog).		x
GLE HN1D4	Recognize what systems work together to move your body (e.g., muscular and skeletal).		x

OBJECTIVE # 1	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> S2.E5.4c, S3.E1.4, S3.E2.4, S3.E3.4, S3.E4.4, S3.E5.4b, S3.E6.4, S3.E6.3, GLE HM1A4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The students will understand moderate to vigorous activity affects the body 	<ul style="list-style-type: none"> Dodging Fleeing Chasing, F.I.T. Principle Frequency Intensity Time Type Heart Rate Endurance Strength Flexibility Body composition Aerobic anaerobic Fitness Components Warm up Cool down 	<ul style="list-style-type: none"> Discusses the importance of hydration and hydration choices relative to physical activities Identifies areas of needed remediation from personal test and with teacher assistance, identifies strategies for progress in those areas Demonstrates warm up and cool down relative to the cardio respiratory fitness assessment Identifies the components of health related fitness Actively engages in the activities of physical education class, both teacher directed and independent Participate in moderate to vigorous physical activity Recognize the physiological signs associated with moderate to vigorous activity (e.g., Sweating, fast heart rate, heavy breathing)

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Video clips, exercise videos, modeling, demonstrating, discussion, variety of tag games, fitness stations, warm up and cool down 	<ul style="list-style-type: none"> Participate in activities 	1, 2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Observation and feedback Grade Level PE Common Assessment 	Formative and summative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach use stations to work in smaller groups Use different video clips Demonstrate with peers 	<ul style="list-style-type: none"> Practice and Participate 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teach student how to find pulse in wrist and neck Have students keep an activity log for outside of school Help students set goals for being active in PE and outside of school 	<ul style="list-style-type: none"> Practice and participate Keep activity log Set realistic goals 	3, 4



CONTENT AREA: Physical Education COURSE: 4th Grade	UNIT TITLE: Rhythm/Dance UNIT DURATION: 3 Weeks and throughout the year
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MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Music and a variety of manipulatives (ie. scarves, lummi sticks, and jump ropes) 	BIG IDEA(S): <ul style="list-style-type: none"> • Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor and cognitive skills.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Students will understand that dance and rhythms allow self expression of ideas and feelings. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How can rhythm and dance activities improve your fitness level?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLO S1.E1.4	Uses various locomotor skills in a variety of small sided practice tasks, dance and educational gymnastics experiences.		x
GLO S1.E5.4	Combines locomotor movement patterns and dance steps to create and perform an original dance.	x	
GLO S1.E11.4	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.	x	
GLO S2.E2.4	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.		X
GLO S2.E3.4a	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation.		x
GLO S4.E1.4	Exhibits responsible behavior in independent group situations.		x
GLO S4.E2.4	Reflects on personal social behavior in physical activity.		x
GLO S4.E3.4	Listens respectfully to corrective feedback from others (e.g., peers, adults).		x
GLO S4.E4.4a	Praises the movement performance of others both more- and less skilled.		x
GLO S4.E6.4	Works safely with peers and equipment in physical activity settings.		x
GLO S5. E4.4	Describes and compares the positive social interactions when engaged in partner, small-group and large group physical activities.		x
PA3D4	Demonstrate step patterns (e.g., do-si-do), simple positions (e.g., promenade) and formations (e.g., partner scattered) in dance.	x	

OBJECTIVE # 1	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)		
REFERENCES/STANDARDS <i>GLO and GLE</i>	<ul style="list-style-type: none"> S1.E5.4, S1.E11.4, PA3D4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Performing movement skills with timing and pace improves the overall performance The student will understand that dance and rhythm allow self expression of ideas and feelings through simple movements and patterns, complex patterns and changing patterns 	<ul style="list-style-type: none"> Timing Pacing Beat Locomotor Nonlocomotor 	<ul style="list-style-type: none"> Participate in a variety of activities, including but not limited to jump rope, dribbling, Lummi sticks, jump bands, dance Demonstrate movements to different rhythms 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Model a dance routine that combines multiple skills Show videos of popular, engaging dance routines Have students model dance routines Teach students that routines can be repeating of a few simple steps 	<ul style="list-style-type: none"> Students can work with a partner or small group Students create their dance routine using more than one dance move/skill Student practice their routine Students perform their routine for peers 	1, 2, 3, 4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Observation and feedback Common Assessment 	Formative and summative	1, 2, 3, 4	

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Reteach, model/demonstrate a similar, less difficult dance 	<ul style="list-style-type: none"> Practice 	1, 2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Peer model, peer demonstrate, teach a more difficult dance 	<ul style="list-style-type: none"> Practice and peer teach 	1, 2, 3, 4

PHYSICAL EDUCATION GRADE-LEVEL EXPECTATIONS

**Missouri Department of Elementary and Secondary Education
May, 2007**

PHYSICAL EDUCATION GRADE LEVEL EXPECTATIONS

The Physical Education Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to standards from the National Association of Sport and Physical Education (NASPE, 2004)

The following coding system should be used to reference the Physical Education GLEs:

STRANDS:

PA = Physical Activity and Lifetime Wellness

HM = Efficiency of Human Movement and Performance

BIG IDEAS:

Use the numeral preceding the Big Idea

CONCEPTS:

Use the capital letter designation

EX: The GLE "identify health-related fitness components" can be found in the *Physical Activity and Lifetime Wellness* strand (PA), under the first Big Idea – *Personal Fitness and Healthy Active Living (1)*, in the concept *Health-Related and Skill-Related Fitness (A)*, in grade 3. Therefore, the code for that particular GLE is: **PA1A3**. Generally avoid the use of periods or dashes in the coding.

Efficiency of Human Movement and Performance

1. Personal Fitness and Healthy Active Living										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Tell what it means to be fit	Name three ways to stay fit	Tell why it is important to be physically active every day	Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)	Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)	Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power)	Identify activities that develop skill-related fitness	Analyze activities to determine whether they promote health-related fitness, skill-related fitness, or both	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness
	Health-Related and Skill-Related Fitness			Identify health related fitness components	Set personal fitness goals	Participate in health-related fitness assessments and interpret the results (e.g., Fitness gram, President's Challenge)	Interpret personal health-related fitness assessments and determine which fitness components need improvement (e.g., pedometers, heart rate monitors, pulse sticks)			Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness
	All students will participate in local fitness activities and assessments at every grade level (no assessments at grade K)									
State Standards	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 2, HPE 4	HPE 4	HPE 4	HPE 4
National Standards	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4

Efficiency of Human Movement and Performance

1. Personal Fitness and Healthy Active Living										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.		Identify a variety of physical activities that promote wellness (e.g., walking, jogging)	Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)	Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control)	Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out)	Analyze food choices and the relationship between physical activity and food intake	Evaluate decision-making behaviors as they affect wellness	Identify caloric value of a variety of foods and determine exercise needed to expend this energy	Describe the cause/effect of nutrition and exercise in maintaining a healthy weight (calories in = calories out)	Analyze and compare health, skill, and fitness benefits derived from a variety of sports and lifetime activities (e.g., pedometers, pulse wands, heart rate wands, tri-fit machines)
Wellness					Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing)	Explain the relationship between stress and physical activity (e.g., deep breathing calms nervous feelings)		Identify physiological changes that occur in the body due to stress (e.g., sweating, eye twitching, rapid pulse, irregular heartbeat)	Identify a variety of specific activities designed to reduce and manage stress (e.g., aerobics, Pilates, deep breathing, muscle relaxation)	Describe the relationship between nutrition, exercise and body composition (MyPyramid.gov) Investigate the negative effects of performance enhancing drugs and alcohol on health and physical performance Categorize short and long-term effects of stress on the individual Analyze the benefits of an effective stress management plan
State Standards		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2, HPE 4, HPE 5
National Standards		NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3

Efficiency of Human Movement and Performance

1. Personal Fitness and Healthy Active Living										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
C.		Recognize signs associated with physical activity (e.g., fast heart rate, heavy breathing, perspiration)	Describe the benefits of appropriate warm-up and cool-down activity	Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands)	Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15-minute jog)	Explain the effects of aerobic and anaerobic activity (e.g., aerobic – heavy breathing, anaerobic – muscle fatigue)	Describe target heart rate as it relates to cardio respiratory endurance	Identify the FITT principle (frequency, intensity, time, type) and how it relates to exercise	Identify exercise principles of overload, progression, and specificity and how they relate to exercise	Design a personal fitness plan utilizing the FITT (frequency, intensity, time, type) principle and the principles of overload, progression, and specificity that contributes to an active healthy lifestyle (American College of Sport Medicine guidelines) Differentiate between how oxygen is utilized aerobically and anaerobically
Fitness Principles										
State Standards		HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 2, HPE 4
National Standards		NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4

Efficiency of Human Movement and Performance

1. Personal Fitness and Healthy Active Living											
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12	
D.	Body Systems	Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)	Tell why muscles and bones are important to movement	Identify the parts of the circulatory and respiratory systems of the body (circulatory - heart, blood, veins, arteries; respiratory - lungs, mouth, nose, bronchial tubes, trachea)	Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur)	Recognize what systems work together to move your body (e.g., muscular and skeletal)	Identify the major function of these four body systems (circulatory – blood flow; respiratory – oxygen; muscular – strength and motor performance; skeletal – body support)	Explain how the muscular system and skeletal system work together to move the body	Explain how participation in specific activities improves the circulatory, respiratory, muscular, and skeletal systems (e.g., weight bearing exercises improve bone strength, how muscles are strengthened)	Explain the effects of a sedentary lifestyle on the circulatory, respiratory, muscular, and skeletal systems	Identify the major muscle groups that are engaged during specific exercises and activities (e.g., bicep – bicep curl)
							Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius)	Explain how the circulatory system and respiratory system respond to physical activity			
State Standards	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1	
National Standards	NH 1, NPE 2	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	

