

GRADE 4

Name of Unit: Cooperative Learning

Grade Level: 4

Lessons: 6

Stage 1 Desired Results

ESTABLISHED GOALS (G)

S4.E1.4– Exhibits responsible behavior in independent group situations. S4.E2.4 – Reflects on personal social behavior in physical activity. S4.E3.4– Listens respectfully to corrective feedback from others. S4.E4.4a – Praises the movement performance of others both more-and less-skilled.
 S4.E4.4b – Accepts players of all skill levels into the physical activity.
 S4.E5.4 – Exhibits etiquette and adherence to rules in a variety of physical activities.
 S4.E6.4 – Works safely with peers and equipment in physical activity settings
 S5.E2.4 – Rates the enjoyment of participating in challenging and mastered physical activities.
 S5.E3.4 – Ranks the enjoyment of participating in different physical activities.
 S5.E4.4– Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.

Common Core Standard(s)

N/A

Social Justice Standards:

Action 20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

Diversity 6 I like knowing people who are like me and different from me, and I treat each person with respect.

Transfer (T)

Students will be able to exhibit personal responsibility while working cooperatively with others by the end of the unit.

Meaning (M)

UNDERSTANDINGS (U)

Students will understand that...
 Cooperating with others makes learning enjoyable and helps lead to success
 Following expectations helps keep everyone safe.
 Diverse ideas and abilities overcome challenges.

ESSENTIAL QUESTIONS (Q)

Why is safety important?
 Why is being a positive community member important? How does cooperation enhance learning?
 How should you treat others?
 What does it mean to be a team player/leader?

Acquisition (A)

	<p>Knowledge (K)</p> <p>Students will know...</p> <p>Classroom protocols.</p> <p>What cooperation means in PE.</p> <p>How safety affects their classroom environment. Participating cooperatively is fun.</p> <p>Encouraging others positively impacts the whole classroom community.</p> <p>How to collaborate constructively with others in large and small group games.</p>	<p>Skills (S)</p> <p>Students will be able to...</p> <p>Practice classroom protocols.</p> <p>To collaborate constructively with others in large and small group games.</p> <p>Participate safely with peers.</p> <p>Exhibit etiquette and adherence to rules in physical activity with peers.</p> <p>Describe the positive social interactions that occur when participating in partner, small-group, and large-group activities.</p> <p>Acknowledge the success of others.</p>
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Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
Differentiated Assessment for ELL, Special Needs, or Advanced Learners:	
*	OTHER EVIDENCE:

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Establishing a Positive Learning Environment

Standards – S4.E5.4 – Exhibits etiquette and adherence to rules in a variety of physical activities.

Activity – Teacher Designed Lesson: Main Activity – Review Rules/Names/Expectations.

Lesson 2 – Focus: Communication

Standards – S4.E3.4 – Listens respectfully to corrective feedback from others, S4.E4.4a – Praises the movement performance of others both more-and less-skilled. Activity – Teacher Designed Lesson: Main Activity – Communication Activity

Lesson 3 – Focus: Problem Solving

Standards – S5.E2.4 – Rates the enjoyment of participating in challenging and mastered physical activities.

Activity – Teacher Designed Lesson: Main Activity – Problem Solving Activity

Lesson 4 – Focus: Trust

Standards – S4.E1.4 – Exhibits responsible behavior in independent group situations, S4.E2.4 – Reflects on personal social behavior in physical activity, S4.E6.4 – Works safely with peers and equipment in physical activity settings

Activity – Teacher Designed Lesson: Main Activity – Trust Activity

Lesson 5 – Focus: Teamwork

Standards – S4.E4.4b – Accepts players of all skill levels into the physical activity.

Activity – Teacher Designed Lesson: Main Activity – Teamwork Activity

Lesson 6 – Focus: Culminating Activity

Standards –S5.E3.4 – Ranks the enjoyment of participating in different physical activities, S5.E4.4– Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.

Activity – Teacher Designed Lesson: Main Activity – Culminating Cooperative Activity

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide lesson-based visuals if verbal communication is required (stop/go cards), provide teacher model and skill break-down if activities include multi-step instructions, use floor lines or poly spots as color-based guide during activities, provide break space/ cool-down corner to support students requiring time to adjust to a large learning environment.

PD Modifications: Include ample space and time during activities and transitions, have easy to access chairs for students that may not be able to sit on the floor/ include chairs for able-bodied students to see how their classmates with different abilities might participate in activities, include upper body and lower body options during teamwork games.

Visuals: basic PE communication cards, stop/go cards

Name of Unit: Literacy and Manipulative Skills

Grade Level: 4

Lessons: 9

Stage 1 Desired Results

ESTABLISHED GOALS (G)

S1.E14.4a – Throws overhand using a mature pattern in nondynamic environments (closed skills).