Efficiency of Human Movement and Performance

2. Responsible Personal and Social Behavior in the Physical Activity Setting										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Demonstrate the ability to share, be cooperative and safe with others		Demonstrate independence and good use of time while participating in physical activity	Demonstrate respect for all students regardless of individual differences in skills and abilities	Apply rules and procedures to activities	Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)	Explain how rules, safety and etiquette are important concepts in a physical activity setting	Select appropriate conflict resolution skills in a physical activity setting (e.g., self-control, respect, peer influence)	Demonstrate the ability to solve problems by analyzing causes and potential solutions in a physical activity setting (e.g., checklist of conflict resolution skills)	Show personal etiquette, respect, and safety skills during physical activities
Personal/Social Responsibilities			Show appropriate sportsmanship and sensitivity to diversity and gender issues							
State Standards	HPE 2		HPE 2	HPE 2, HPE 4	HPE 2, HPE 4	HPE 2, HPE 4	HPE 2	HPE 2	HPE 2	HPE 2
National Standards	NPE 5		NPE 5	NPE 5	NPE 5	NPE 5	NPE 5	NPE 5	NPE 5	NPE 1

Efficiency of Human Movement and Performance

3. Injury Prevention, Treatment and Rehabilitation										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Demonstrate safe use of general and personal space	Tell the difference between general space awareness and personal space awareness	Perform efficient movement in activities to prevent injuries	Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention	Identify safe and unsafe situations and respond appropriately	Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each	Identify and describe reasons for using proper warm-up, cool-down, stretching, and appropriate attire in a physical activity setting	Identify proper protective equipment used in physical activities	Investigate the safe and unsafe practices of using fitness equipment (e.g., weight room, fitness balls, step aerobics)	Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries
Prevention										Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities
State Standards	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4
National Standards	NPE 2, NPE 5	NPE 2, NPE 5	NPE 2, NPE 5	NPE 2	NPE 2	NPE 2	NPE 2	NPE 2	NPE 2	NPE 2

Efficiency of Human Movement and Performance

3. Injury Prevention, Treatment and Rehabilitation												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12		
B.	Treatment	Demonstrate how to seek adult help when an injury has occurred (e.g., playground, field trips, lunch room)		Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance	Recognize body signals that indicate injury and seek assistance			Recognize signals of sudden onset emergencies (e.g., high/low blood sugar, breathing, seizures) and seek appropriate assistance		Recognize non-life threatening injuries and explain how to provide basic care inside and outside the physical activity setting (e.g., Heimlich Maneuver, RICE – Rest, Ice, Compression, Elevation)	Apply knowledge of basic first aid for the treatment of injury inside and outside the physical activity setting (e.g., Asthma, CPR, RICE – Rest, Ice, Compression, Elevation)	Differentiate between life threatening and non-life threatening injuries and select the appropriate level of treatment (e.g., basic first aid, CPR, calling 911)
		State Standards	HPE 7		HPE 7	HPE 7			HPE 7		HPE 7	HPE 7
National Standards	NH 5		NH 5	NH 5				NH 5		NH 5	NH 5	NH 5

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Locomotor	Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)	Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)	Demonstrate locomotor skills in combinations	Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways					
State Standards	HPE 4	HPE 4	HPE 4							
National Standards	NPE 1, NPE 3	NPE 1, NPE 3	NPE 1, NPE 3							

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn)	Demonstrate non-locomotor skills in a variety of activities	Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner							
	Non-Locomotor									
State Standards	HPE 4	HPE 4	HPE 4							
National Standards	NPE 1	NPE 1	NPE 1							

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games											
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12	
C.	Manipulative Skills	Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)	Demonstrate a variety of manipulative skills while stationary and moving	Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)	Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)	Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement)	Demonstrate sport-specific manipulative skills in games and modified sports activities				
State Standards		HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4				
National Standards		NPE 1	NPE 1	NPE 1	NPE 1	NPE 1	NPE 1				

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
D.	Demonstrate introductory individual stunts (e.g., crab walk, bear walk, inch worm)	Demonstrate static and dynamic balance activities (e.g., stork stand, lame dog)	Distinguish between static and dynamic balance (e.g., one leg balance, forward roll)	Demonstrate combination of tumbling skills		Demonstrate a tumbling routine	Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity)			
	Demonstrate ways to balance on different body parts at different levels	Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)		Demonstrate basic inverted balances (e.g., tripod, headstand)		Analyze and correct errors in movement patterns and skills that require balance, basic tumbling, and range of motion				
Body Management										
State Standards	HPE 4	HPE 4	HPE 4	HPE 4		HPE 4	HPE 4			
National Standards	NPE 1	NPE 1	NPE 1	NPE 1		NPE 1	NPE 1			

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
E.	Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee)	Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements	Identify and demonstrate symmetrical and nonsymmetrical shapes at different levels (e.g., body letters, rope spelling)	Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space)	Identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend)	Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)	Identify critical elements to improve performance in selected skills (e.g., throw various objects)	Apply critical elements of movement to various activities (e.g., transfer of learning, swing, throwing, strike, biomechanics)		Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)
	<p>Demonstrate the difference between slow and fast movement when performing locomotor movements</p> <p>Recognize the difference between general and personal space</p>	Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)	Apply relationship experiences with a person (e.g., crawl under partner's bridge) or with objects	Identify and apply concepts relating to force (e.g., hard, soft, heavy, light)		Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances)				
State Standards	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 4	HPE 4		HPE 4
National Standards	NPE 1	NPE 1	NPE 1	NPE 1, NPE 2	NPE 1, NPE 2	NPE 1, NPE 2	NPE 1	NPE 1		NPE 1

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
F.	Demonstrate cooperation with partners and small groups to accomplish a game objective	Demonstrate motor skills while participating in low organized games	Demonstrate motor skills and knowledge of rules while participating in low organized games	Apply fundamental and specialized skills in lead-up games	Apply fundamental and specialized skills in game situations	Apply fundamental and specialized skills in game situations with increased proficiency	Apply fundamental and sequential skills in game situations with increased proficiency			
Developmental Games	Demonstrate chasing, fleeing, dodging			Identify appropriate cooperative, social, and teamwork skills while participating in game situations						
State Standards	HPE 4	HPE 4	HPE 4	HPE 2, HPE 4	HPE 2, HPE 4	HPE 2, HPE 4	HPE 4			
National Standards	NPE 1, NPE 5	NPE 1	NPE 1	NPE 1, NPE 5	NPE 1	NPE 1	NPE 1			

Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.			Demonstrate proper techniques for a variety of fundamental skills	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown)	Identify the proper techniques of specialized skills (e.g., law of opposition)	Critique techniques and provide feedback (e.g., throwing – throwing arm, side away from target, rotate hips) to teacher or partner	Demonstrate skills successfully in modified games of increased complexity		Analyze selected skills and correct errors to improve skill technique	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)
Skill Techniques										
State Standards			HPE4	HPE4	HPE4	HPE4	HPE4		HPE4	HPE 4
National Standards			NPE 2	NPE 2	NPE 2	NPE 2	NPE 2		NPE 2	NPE 2

Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.				Demonstrate a variety of sport specific lead-up games		Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games	Identify terminology, list rules and safety principles appropriate for individual, dual and team sports	Apply terminology, scoring, etiquette, player position and equipment, safety principles and game rules for individual, dual and team sports	Explain sport history	Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
	Individual, Dual and Team Sports						Demonstrate basic competence in a variety of individual, dual and team sports	Apply basic offensive and defensive strategies in a modified game setting	Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports	Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports
State Standards				HPE 4		HPE 4	HPE 4	HPE 4	HPE 4	HPE 4
National Standards				NPE 2		NPE 5	NPE 2, NPE 5	NPE 2, NPE 5	NPE 2, NPE 5	NPE 1, NPE 2, NPE 5

Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
C.							<p>Define terminology, list rules and safety principles appropriate for outdoor pursuits and recreational activities (e.g., table tennis, orienteering)</p>	<p>Apply terminology, scoring, etiquette, safety principles, and rules appropriate for outdoor pursuits and recreational activities</p>	<p>Demonstrate an increased level of competence in a variety of outdoor pursuits and/or recreational activities</p>	<p>Summarize and apply rules, etiquette, skill techniques, and basic strategies in a variety of outdoor pursuits and recreational activities</p>
Outdoor Pursuits/Recreational Activities							<p>Demonstrate basic competence in a variety of outdoor pursuits and recreational activities</p>			<p>Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities</p>
State Standards							HPE 4	HPE 4	HPE 4	HPE 4
National Standards							NPE 1, NPE 5	NPE 1, NPE 5	NPE 1	NPE 1, NPE 5

Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Specialized Activities * * Aquatics and gymnastics only taught where facilities are available			Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall	Demonstrate basic apparatus activities (e.g., balance beam – a forward movement; climbing rope – from a supine position students ascend to a stand and descend to a sit; cargo net – ascending and descending climb to grade level height; parallel/even and uneven bars – under bar activities; horizontal bar – front support; spring board – jump and land)	*Demonstrate competence in basic swimming strokes and safety skills in, on and around the water when facilities allow and is district approved (e.g., first-aid, water patrol, boater safety)		Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program	Demonstrate an increased level of competence in a variety of physical activities (e.g., gymnastics, aquatics)	Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics) Apply skill techniques, scoring and safety practices in a modified activity setting	Summarize the history, rules, terminology and etiquette in aquatics or gymnastics Identify and apply rules, skill techniques and basic strategies in aquatics or gymnastics Consistently demonstrate skill competency in aquatics or gymnastics
	State Standards			HPE 4	HPE 4	HPE 4		HPE 4	HPE 4	HPE 4
National Standards			NPE 1	NPE 1	NPE 1		NPE 1	NPE 1	NPE 1	NPE 1

Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
E.										
Careers								Investigate the health, fitness and sport industry careers (e.g., panel of community members, personal interviews, internet research)	Describe the requirements for careers that can be pursued in outdoor pursuits and recreational activities	Investigate and cite career opportunities available as related to physical education (e.g., panel, research paper)
State Standards								N/A	N/A	N/A
National Standards								NPE 6	NPE 6	NPE 6

Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Demonstrate the concept of beat/rhythm pattern as it applies to music and movement (e.g., clap, drum)	Demonstrate basic cues to music (e.g., hokey pokey)	Demonstrate movements to different rhythms	Define and differentiate between tempo and beat		Recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns				
Essential Elements of Rhythm	Demonstrate simple movements to music (e.g., march to beat)	Demonstrate a simple dance step in keeping with a dance tempo								
State Standards	HPE 4, FA 2, FA 4	HPE 4, FA 2, FA 4	HPE 4, FA 2, FA 4	HPE 2, HPE 4, FA 2, FA 4		HPE 2, HPE 4, FA 2, FA 4				
National Standards	NPE 1	NPE 1	NPE 1	NPE 1		NPE 1				

Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	Demonstrate the ability to use your body as a means of expression (e.g., snowman melting)	Create/interpret movements to a variety of music (e.g., locomotor/nonlocomotor skills to beat/rhythm pattern)	Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow)	Demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements)		Communicate ideas and feelings through dance movement (e.g., sports dance, joy, anger)		Apply fundamental movement skills to create a simple movement sequence (e.g., locomotor, non-locomotor, self-expression, self-evaluation)	Analyze the creative and aesthetic aspects of a dance pattern (e.g., direction, time, flow, level, energy)	
	Creative/Interpretive									
State Standards	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	
National Standards	NPE 1, NPE 6	NPE 1, NPE 6	NPE 1, NPE 6	NPE 1, NPE 6		NPE 1, NPE 6		NPE 1, NPE 6	NPE 1, NPE 6	

Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
C.		Demonstrate rhythmic activities (e.g., lummi sticks, jump rope, parachute)	Create personal rhythmic pattern with a manipulative (e.g., lummi stick)	Demonstrate rhythmic routines using fundamental movement skills and/or a manipulative (e.g., teacher-directed routine using streamers)		Create simple rhythmic routines using fundamental movement skills in partner and small group situations	Describe the benefits of dance as a lifetime activity as it relates to fitness (e.g., flexibility, muscle coordination)	Design an exercise routine to accompany music that emphasizes fitness components (e.g., jump rope, aerobics, line dance)		Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)
Rhythmic Activities										
State Standards		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2
National Standards		NPE 1	NPE 1	NPE 1		NPE 1	NPE 6	NPE 4		NPE 4

Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
D.		Demonstrate a simple dance	Demonstrate a simple dance with a partner	Demonstrate simple step patterns (e.g., step-together-step-touch), and scattered formations in dance Demonstrate simple dance mixers (changing partner)	Demonstrate step patterns (e.g., do-si-do), simple positions (e.g., promenade) and formations (e.g., partner scattered) in dance	Perform a traditional folk or square dance (e.g., Cotton Eyed Joe and Patty Cake Polka)	Exhibit basic dance skills and fundamentals while demonstrating various dance forms (e.g., folk, line, square, social)		Analyze differences and similarities in dances from various cultures	Demonstrate basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds (e.g., line dance, social, folk, aerobic, square, jazz, contemporary)
Forms of Dance										
State Standards		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2
National Standards		NPE 1	NPE 1	NPE 1	NPE 1	NPE 1	NPE 1		NPE 1	NPE 1, NPE 5, NPE 6

Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
E.		Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)	Identify historical origins of folk dances (e.g., Kinder polka – Germany)			Identify the historical and cultural origin of various international folk dances (e.g., Teton Mountain Stomp – USA)	Demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms	Discuss the cultural and historic context of at least one dance form		Compare the recreational and social aspects of a variety of dances and their impact on cultural development
Social/Cultural Aspects of Dance										
State Standards		HPE 5	HPE 4, FA 5			HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5
National Standards		NPE 5	NPE 5			NPE 5	NPE 5, NPE 6	NPE 5, NPE 6	NPE 5, NPE 6	NPE 5, NPE 6



MISSOURI ASSOCIATION
FOR HEALTH, PHYSICAL
EDUCATION, RECREATION,
AND DANCE (MOAHPERD)

Grade-Level Expectations for K-12 Physical Education

At the invitation of the Missouri Department of Elementary and Secondary Education, a Task Force was assembled to complete a regular review of guidelines for Physical Education Curricula in Missouri Schools. This Task Force was representative of all physical education professionals in the state. All educational levels were represented (elementary, middle, high school, and university program), as well as a balance of regional representation and years of experience in the field. Supported by the Missouri Department of Health and Senior Services, the Task Force met in Jefferson City in April of 2014 to begin the process. Tasks were defined and time-lines were established to complete the charge of the Task Force. Following subsequent meetings and communications, the Task Force finalized the project in the summer of 2015.

For a variety of reasons, it was agreed that the Missouri Association for Health, Physical Education, Recreation, and Dance should spearhead the processes associated with implementation. At the November 2015 Representative Assembly meeting of the association, the draft was presented to members for consideration. It was decided to begin a review process at that time, and at the March 2016 meeting of the Representative Assembly the draft document with recommended modifications was approved. During the summer of 2016, recommended changes were addressed and implemented into the document.

As HB 149 passed during the 2014 legislative session, provides stipulations on how DESE updates academic standards, this document is not intended to be approved by DESE as a component of the Missouri Learning Standards. Yet, this document was prepared by reviewing the Missouri Grade Level Expectations for Physical Education (2007) and the SHAPE America National Standards in Physical Education published in 2014. Essential elements of each were included in this current document, while also including important elements of “health-related physical activity” components taken from the School Health Index (SHI).

The Missouri Association for Health, Physical Education, Recreation, and Dance has resources available to support any school district that conducts periodic Physical Education Curriculum Review cycles and seeks to update the curriculum to demonstrate compliance with the most current developmentally-appropriate practices that impact the local curriculum.

Assisting in the review and development process were: Laura Beckmann, Sheri Beeler, Stacey Bryant, Mary Driemeyer, Lieschen Fink, Taralyn Garner, Jen Hadler Hoell, Christi Hopper, Britt Johnson, Tom Loughrey, Julie Lueckenhoff, Rhonda Moore, Treslyn Pollreisz, Ron Ramspott, Andrew Salmon, Carla Smith, Mike Stewart, Steve Taff, Sarah Wall, Nanette Woolford, and Melanie Zerr. This group was invited by Janice Rehak, Missouri Department of Elementary and Secondary Education, with assistance from Kathy Craig and Janet Wilson, Missouri Department of Health and Senior Services.

Grade-Level Outcomes for K-12 Physical Education

ADAPTED FROM AND USED WITH PERMISSION FROM **SHAPE AMERICA**

Created Originally by:

AAHPERD (Now SHAPE America) Curriculum Framework Task Force

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Now available: *National Standards & Grade-Level Outcomes for K-12 Physical Education*

Find even more guidance on using the new National Standards in *National Standards & Grade-Level Outcomes for K-12 Physical Education* (SHAPE America, 2014). Designed as a tool for physical educators at all levels, this book offers guidance on planning curricula, designing units and lessons, tracking student progress across grades and more. Purchase your copy at www.shapeamerica.org/shop/.