S1.E14.4b – Throws overhand to a partner or at a target with accuracy at a reasonable distance

S1.E15.4 – Throws to a moving partner with reasonable accuracy in a nondynamic environment(closed skills).

Transfer (T)

Students will be able to demonstrate utilization of gross motor skills such as throwing, catching, kicking, dribbling, volleying, and striking by the end of the unit.

Meaning (M)

<p>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 nondynamic environment (closed skills).</p> <p>S1.E17.4a – Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern.</p> <p>S1.E17.4b – Dribbles in general space with control of ball and body while increasing and decreasing speed.</p> <p>S1.E18.4 – Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.</p> <p>S1.E19.4a – Passes & receives a ball with the insides of the feet to a moving partner in a nondynamic environment(closed skills).</p> <p>S1.E19.4b – Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. S1.E20.4 – Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).</p> <p>S1.E21.4 – Kicks along the ground and in the air, and punts using mature patterns.</p> <p>S1.E22.4 – Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball).</p> <p>S1.E23.4 – Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. S1.E24.4a – Strikes an object with a short handled implement while demonstrating a mature pattern.</p> <p>S1.E24.4b – Strikes an object with a short handled implement alternating hits with a partner over a low net or against a wall.</p> <p>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).</p> <p>S1.E26.4 – Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and or student designed small sided practice environments.</p>	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that....</p> <p>Skill improvement comes with practice and effort.</p> <p>It is important to try new movements and skills Talent alone does not create success.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>How can you improve?</p> <p>Why is it important to keep trying?</p> <p>Why is it important to try new things?</p> <p>Where can you use these skills?</p>
Acquisition (A)		
	<p>Knowledge (K)</p> <p>Students will know...</p> <p>The critical elements to performing manipulative skills in a mature pattern.</p> <p>When it is appropriate to apply each skill.</p> <p>The safety considerations associated with specific manipulative skills.</p> <p>The value of being a good teammate/opponent.</p>	<p>Skills (S)</p> <p>Students will be able to...</p> <p>Perform the critical elements of a mature pattern for overhand throwing.</p> <p>Catch a thrown ball using all critical elements of a mature pattern.</p> <p>Dribbles with hands using a mature pattern in combination with other skills.</p> <p>Dribble with feet in general space while maintaining control.</p> <p>Pass & receive a ball with the inside of the feet to a moving partner.</p> <p>Volley underhand using a mature pattern.</p> <p>Strikes an object with a short-handled implement while demonstrating a mature pattern.</p>

<p>Common Core Literacy Standard(s) CCSS.ELA-LITERACY.L.4.6 – Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>Social Justice Standards: Justice 14 I know that life is easier for some people and harder for others based on who they are and where they were born. Identity 5 I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school, and other places that matter to me.</p>		<p>Strikes an object with a short-handled implement alternating hits with a partner.</p> <p>Strikes an object with a long-handled implement demonstrating 3 of the 5 critical elements of a mature pattern.</p> <p>Combines travelling with the manipulative skills of dribbling, throwing, catching and striking</p>
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>	
<p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>		
<p>OTHER EVIDENCE:</p>		

LESSONS:

Lesson 1 – Focus: Overhand Throw & Catching/Receiving

Standards – S1.E14.4a – Throws overhand using a mature pattern in non-dynamic environments (closed skills), S1.E14.4b – Throws overhand to a partner or at a target with accuracy at a reasonable distance, S1.E15.4 – Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills), 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), S1.E26.4 – Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and or student designed small sided practice environments.

ELA Standard – CCSS.ELA-LITERACY.L.4.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Activity – Teacher Designed Lesson: Main Activity – Overhand Throw & Catching/Receiving

Lesson 2 – Focus: Dribble with Hands

Standards – S1.E17.4a – Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern, S1.E17.4b – Dribbles in general space with control of ball and body while increasing and decreasing speed, S1.E20.4 – Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting), S1.E26.4 – Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and or student designed small sided practice environments.

ELA Standard – CCSS.ELA-LITERACY.L.4.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Activity – Teacher Designed Lesson: Main Activity – Dribble with Hands

Lesson 3 – – Focus: Dribbling with Feet

Standards – S1.E18.4 – Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed, S1.E20.4 – Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting), S1.E26.4 – Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and or student designed small sided practice environments.

ELA Standard – CCSS.ELA-LITERACY.L.4.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise ac states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Activity – Teacher Designed Lesson: Main Activity – Dribbling with Feet

Lesson 4 – Focus: Passing/Receiving with Feet

Standards – S1.E19.4a – Passes & receives a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills), S1.E19.4b – Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass

ELA Standard – CCSS.ELA-LITERACY.L.4.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Activity – Teacher Designed Lesson: Main Activity – Passing/Receiving with Feet

Lesson 5 – Focus: Kicking/Punting

Standard – S1.E21.4 – Kicks along the ground and in the air, and punts using mature patterns.