Elementary School Outcomes (K – Grade 5)

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

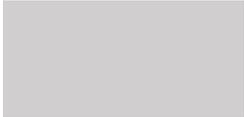
Note: Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Demonstrates competency in a variety of motor skills and movement patterns.</i>						
S1.E1 Locomotor <i>Hopping, galloping, running, sliding, skipping, leaping</i>	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)	Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a) Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b) Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
S1.E2 Locomotor <i>Jogging, running</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 2.</i>	Runs with a mature pattern. (S1.E2.2a) Travels showing differentiation between jogging and sprinting. (S1.E2.2b)	Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E3 Locomotor <i>Jumping & landing horizontal</i>	Performs jumping & Landing actions with balance. (S1.E3.K) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>	Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings. (S1.E3.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings. (S1.E3.2)	Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>	Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>	Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E3.5) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>
S1.E4 Locomotor <i>Jumping & landing vertical</i>		Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)			
S1.E5 Locomotor <i>Dance</i>	Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)	Combines locomotor and non-locomotor skills in a teacher-designed dance. (S1.E5.1)	Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)	Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)
S1.E6 Locomotor <i>Combinations</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	* Applies locomotor and manipulative skill combinations in various movement activities.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E7 Nonlocomotor* (stability)</p> <p><i>Balance</i> <i>Weight transfer</i></p>	<p>Maintains momentary stillness on different bases of support. (S1.E7.Ka)</p> <p>* Place a variety of body parts into high, middle and low levels.</p>	<p>Maintains stillness on different bases of support with different body shapes. (S1.E7.1)</p> <p>* Move feet into a high level by placing the weight on the hands and landing with control</p> <p>* Move in symmetrical positions</p> <p>Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)</p>	<p>Balances on different bases of support, combining levels and shapes. (S1.E7.2a)</p> <p>Balances in an inverted position with stillness and supportive base. (S1.E7.2b)</p> <p>Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2)</p> <p>* Move feet into a high level by placing the weight on the hands and landing with control.</p>	<p>Transfers weight from feet to hands for momentary weight support. (S1.E8.3)</p> <p>* Transfer weight, from feet to hands, at fast and slow speeds, using large extensions: mule-kick, handstand, cartwheel.</p> <p>* Balance with obvious control, on a variety of moving objects, such as balance boards and scooters.</p> <p>Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E12.3)</p> <p>Combines balance and weight transfers with movement concepts to create and perform a dance (S1.E12.3)</p>	<p>Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)</p> <p>Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).1 (S1.E8.4)</p>	<p>Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)</p> <p>Transfers weight In tumbling/gymnastics, dance, games and sports skills environments. (S1.E8.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E10 Nonlocomotor (stability)</p> <p><i>Curling & stretching</i></p> <p><i>Twisting & bending</i></p> <p><i>Rolling, pushing, pulling</i></p>	<p>Contrasts the actions of curling & stretching. (S1.E10.K)</p> <p>Rolls sideways in a narrow body shape. (S1.E9.K)</p> <p>Forms wide, narrow, curled & twisted body shapes. (S1.E7.Kb)</p> <p>* Contrasts the action of pushing and pulling</p>	<p>Demonstrates twisting, curling, bending & stretching actions. (S1.E10.1)</p> <p>Rolls with either a narrow or curled body shape. (S1.E9.1)</p>	<p>Differentiates among twisting, curling, bending & stretching actions. (S1.E10.2)</p> <p>Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)</p>	<p>Moves into and out of gymnastics balances with curling, twisting & stretching actions. (S1.E10.3)</p>	<p>Moves into and out of balances on apparatus with curling, twisting & stretching actions. (S1.E10.4)</p>	<p>Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments. (S1.E10.5)</p>
<p>S1.E11 Nonlocomotor (stability)</p> <p><i>Combinations</i></p>	<p>* Identifies and demonstrates a variety of non-locomotor movement vocabulary</p>		<p>Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics). (S1.E11.2)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)</p> <p>Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)</p>	<p>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)</p> <p>Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E13 Manipulative</p> <p><i>Underhand throw</i></p> <p><i>Overhand throw</i></p>	<p>Throws underhand with opposite foot forward. (S1.E13.K)</p>	<p>Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1)</p> <p>* Throw a ball demonstrating an overhand technique, side orientation to the target, and stepping in opposition.</p>	<p>Throws underhand using a mature pattern. (S1.E13.2)</p> <p>Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)</p> <p>* Throw a ball with different levels of force, toward a target, demonstrating an overhand technique, side orientation to the target, and stepping in opposition.</p>	<p>Throws underhand to a partner or target with accuracy. (S1.E13.3)</p> <p>Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3)</p>	<p>Throws underhand using mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)</p> <p>Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a)</p> <p>* Throw a variety of objects (frisbees, deck tennis rings, footballs), demonstrating both accuracy and distance.</p> <p>Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). (S1.E15.4)</p> <p>Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)</p>	<p>* Throws underhand, with accuracy, in dynamic situations.</p> <p>* Throw a variety of objects (frisbees, deck tennis rings, footballs), demonstrating both accuracy and distance.</p> <p>Throws with accuracy, both partners moving. (S1.E15.5a)</p> <p>Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)</p> <p>Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)</p> <p>Throws overhand to a large target with accuracy. (S1.E13.5b)</p> 

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E16 Manipulative</p> <p><i>Catching</i></p>	<p>Drops a ball and catches it before it bounces twice. (S1.E16.Ka)</p> <p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p> <p>* Toss a ball and catch it before it bounces twice.</p> <p>* Drops a ball and catches it at the peak of the bounce.</p>	<p>Catches a soft object from a self-toss before it bounces. (S1.E16.1a)</p> <p>Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)</p>	<p>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</p>	<p>Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)</p> <p>* Consistently catch a ball with bare hands, a glove or a scoop.</p>	<p>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)</p>	<p>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)</p> <p>Catches with accuracy, both partners moving. (S1.E16.5b)</p> <p>Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)</p>
<p>S1.E17 Manipulative</p> <p><i>Dribbling/ball control with hands</i></p>	<p>Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)</p>	<p>Dribbles continuously in self-space using the preferred hand. (S1.E17.1)</p> <p>* Continuously dribble a ball, using the hands or feet, without losing control.</p>	<p>Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)</p> <p>Dribbles using the preferred hand while walking in general space. (S1.E17.2b)</p> <p>* Continuously dribble a ball, using the hands or feet, without losing control.</p>	<p>Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)</p> <p>* Hand dribble and foot dribble a ball and maintain control while traveling within a group.</p>	<p>Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a)</p> <p>Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)</p>	<p>Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E18 Manipulative</p> <p><i>Dribbling/ball control with feet</i></p>	<p>Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)</p>	<p>Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)</p>	<p>Dribbles with the feet in general space with control of ball and body. (S1.E18.2)</p> <p>* Continuously dribble a ball, using the hands or feet, without losing control.</p>	<p>Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)</p> <p>* Hand dribble and foot dribble a ball and maintain control while traveling within a group.</p>	<p>Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)</p>	<p>Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)</p>
<p>S1.E19 Manipulative</p> <p><i>Passing & receiving with feet</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p>Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)</p>	<p>Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)</p>	
<p>S1.E20 Manipulative</p> <p><i>Dribbling in combination</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p>Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)</p> <p>* Dribbles, then passes a ball to a moving receiver.</p> <p>* Hand dribble and foot dribble a ball while changing directions and changing from foot to foot and hand to hand.</p>	<p>Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)</p> <p>* Hand dribble and foot dribble a ball while preventing an opponent from stealing the ball.</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E21 Manipulative <i>Kicking</i>	Kicks a stationary ball from a stationary position demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.E21.K) * Kick a stationary ball, using a running approach (without hesitating or stopping) prior to the kick.	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2) * Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.	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) Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)	Kicks a ground ball, a lofted ball, and punts using mature patterns. (S1.E21.4)	Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)
S1.E22 Manipulative <i>Volley, underhand</i>	Volleys a light-weight object (balloon), sending it upward. (S1.E22.K)	Volleys an object with an open palm, sending it upward. (S1.E22.1)	Volleys an object upward with consecutive hits. (S1.E22.2) * Use at least three different body parts to strike a ball toward a target.	Strikes/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) * Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts, such as the forearm volleyball bump the thigh trap/pass in soccer.	Strikes/volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)	* Applies skill in various situations.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E23</p> <p>Manipulative</p> <p><i>Volley, overhead</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p>Strikes/volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4)</p> <p>* In a small group, keep an object (ball, foot bag) continuously in the air without catching it.</p>	<p>Strikes/volleys a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5)</p>
<p>S1.E24</p> <p>Manipulative</p> <p><i>Striking, short implement</i></p>	<p>Strikes a lightweight object with a paddle short-handled racket. (S1.E24.K)</p>	<p>Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)</p> <p>* Strike a ball repeatedly with a paddle.</p>	<p>* Strike a ball repeatedly with a paddle toward a target.</p>	<p>Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)</p> <p>Strikes an object with a short-handled implement while the 5 critical elements of a mature pattern. (S1.E24.3b)</p> <p>* Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target, and swing plane.</p>	<p>Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)</p> <p>Strikes an object with a short handled implement, alternating hits a partner over a low net or against a wall. (S1.E24.4b)</p> <p>* Continuously strike a ball to a wall or a partner with a paddle, using forehand and backhand strokes.</p>	<p>Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)</p> <p>* Continuously strike toward a target or a partner with a paddle, using forehand and backhand strokes</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E25</p> <p>Manipulative</p> <p><i>Striking, long implement</i></p>	<p>* Striking off batting tees.</p>	<p>* Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.</p>	<p>Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation. (S1.E25.2)</p> <p>* Striking a self-tossed ball to different distances.</p>	<p>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. <i>Note:</i> Use batting tee or ball tossed by teacher for batting. (S1.E25.3)</p> <p>* Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target, and swing plane.</p>	<p>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)</p>	<p>Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)</p> <p>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)</p>
<p>S1.E27</p> <p>Manipulative</p> <p><i>Jumping rope</i></p>	<p>Executes a single jump with self-turned rope. (S1.E27.Ka)</p> <p>Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)</p>	<p>Jumps forward or backward consecutively using a self- turned rope. (S1.E27.1a)</p> <p>Jumps a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b)</p>	<p>Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)</p> <p>Jumps a long rope 5 times ,consecutively with student turners. (S1.E27.2b)</p>	<p>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.E27.3)</p>	<p>Creates a jump-rope routine with either a short or long rope. (S1.E27.4)</p>	<p>Creates a jump- rope routine with a partner, using either a short or long rope. (S1.E27.5)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>						
<p>S2.E1 Movement concepts</p> <p><i>Space—self or personal; general space</i></p>	<p>Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)</p> <p>Moves in personal space to a rhythm. (S2.E1.Kb)</p> <p>* Demonstrates safe movement through general space.</p>	<p>Moves in self-space and general space in response to designated beats/ rhythms. (S2.E1.1)</p>	<p>Combines locomotor skills in general space to a rhythm. (S2.E1.2)</p>	<p>* Demonstrate safe movement through general space in a variety of movement contexts</p>	<p>Safely applies the concept of general space to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)</p> <p>Dribbles in general space with changes in direction and speed. (S2.E1.4c)</p>	<p>Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)</p>
<p>S2.E2 Movement concepts</p> <p><i>Pathways, shapes, levels, extensions</i></p>	<p>Travels safely in straight, curved and zigzag pathways. (S2.E2.K)</p> <p>* Travels demonstrating extensions (large/small; wide/narrow; far/near).</p>	<p>Travels demonstrating low, middle and high levels. (S2.E2.1a)</p> <p>Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)</p>	<p>Combines shapes, levels, extensions and pathways into simple travel, dance and gymnastics sequences. (S2.E2.2)</p>	<p>* Employs a variety of pathways, shapes, extensions and levels while moving in a various locomotor patterns.</p>	<p>Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)</p>	<p>Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S2.E3 Movement concepts</p> <p><i>Speed, direction, force, flow</i></p>	<p>Travels safely in general space with different speeds, force and directions. (S2.E3.K)</p>	<p>Differentiates between fast and slow speeds. (S2.E3.1a)</p> <p>Differentiates between strong and light force. (S2.E3.1b)</p>	<p>Varies time and force with gradual increases and decreases. (S2.E3.2)</p> <p>* Differentiates between bound and free (flow)</p>	<p>Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation. (S2.E3.3)</p>	<p>Applies the movement concepts of speed, endurance and pacing for various locomotor movement (e.g. Running) (S2.E3.4a)</p> <p>Applies the concepts of direction and force in various activities (e.g. when striking an object with a short-handled implement, sending it toward a designated target). (S2.E3.4b)</p>	<p>Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>Applies the concepts of direction and force (e.g. to strike an object with a long-handled implement). (S2.E3.5b)</p> <p>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)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S2.E5 Movement concepts</p> <p><i>Strategies & tactics</i></p>	<p>* Demonstrates control while engaging safely in fleeing and chasing activities</p>	<p>* Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others</p>	<p>* Applies appropriate cooperative, social, and teamwork skills while participating in game situations</p>	<p>* Apply chasing, fleeing and dodging in a variety of complex and changing game-like situations</p>	<p>* Applies simple offensive and defensive strategies and tactics in complex and changing game-like situations.</p> <p>Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws). (S2.E5.4c)</p>	<p>Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks. (S2.E5.5a)</p> <p>Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b)</p> <p>Recognizes and demonstrates strategies and tactics needed for different games and sports situations (e.g. throw, volley, or striking action needed for different games & sports situations. (S2.E5.5c)</p>
<p>Movement concepts</p> <p><i>Body Awareness</i></p>	<p>* Identify selected body parts, skills, and movement concepts.</p>	<p>* Identify major body parts (e.g. head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)</p>	<p>* Identify human body systems (e.g. heart—circulatory system, lungs—respiratory system, muscle—muscular system, bones—skeletal system)</p> <p>* Show on the body a few of the major bones (e.g. patella, ribs, phalanges, femur)</p>	<p>* Identify the parts of the circulatory and respiratory systems of the body (circulatory—heart, blood, veins, arteries; respiratory—lungs, mouth, nose bronchial, tubes, trachea)</p> <p>* Tell why muscles and bones are important to movement</p>	<p>* Label major muscles (e.g. abdominals, quadriceps, biceps) and bones (e.g. tibia, fibula, radius)</p> <p>* Recognize what systems work together to move your body (e.g. muscular and skeletal)</p>	<p>* Identify the major functions of circulatory (blood flow); respiratory (oxygen); muscular (strength and motor performance) and skeletal (body support) systems</p>

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>						
S3.E1 Physical activity knowledge	Identifies active-play opportunities outside physical education class. (S3.E1.K) * Explains ways to be active every day.	Discusses the benefits of being active and exercising and/ or playing. (S3.E1.1) * Describes behaviors that are physically active and physically in-active.	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) * Identifies the recommended amount of physical activity for children. * Describe how being physically active can help a person feel better. * Describe the benefits of being physically active. * Describe the benefits of drinking plenty of water before, during, and after physical activity.	Tracks participation in physical activities outside physical education class. (S3.E1.3a) Identifies physical activity benefits as a way to become healthier. (S3.E1.3b) * Identify different types of physical activity (Physical Activity Pyramid). * Set a realistic personal goal to be physically active.	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4) * Track progress toward personal goal to be physically active. * Describe the recommended amount of physical activity for children. * Identify ways to increase daily physical activity. * Identify different types of physical activities. * Describe the importance of choosing a variety of ways to be physically active. * Explain positive outcomes for being physically active.	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S3.E1 Physical activity knowledge <i>(continued)</i>					* Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.	
S3.E2 Engages in physical activity	* Meet the national standard of 60 minutes of daily physical activity.	* Meet the national standard of 60 minutes of daily physical activity.	* Meet the national standard of 60 minutes of daily physical activity.	* Meet the national standard of 60 minutes of daily physical activity. * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.	* Meet the national standard of 60 minutes of daily physical activity. * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.	* Meet the national standard of 60 minutes of daily physical activity * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.
S3.E3 Fitness knowledge	Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1) * Understands body temperature changes are related to heart rate changes as a result of physical activity (e.g. perspiration/ sweat).	Identifies physical activities that contribute to fitness. (S3.E3.2b)	Provide examples of physical activity to enhance different fitness components.	Identifies the components of health-related fitness and recognize activities that contribute to the development of each component. (S3.E3.4)	* Identify activities that contribute to the development of each health-related component of fitness.

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S3.E4 Fitness knowledge	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2</i>	* Identifies proper warm up and cool down procedures (e.g. static/dynamic stretching)	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)
S3.E5 Assessment & Personal Development	<i>Developmentally appropriate/emerging outcomes first appear in Grade 1.</i>	* Demonstrates skills necessary to improve fitness levels (e.g. FITNESSGRAM)	* Demonstrates skills necessary to improve fitness levels (e.g. FITNESSGRAM)	* Demonstrates, with teacher direction, the health-related fitness assessments. (S3.E5.3)	* Uses fitness assessments to set goals for achieving or maintaining healthy fitness levels (e.g. FITNESSGRAM) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Analyzes results of fitness assessment (FITNESSGRAM pre- & post-), comparing results to fitness components for good health. (S3.E5.5a) * Identify barriers to participation in physical activity. Set goals to address ways to use physical activity to overcome barriers and enhance fitness. (S3.E5.5b)
S3.E6 Nutrition	Recognizes that food provides energy for physical activity and growth. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	* Recognizes how energy balance correlates to nutrition and physical activity (caloric intake and expenditure) * Recognizes that daily hydration choices relate to physical activity	Identifies foods and drinks that are beneficial or harmful before, during, and after physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Exhibits responsible personal and social behavior that respects self and others.</i>						
S4.E1 Personal responsibility	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
S4.E2 Personal responsibility	Acknowledges responsibility for behavior when prompted. (S4.E2.K)	Follows the rules & parameters of the learning environment. (S4.E2.1)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)	Works independently for extended periods of time. (S4.E2.3)	Reflects on personal social behavior in physical activity. (S4.E2.4)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self and others with appropriate behavior while engaging in physical activity. (S4.E2.5b)
S4.E3 Accepting feedback	Follows instruction/ directions when prompted. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfully to peers. (S4.E3.5)
S4.E4 Working with others	Shares equipment and space with others. (S4.E4.K)	Works independently and respectfully with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)	Works independently with others in partner environments. (S4.E4.2)	Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b)	Praises the movement performance of others both more- and less-skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) * Assists others in the performance of tasks.

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S4.E5 Rules & etiquette	Recognizes and follows the established protocol for class activities. (S4.E5.K)	Exhibits the Established protocols for class activities. (S4.E5.1)	Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)	Recognizes and adheres to 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)	Reflect and analyze the etiquette of self and others in following rules of various game activities. (S4.E5.5)
S4.E6 Safety	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)	Works independently and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b) * Be able to identify safety rules for playing on playgrounds, swimming, and playing sports. * Describe how to be a safe pedestrian	Works independently and safely in physical activity settings. (S4.E6.3) * Willingly uses appropriate safety equipment with various equipment (bike helmet). * Describe how to ride a bike, skateboard, inline skates, scooter safely	Works safely with peers and equipment in physical activity settings. (S4.E6.4) * Identify safety precautions for playing and working outdoors in different kinds of environmental conditions. * Identify ways to reduce injury as a pedestrian.	Applies safety principles with age-appropriate physical activities. (S4.E6.5) * Identify safety precautions for playing and working outdoors in different kinds of environmental conditions. * Identify ways to reduce injury as a pedestrian.

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.						
S5.E1 Health	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the value of “good health balance.” (Refer to S3.E6.2)	Discusses the relationship between physical activity and good health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in selected physical activities. (S5.E1.5)
S5.E2 Challenge	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenge in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
S5.E3 Self-expression & enjoyment	Identifies physical activities that are enjoyable. (S5.E3.Ka) Discusses the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Discusses personal reasons (i.e., the “why”) for enjoying physical activities. (S5.E3.1b)	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment). (S5.E3.2)	Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
S5.E4 Social interaction	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

Middle School Outcomes (Grades 6-8)

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression. **Note:** Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Grade 6	Grade 7	Grade 8
Demonstrates competency in a variety of motor skills and movement patterns.			
S1.M1 Dance & rhythms	Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)
S1.M2 Games & sports Invasion & field games <i>Throwing</i>	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2 nd base to 1 st base). (S1.M2.6)	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)
S1.M3 <i>Catching</i>	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7)	Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)
S1.M4 Games & sports Invasion games <i>Passing & receiving</i>	Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)	Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7)	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)
S1.M5 Games & sports Invasion games <i>Passing & receiving</i>	Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)	Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)	Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)
S1.M6 Games & sports Invasion games <i>Offensive skills</i>	Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M7 Games & sports Invasion games <i>Offensive skills</i>	Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6)	Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes. (S1.M7.7)	Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes. (S1.M7.8)
S1.M8 Games & sports Invasion games <i>Dribbling/ball control</i>	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. (S1.M8.8)
S1.M9 Games & sports Invasion games <i>Dribbling/ball control</i>	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)
S1.M10 Games & sports Invasion games <i>Shooting on goal</i>	Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)	Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7)	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)
S1.M11 Games & sports Invasion games <i>Defensive skills</i>	Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Slides in all directions while on defense without crossing feet. (S1.M11.7)	Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
S1.M12 Games & sports Net/wall games <i>Serving</i>	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)	Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)
S1.M13 Games & sports Net/wall games <i>Striking</i>	Strikes, with a mature overarm pattern, in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)	Strikes, with a mature overarm pattern, in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)	Strikes, with a mature overarm pattern, in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M14 Games & sports Net/wall games <i>Forehand & backhand</i>	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6)	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)	Demonstrates the mature form of fore- hand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball. (S1.M14.8)
S1.M15 Games & sports Net/wall games <i>Weight transfer</i>	* Transfers weight with correct timing for a variety of manipulative movements.	* Transfers weight with correct timing using low to or high striking pattern for a variety of manipulative movements.	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)
S1.M16 Games & sports Net/wall games <i>Volley</i>	Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.M16.7)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)
S1.M17 Games & sports Net/wall games <i>Two-hand volley</i>	Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6)	Two-hand-volleys with control in a dynamic environment. (S1.M17.7)	Two-hand-volleys with control in a small-sided game. (S1.M17.8)
S1.M18 Games & sports Target games <i>Underhand throw</i>	Demonstrates a mature underhand throwing pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M18.6)	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes. (S1.M18.7)	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci. (S1.M18.8)
S1.M19 Games & sports Target games <i>Striking</i>	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle- board or golf. (S1.M19.6)	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle- board or golf. (S1.M19.7)	Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf. (S1. M19.8)
S1.M20 Games & sports Fielding/striking games <i>Striking</i>	Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)	Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)

Standard 1	Grade 6	Grade 7	Grade 8
S1.M21 Games & sports Fielding/striking games <i>Catching</i>	Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. (S1.M21.6)	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)
S1.M22 Outdoor/Adventure pursuits <i>(See end of section for examples)</i>	Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)	Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities. (S1.M22.8)
S1.M23 Aquatics	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.		
S1.M24 Individual-performance activities	Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)	Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. (S1.M24.7)	Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.M24.8)
Applies the Elements of Dance in Movement Skills	<ul style="list-style-type: none"> * Demonstrates correct rhythm and pattern for one of the following Dance forms(folk, social, creative, line or world) * Practices simple breathing and relaxation techniques. * Perform short dances that have a beginning, middle, and end. 	<ul style="list-style-type: none"> * Demonstrates correct rhythm and pattern for a variety of dance forms among folk, social, creative, line, and world. * Use of breath to facilitate movement in dance. * Perform dances that use simple choreographic forms and structures (musical, literary, or visual). 	<ul style="list-style-type: none"> * Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. * Maintains adequate breath support for movement phrasing and endurance, and ease of motion. * Perform dances that fulfill aesthetic criteria including: beginning development of an idea, resolution, and end; use of variety in elements of dance, artistic form, and communication of the intent of the choreographer.
Applies Locomotor and Non-locomotor Movement Skills in Dance and Rhythmic Activities	<ul style="list-style-type: none"> * Integrate locomotor and non-locomotor (axil) movement and stillness into dance sequences through use of transitions. 	<ul style="list-style-type: none"> * Demonstrates basic movement skills and describes the underlying principles (e.g., alignment, balance, initiation of movement, articulation, isolated body parts, weight shift, elevation and landing, fall and recovery). 	<ul style="list-style-type: none"> * Apply anatomical concepts to movements that are vertical, off vertical, and on one leg with balance, agility, endurance, and ease of motion.

Standard 2	Grade 6	Grade 7	Grade 8
<i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>			
S2.M1 Games & sports Invasion games <i>Creating space with movement</i>	Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)	Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)
S2.M2 Games & sports Invasion games <i>Creating space with offensive tactics</i>	Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. (S2.M2.6)	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7)	Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go. (S2.M2.8)
S2.M3 Games & sports Invasion games <i>Creating space using width & length</i>	Creates open space by using the width and length of the field/court on offense. (S2.M3.6)	Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)
S2.M4 Games & sports Invasion games <i>Reducing space by changing size & shape</i>	Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)	Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M4.7)	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)
S2.M5 Games & sports Invasion games <i>Reducing space using denial</i>	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)
S2.M6 Games & sports Invasion games <i>Transitions</i>	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)

Standard 2	Grade 6	Grade 7	Grade 8
S2.M7 Games & sports Net/wall games <i>Creating space through variation</i>	Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)	Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side. (S2.M7.7)	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)
S2.M8 Games & sports Net/wall games <i>Using tactics & shots</i>	Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)	Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)
S2.M9 Games & sports Target games <i>Shot selection</i>	Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)
S2.M10 Games & sports Fielding/striking games <i>Offensive strategies</i>	Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)	Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)
S2.M11 Games & sports Fielding/striking games <i>Reducing space</i>	Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)	Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)	Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)
S2.M12 Individual-performance activities, dance & rhythms <i>Movement concepts</i>	Varies application of force during dance or gymnastic activities. (S2.M12.6)	* Identifies and applies <i>principles</i> of motion to various dance or movement activities.	Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)
S2.M13 Outdoor pursuits <i>Movement concepts</i>	Makes appropriate decisions to ensure safety of self and others (e.g. weather, level of difficulty, etc.). (S2.M13.6)	Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)	Implements safe protocols in self-selected outdoor activities. (S2.M13.8)

Standard 2	Grade 6	Grade 7	Grade 8
<p>Applications of Principles and Elements of Dance to Fitness Activities</p>	<ul style="list-style-type: none"> * Varies application of force during dance, rhythmic movement or gymnastic activities. * Uses concentration and focus during dancing. * Understand the role of improvisation in choreography. * Use abstract movement to create dance phrases that communicate ideas, experiences, feelings, or images. 	<ul style="list-style-type: none"> * Identifies and applies Newton’s Laws of motion to various dance or movement activities. * Uses clarity, concentration, and focus while dancing. * Select movement phrases to create dance sequences that communicate ideas, experiences, feelings, images or stories. * Use self-assessment, teacher feedback, and peer feedback to refine dance quality. * Use dance vocabulary to describe how elements of movement are used to communicate ideas in dance. 	<ul style="list-style-type: none"> * Describes and applies mechanical advantages for a variety of movement patterns. * Dance with concentration and dynamic energy, kinesthetic awareness, interconnectedness between dancers, and attention to auditory and visual cues. * Uses appropriate movement terminology and dance & anatomical vocabulary to describe the actions and movement elements. * Identifies aesthetic criteria for evaluating dance (e.g. originality, visual and emotional, impact, variety, transition, contrast, skill of performers). * Use reflection and discussion to revise choreography.

Standard 3	Grade 6	Grade 7	Grade 8
<i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
S3.M1 Physical activity knowledge	Describes how being physically active leads to a healthy body. (S3.M1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)
S3.M2 Engages in physical activity	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)
S3.M3 Engages in physical activity	Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and aerobic dance. (S3.M3.6)	Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body- weight training and light free-weight training. (S3.M3.7)	Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)
S3.M4 Engages in physical activity	Participates in a variety of aerobic-fitness activities using technology. (S3.M4.6)	Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training. (S3.M4.7)	Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)
S3.M5 Engages in physical activity	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7)	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8)
S3.M6 Fitness knowledge	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)	Participates in moderate to vigorous muscle- and bone-strengthening physical activity. (S3.M6.7)	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day. (S3.M6.8)
S3.M7 Fitness knowledge	Identifies the components of skill-related fitness. (S3.M7.6)	Distinguishes between health-related and skill-related fitness. (S3.M7.7)	Compares and contrasts health-related fitness components. (S3.M7.8)
S3.M8 Fitness knowledge	Sets and monitors a self-selected physical activity goal for aerobic and/ or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

Standard 3	Grade 6	Grade 7	Grade 8
S3.M9 Fitness knowledge	Employs correct techniques and methods of stretching. (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)	Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)
S3.M10 Fitness knowledge	Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)	Describes the role of exercise and nutrition in weight management. (S3.M10.7)	Describes the role of flexibility in injury prevention. (S3.M10.8)
S3.M11 Fitness knowledge	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility.) (S3.M11.6)	Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7)	Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M11.8)
S3.M12 Fitness knowledge	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity. (S3.M12.8)
S3.M13 Fitness knowledge	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale. (S3.M13.6)	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)	Defines how the RPE Scale can be used to adjust workout intensity during physical activity. (S3.M13.8)
S3.M14 Fitness knowledge	Identifies major muscles used in selected physical activities. (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.M14.8)
S3.M15 Assessment & program planning	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6)	Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)
S3.M16 Assessment & program planning	Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)

Standard 3	Grade 6	Grade 7	Grade 8
S3.M17 Nutrition	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/ her age and physical activity levels. (S3.M17.6)	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)	Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)
S3.M18 Stress management	Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. (S3.M18.7)	Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8)
Ability to practice health-enhancing behaviors and avoid or reduce health risks.	<ul style="list-style-type: none"> * Regularly participates in a variety of aerobic activities such as cardio-kick, Zumba, step aerobics, and/or aerobic dance. * Designs and implements a warm-up/cool-down regimen for self-selected physical activity. 	<ul style="list-style-type: none"> * Regularly participates in a variety of aerobic fitness activities, strength & endurance fitness activities (i.e. Pilates, resistance-training) * Describe and demonstrate 3 or 4 safe warm-up practices that relate to personal needs. (e.g., hyperextended knees, swaybacks, rounded shoulders, or lack of abdominal tone). 	<ul style="list-style-type: none"> * Participates in a variety of self-directed aerobic, strength & endurance fitness activities. Plans and implements cross training programs that keep an individual fit. * Applies safe movement practices in both technique and choreography (e.g., plié: knees over toes; releve: alignment of ankle, knee, and hip; balance: vertical alignment of the spine).
Knowledge for Healthy Lifestyle Development	<ul style="list-style-type: none"> * Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. * Explain how physical activity can be incorporated into daily life without special exercise equipment. * Describe ways to increase daily physical activity and decrease inactivity. * Summarize the mental and social benefits of physical activity. * Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. 	<ul style="list-style-type: none"> * Describe physical activities that contribute to maintaining or improving components of health-related fitness. * Explain the short-term and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases. * Explain how an inactive lifestyle contributes to chronic disease. * Explain the importance of warming up and cooling down after physical activity. * Describe climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. 	<ul style="list-style-type: none"> * Summarize the benefits of drinking water before, during, and after physical activity. * Summarize how physical activity can contribute to maintaining a healthy body weight. * Describe the use of safety equipment for specific physical activities. * Describe the ways to reduce risk of injuries from participation in sports and other physical activities.

Standard 3	Grade 6	Grade 7	Grade 8
<p>Influence of family, peers, culture, media, technology and other factors on health behaviors</p>	<ul style="list-style-type: none"> * Explain the influence of school rules and community laws (e.g., bicycling riding laws) on physical activity practices and behaviors. * Explain how perceptions of norms influence healthy and unhealthy physical activity practices and behaviors. 	<ul style="list-style-type: none"> * Explain how social expectations influence healthy and unhealthy behaviors related to physical activity practices and behaviors. * Explain how personal values and beliefs influence physical activity practices and behaviors. 	<ul style="list-style-type: none"> * Describe how some health risk behaviors influence the likelihood of engaging in physical inactivity practices and behaviors. * Analyze how relevant influences of family and culture, school and community, media (e.g. advertising, social networks) and technology (e.g., internet shopping), and peers affect personal physical activity practices and behaviors.
<p>Ability to access valid information and products and services to enhance health.</p>		<ul style="list-style-type: none"> * Analyze the validity and reliability of physical activity information. * Determine the availability of valid and reliable physical activity products. 	<ul style="list-style-type: none"> * Analyze the validity and reliability of physical activity products and services. * Access valid and reliable physical activity information from home, school, or community. * Locate valid and reliable physical activity products and services.
<p>Ability to practice health-enhancing behaviors and avoid or reduce health risks</p>	<ul style="list-style-type: none"> * Explain the importance of being responsible for being physically active. 	<ul style="list-style-type: none"> * Analyze personal practices and behaviors that reduce or prevent physical inactivity. 	<ul style="list-style-type: none"> * Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others. * Provide evidence of being physically active outside of school on a regular basis.

Standard 4	Grade 6	Grade 7	Grade 8
<i>Exhibits responsible personal and social behavior that respects self and others.</i>			
S4.M1 Personal responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)
S4.M2 Personal responsibility	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)
S4.M3 Accepting feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)	Provides corrective feedback to a peer, using teacher-generated guide-lines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
S4.M4 Working with others	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
S4.M5 Working with others	Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)	Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)
S4.M6 Rules & etiquette	Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6)	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)
S4.M7 Safety	Uses physical activity and fitness equipment appropriately and safely, <i>with the teacher's guidance.</i> (S1.M7.6)	<i>Independently</i> uses physical activity and exercise equipment appropriately and safely. (S1.M7.7)	Independently uses physical activity and fitness equipment appropriately, and <i>identifies specific safety concerns</i> associated with the activity. (S1.M7.8)

Standard 4	Grade 6	Grade 7	Grade 8
<p>Working with others</p>	<ul style="list-style-type: none"> * Demonstrates respect for self and others in movement activities and dance styles by following rules, working with partners, working with groups, and encouraging others. * Demonstrates the ability to perform with groups of varying sizes. 	<ul style="list-style-type: none"> * Demonstrates the ability to perform dances with groups of varying sizes; plus demonstrates partner skills; using complimentary shapes, using contrasting movements, taking and supporting weights, and counting phrases to maintain unison. (e.g., counting in canon and understanding counts of phrasing). * Problem solves with a small group of peers in creative movement design. 	<ul style="list-style-type: none"> * Cooperates with a partner to demonstrate the following skills in a visually interesting way: creating, contrasting, and complimentary shapes; taking and supporting weight. * Cooperates with a partner or small group to produce original work/dance. * Demonstrates appropriate audience behavior, performance, and etiquette in formal and informal situations. Explains how audiences and venues affect choreography.
<p>Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p>	<ul style="list-style-type: none"> * Demonstrate the use of effective verbal and nonverbal communication skills to enhance physical activity. * Demonstrate effective peer resistance skills to avoid or reduce physical inactivity. 	<ul style="list-style-type: none"> * Demonstrate effective negotiation skills that avoid or reduce participation in unsafe physical activities. * Demonstrate how to effectively ask for assistance in accessing equipment necessary to safely engage in physical activities. 	<ul style="list-style-type: none"> * Demonstrate how to effectively ask for assistance to improve physical activity. * Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.
<p>Ability to use decision-making skills to enhance health.</p>	<ul style="list-style-type: none"> * Identify circumstances that help or hinder making a decision to be physically active. * Determine when situations related to physical activity require a decision (e.g., when a peer suggests watching television, a friend suggests riding bikes without a helmet). * Distinguish when decisions related to physical activity can be made individually or with the help of others. 	<ul style="list-style-type: none"> * Explain how family, culture, media, peers, and personal beliefs affect a decision related to physical activity. * Distinguish between healthy and unhealthy alternatives to a decision related to physical activity. * Predict the potential healthy and unhealthy alternatives to a decision related to physical activity. 	<ul style="list-style-type: none"> * Choose a healthy alternative when making a decision related to physical activity. * Analyze the effectiveness of a final outcome of a decision related to physical activity.

Standard 4	Grade 6	Grade 7	Grade 8
<p>Ability to use goal-setting skills to enhance health.</p>	<ul style="list-style-type: none"> * Assess personal physical activity practices. * Set a realistic personal goal to be physically active. 	<ul style="list-style-type: none"> * Assess the barriers to achieving a personal goal to be physically active. * Apply strategies to overcome barriers to achieving a personal goal to be physically active. 	<ul style="list-style-type: none"> * Use strategies and skills to achieve a personal goal to be physically active.
<p>Ability to advocate for personal, family, and community health.</p>	<ul style="list-style-type: none"> * State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others. 	<ul style="list-style-type: none"> * Persuade others to make healthy and safe physical activity choices. * Collaborate with others to advocate for individuals, families, and schools to be physically active. 	<ul style="list-style-type: none"> * Demonstrate how to adapt a positive physical activity messages for different audiences.

Standard 5	Grade 6	Grade 7	Grade 8
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.			
S5.M1 Health	Describes how being physically active leads to a healthy body. (S5.M1.6)	Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
S5.M2 Health	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)	Analyzes the empowering consequences of being physical active. (S5.M2.8)
S5.M3 Challenge	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks. (S5.M3.6)	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
S5.M4 Self-expression & enjoyment	Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)	Identifies why self-selected physical activities create enjoyment. (S5.M4.7)	Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)
S5.M5 Self-expression & enjoyment	Identifies how self-expression and physical activity are related. (S5.M5.6)	Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)	Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)
S5.M6 Social interaction	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)	Demonstrates the importance of positive social interaction by helping and encouraging others and providing support to classmates. (S5.M6.7)	Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)
The importance of life long activities for joy, health, and overall well-being.	<p>* Describes how dance is a life-long, healthful physical activity. (e.g., aids in weight management, helps prevent diabetes, and osteoporosis, and promotes a strong cardiovascular system).</p> <p>* Identifies positive and negative results of stress and appropriate ways of dealing with each.</p>	<p>* Recognizes the joy of dance as a life-time fitness activity to celebrate culture and community events.</p> <p>* Practices strategies for dealing with stress such as, deep breathing, guided-visualization, and aerobic exercise.</p>	<p>* Recognizes the joy of dance as a life-long activity to celebrate culture and community events (follow-up from earlier grade levels).</p> <p>* Demonstrates basic movements used in stress-reducing activities dancers use such as Yoga and Tai Chi.</p>

Operational Definition of Activity Categories

Outdoor Pursuits: The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

Fitness Activities: Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

Dance and Rhythmic Activities: Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

Aquatics: Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

Individual-Performance Activities: Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Games and Sports: Includes the games categories of invasion, net/wall, target and fielding/striking.

Lifetime Activities: Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games. **Note:** Invasion games and fielding and striking games are not addressed in the secondary outcomes because those activities require team participation and are not well suited to lifelong participation.

High School Outcomes (Grades 9-12)

By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

Note: High school outcomes have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain to be college/career-ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.

Note: Swimming skills and water-safety activities should be taught of facilities permit.

Standard 1	Level 1	Level 2
<i>Demonstrates competency in a variety of motor skills and movement patterns.</i>		
<i>S1.H1</i> Lifetime activities	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)	Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)
<i>S1.H2</i> Dance & rhythms	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)
<i>S1.H3</i> Fitness activities	Demonstrates competency in performing activities that contribute to improving each of the five components of health-related fitness. (S1.H3.L1-Rev.)	Demonstrates proficiency in performing activities that contribute to improving each of the five components of health-related fitness.-. (S1.H3.L2-Rev.)

Standard 2	Level 1	Level 2
<i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>		
<i>S2.H1</i> Movement concepts, principles & knowledge	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1-Rev.)	Design a personalized plan to implement movement concepts and principles. (S2.H1.L2 – Rev.)
<i>S2.H2</i> Movement concepts, principles & knowledge	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)	Describes the speed/accuracy trade-off in throwing and striking skills. (S2.H2.L2)
<i>S2.H3</i> Movement concepts, principles & knowledge	Creates a practice plan to improve performance for a self- selected skill. (S2.H3.L1)	
<i>S2.H4</i> Movement concepts, principles & knowledge	Identifies examples of social and technical movement and dance forms. (S2.H4.L1)	Compares similarities and differences in various movement and dance forms. (S2.H4.L2)
<i>S2.H5</i> Tactics and strategies	* Apply appropriate tactics and strategies in various activities	* Design and implement tactics and strategies appropriate for various activities.

Standard 3	Level 1	Level 2
<i>Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</i>		
S3.H1 Physical activity knowledge	Discusses the benefits of a physically active lifestyle as it relates to college or career readiness. (S3.H1.L1)	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)
S3.H2 Physical activity knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)
S3.H3 Physical activity knowledge	Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)	Applies rates of perceived exertion and pacing. (S3.H3.L2)
S3.H4 Physical activity knowledge	Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)	* Analyzes personal physical activity behaviors taking into account community offerings/local environment and pursue personal choices for improving healthy living.
S3.H5 Physical activity knowledge	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)	Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)
S3.H6 Engages in physical activity	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)
S3.H7 Fitness knowledge	Demonstrate appropriate technique in resistance-training machines and free weights. (S3.H7.L1)	Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)
S3.H8 Fitness knowledge	Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (S3.H8.L2)
S3.H9 Fitness knowledge	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.H9.L2)
S3.H10 Fitness knowledge	Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)
S3.H11 Assessment & program planning	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

Standard 3	Level 1	Level 2
S3.H12 Assessment & program planning	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)
S3.H13 Nutrition	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)
Knowledge for Healthy Lifestyle Development	<ul style="list-style-type: none"> * Analyze how an inactive lifestyle contributes to chronic disease. * Analyze ways to increase physical activity and decrease inactivity. * Summarize the mental and social benefits of physical activity. * Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone-strengthening physical activity for adolescents and adults. * Summarize how a person can incorporate physical activity into daily life (without relying on a structured exercise plan or special equipment). * Evaluate the short-term and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility; healthy weight management; and reducing chronic diseases. * Summarize physical activities that contribute to maintaining or improving components of health-related fitness. * Describe methods for avoiding and responding to climate-related physical conditions during physical activity. * Explain the ways to reduce the risk of injuries from participation in sports and other physical activities. * Describe the effects of hydration and dehydration on physical performance. * Determine the necessary protective gear for wheel sports and activities, including biking, inline skating, riding a scooter, and skateboarding. * Describe the use of safety equipment for specific physical activities. 	

Standard 3	Level 1	Level 2
<p>Influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2)</p> <ul style="list-style-type: none"> * Explain the influence of public health policies on physical activity practices and behaviors. * Analyze how culture supports and challenges physical activity beliefs, practices, and behaviors. * Analyze how peers and perceptions of norms influence healthy and unhealthy personal physical activity behaviors. * Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy physical activity behaviors. * Analyze how some health risk behaviors influence the likelihood of engaging in physical inactivity practices and behaviors. * Analyze how laws, rules, and regulations (e.g., transportation) influence personal physical activity practices and behaviors. * Analyze how school and community affect personal physical activity practices and behaviors. * Analyze the effect of media and technology on personal, family, and community on physical activity practices and behaviors. * Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal physical activity practices and behaviors. * Analyze the factors that influence opportunities to obtain safe, accessible, and affordable products and services that support physical activity practices and behaviors for oneself and others. 	

Standard 3	Level 1	Level 2
<p>Ability to access valid information and products and services to enhance health.</p>	<ul style="list-style-type: none"> * Evaluate the validity and reliability of physical activity information, products, and services. * Determine the accessibility of valid and reliable physical activity products and services. * Determine the accessibility of valid and reliable physical activity services. 	
<p>Ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> * Determines personal goals for level of participation and attainment/improvement. * Effectively determines personal workout parameters that are aligned with specifically chosen personal benefits. * Monitors individual progress toward goals. * Monitor behaviors characterized by participation in activities associated with guidelines for enhancing health and reducing risk. * Evaluate personal practices and behaviors that reduce or prevent physical inactivity. * Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others. 	

Standard 4	Level 1	Level 2
Exhibits responsible personal and social behavior that respects self and others.		
S4.H1 Personal responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)
S4.H2 Rules & etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)
S4.H3 Working with others	Uses communication skills and strategies that promote team/ group dynamics. (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)
S4.H4 Working with others	Solves problems and thinks critically in physical activity and/ or dance settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
S4.H5 Safety	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	If the outcome was not achieved in Level 1, it should be a focus in Level 2. * Identify potential safety issues in a physical activity setting. * Apply injury recognition and basic rehabilitation practice.
Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid being physically inactive. PA4.12.2 Demonstrate how to effectively ask for and effectively offer assistance to improve physical activity. PA4.12.3	
Ability to use decision-making skills to enhance health.	* Examine barriers to making a decision to be physically active. * Analyze how family, culture, media, peers, and personal beliefs affect a decision related to physical activity. * Predict the potential short-term and long-term consequences of alternatives to decisions related to physical activity.	

Standard 4	Level 1	Level 2
<p>Ability to use goal-setting skills to enhance health.</p>	<ul style="list-style-type: none"> * Assess personal physical activity practices and behaviors * Analyze and compare health and fitness benefits derived from various activities. * Create progressive and appropriate goals for improving or maintaining cardiovascular health. * Create progressive and appropriate goals for improving or maintaining muscle and bone health. * Create appropriate goals for dealing with stress through physical activities and relaxation activities. 	<ul style="list-style-type: none"> * Assess the barriers to achieving a personal goal to be physically active. * Develop a personal plan to attain a personal goal of being physically active. * Implement strategies, including self-monitoring (e.g., a personal activity log), to achieve a personal goal of being physically active. * Use strategies to overcome barriers to achieving a personal goal to be physically active. * Formulate an effective long-term personal health plan to achieve a personal goal to be physically active.
<p>Ability to advocate for personal, family, and community health.</p>	<ul style="list-style-type: none"> * Use peer and societal norms, based on accurate health information, to formulate a message that promotes physical activity. * Persuade and support others to make healthy and safe physical activity choices. 	<ul style="list-style-type: none"> * Persuade and support others to make healthy and safe physical activity choices. * Encourage school and community environments to promote the physical activity of others. * Adapt physical activity health messages and communication techniques for a specific target audience. * Persuade community leaders about the importance of ensuring there are safe, accessible, and affordable physical activity opportunities, products, and services to improve the health of oneself and others.

Standard 5	Level 1	Level 2
<i>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, personal meaning and social interaction.</i>		
<i>S5.H1 Health</i>	Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)	<i>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</i> * Analyze the benefits and regularly participates in health enhancing physical activity.
<i>S5.H2 Challenge</i>	<i>Challenge is a focus in Level 2.</i> * Appreciates the value that challenge provides for personal development	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
<i>S5.H3 Self-expression, personal meaning & enjoyment</i>	Selects and participates in physical activities or dance that meet the need for self-expression, personal meaning and enjoyment. (S5.H3.L1)	* Selects and REGULARLY participates in physical activities or dance that meet the need for self-expression, personal meaning and enjoyment.
<i>S5.H4 Social interaction</i>	Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)	Provides support and positively receives social interaction while engaged in physical activity. (S5.H4.L2)