ELA Standard – CCSS.ELA-LITERACY.L.4.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Activity – Teacher Designed Lesson: Main Activity – Kicking/Punting

Lesson 6 – Focus: Volleying Underhand

Standards – S1.E22.4 – Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball).

ELA Standard – CCSS.ELA-LITERACY.L.4.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal

precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Activity – Teacher Designed Lesson: Main Activity – Volleying Underhand

Lesson 7 – Focus: Overhead Volleying

Standard – S1.E23.4 – Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. ELA Standard – CCSS.ELA-LITERACY.L.4.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Activity – Teacher Designed Lesson: Main Activity – Overhead Volleying

Lesson 8 – Focus: Striking with Short-Handled Implements

Standard – S1.E24.4a – Strikes an object with a short handled implement while demonstrating a mature pattern, S1.E24.4b – Strikes an object with a short handled implement alternating hits with a partner over a low net or against a wall, S1.E26.4 – Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and or student designed small sided practice environments.

ELA Standard – CCSS.ELA-LITERACY.L.4.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Activity – Teacher Designed Lesson: Main Activity – Striking with Short-Handled Implements

Lesson 9 – Focus: Striking with Long-Handled Implements

Standard – 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), S1.E26.4 – Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and or student designed small sided practice environments.

ELA Standard – CCSS.ELA-LITERACY.L.4.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Activity – Teacher Designed Lesson: Main Activity – Striking with Long-Handled Implements

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide teacher/student model for each movement, provide larger ball for ball skills, provide larger target when working on aim, use beach ball during volley/ short-handed implement activities for longer periods for response times.

PD Modifications: Provide ramps for rolling activities (can layer gymnastics mats on top of each other for ramp option), provided equipment support for throwing activities if grasp is too tight/ too loose (velcro handle that wraps around hand if grip is too loose to catch, upside down milk jug with cut bottom if grip is too tight to release while throwing), elevate ball using cone during stationary kicking activities, provide baseball tee or tall cone for striking activities.

Visuals: kicking, throwing, catching

Name of Unit: Creative and Rhythmic Movement/Jump Rope

Grade Level: 4

Lessons: 6

Stage 1 Desired Results

ESTABLISHED GOALS (G)

Building Upon 3rd Grade Outcomes:

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.

4th Grade Outcomes:

S1.E27.4- Creates a jump rope routine with either a short or long rope.

Building Towards 5th Grade Outcome:

S1.E27.5 – Creates a jump rope routine with a partner, using either a short or long rope.

Common Core Standard(s)

N/A

Social Justice Standards:

Diversity 9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

Identity 5 I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.

Transfer (T)

Students will be able to combine creative and rhythmic movement patterns in order to perform independent and small group routines by the end of this unit.

Meaning (M)

UNDERSTANDINGS (U)

Students will understand that....

Rhythmic movement is fun and creative.

Creative and rhythmic movement is universal. It is important to be open to new experiences. Your body can move in different ways.

Rhythm is important.

ESSENTIAL QUESTIONS (Q)

Is there a right or wrong way to move?

What is rhythm?

Why is it important to be creative?

How can music be helpful when you move?

Can movement affect the way you feel?

What are creative ways your body can move?

Why is body awareness important?

Acquisition (A)

	<p>Knowledge (K)</p> <p>Students will know...</p> <p>The fundamental concepts in creative and rhythmic movement.</p> <p>The importance of weight transfer and balance when performing different movements.</p> <p>The connection between rhythm and movement.</p>	<p>Skills (S)</p> <p>Students will be able to...</p> <p>Balances on different bases of support on an apparatus, demonstrating shapes and levels.</p> <p>Transfers weight from feet to hands, varying speed and using large extensions.</p> <p>Demonstrate curling, twisting, & stretching while balancing on an apparatus.</p> <p>Perform rhythmic-sequential movement patterns</p> <p>Perform creative and rhythmic movement as an individual and with a group.</p>
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	<p>Knowledge (K)</p> <p>Students will know...</p> <p>The fundamental concepts in creative and rhythmic movement.</p> <p>The importance of weight transfer and balance when performing different movements.</p> <p>The connection between rhythm and movement.</p>	<p>Skills (S)</p> <p>Students will be able to...</p> <p>Balances on different bases of support on an apparatus, demonstrating shapes and levels.</p> <p>Transfers weight from feet to hands, varying speed and using large extensions.</p> <p>Demonstrate curling, twisting, & stretching while balancing on an apparatus.</p> <p>Perform rhythmic-sequential movement patterns</p> <p>Perform creative and rhythmic movement as an individual and with a group.</p>
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Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
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Differentiated Assessment for ELL, Special Needs, or Advanced Learners:

OTHER EVIDENCE:

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Introduction to Jump Rope

Standard – 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. Activity – Teacher Designed Lesson: Main Activity – Safety, Grip, Self-Turned Rope

Lesson 2 – Focus: Short Rope

Standard – 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. Activity – Teacher Designed Lesson: Main Activity – Short Rope Skills

Lesson 3 – Focus: Long Rope

Standard – 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. Activity – Teacher Designed Lesson: Main Activity – Long Rope Skills

Lesson 4 – Focus: Alternative Rope Games

Standard – 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. Activity – Teacher Designed Lesson: Main Activity – Other Ways to Use Jump Ropes

Lesson 5 – Focus: Culminating Practice: Practice Rhythmic Sequence

Standard – S1.E27.4- Creates a jump rope routine with either a short or long rope, S1.E27.5 – Creates a jump rope routine with a partner, using either a short or long rope. Activity – Teacher Designed Lesson: Main Activity – Jump Rope Routine

Lesson 6 – Focus: Culminating Performance: Perform Rhythmic Sequence

Standard – S1.E27.4- Creates a jump rope routine with either a short or long rope, S1.E27.5 – Creates a jump rope routine with a partner, using either a short or long rope. Activity – Teacher Designed Lesson: Main Activity – Jump Rope Routine

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Visual supports for different movements, teacher model provided before each movement is introduced, use floor markings for steps (alternating poly spots for landing on 1 foot/2 feet, etc.), color-coded visuals for feet and hand transfers (stand on blue, hands touch yellow, finish on blue), encourage slower movements when swinging jump rope individually or with partners.

PD Modifications: Encourage using walls during balance activities if able to stand and require additional support, if seated provide alternative balance activities (balance a yarn ball on the knuckle side of your hand, hold your foot out and try to keep it as still as possible), include seated stunts for partner challenges so all students can experience seated options (balance hockey stick with one hand while sitting, baton twirling, etc.), Provide alternative, seated options if needed, provide gymnastics mat if student is comfortable and approved to attempt movements without their chair/walker, use pool noodle for soft impact to imitate jumping during obstacle courses, alternative locomotor options below. Use jump rope handles as rope-less option for students that may have better success in a seated position, provide alternative movement to jumping (arm jacks, clapping, reach down to touch toes).

Please use your discretion and discuss with your school Physical Therapist and students' guardians for additional input on the following options.

Jumping activities- if approved, encourage students to put their brakes on and place feet on ground and unbuckle seatbelt. Students can practice jumping movements in their wheelchair/ seat while the teacher is positioned in front of their body to prevent any falls. Remember to ensure the student's seatbelt is clipped and secure following activities.
Hopping- encourage hopping near a wall for additional support if required, try steering wheelchair with only one hand to imitate moving on one side of the body
Skipping, galloping, sliding- encourage similar movements if using a wheelchair- long pushes for skipping, long then short for galloping, long then stop for sliding.
Visuals: locomotor- balance, upper body stunts, wheelchair accessible movements

Name of Unit: Science of the Body/Nutrition

Grade Level: 4

Lessons: 8

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S1.E2.4 – Runs for distance using a mature pattern. S2.E3.4a – Applies the movement concepts of speed, endurance and pacing for running. S3.E1.4 – Analyzes opportunities for participating in physical activity outside physical education class. S3.E2.4 – Actively engages in the activities of physical education class, both teacher-directed and independent. S3.E3.4 – Identifies the components of health-related fitness. S3.E6.4 – Discusses the importance of hydration and hydration choices relative to physical activities. S4.E3.4 – Listens respectfully to corrective feedback from others (e.g., peers, adults). S4.E5.4 – Exhibits etiquette and adherence to rules in a variety of physical activities S5.E1.4 – Examines the health benefits of participating in physical activity.</p> <p>National Health Standard(s) 1.5.1 – Describe the relationship between healthy behaviors and personal health. 2.5.3 – Identify how peers can influence healthy and unhealthy behaviors. 2.5.4 – Describe how the school and community can support personal health practices and behaviors. 5.5.5 – Choose a healthy option when making a decision. 7.5.2 – Demonstrate a variety of healthy practices and behavior to maintain or improve personal health. 8.5.2 – Encourage others to make positive health choices.</p> <p>Social Justice Standards: Identity 4 I can feel good about my identity without making someone else feel badly about who they are.</p>	Transfer (T)	
	Students will be able to explore activities that improve fitness and identify how exercise/fitness/proper nutrition keeps you healthy by the end of the unit.	
	Meaning (M)	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS (U)</p> <p>Students will understand that....</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Proper nutrition fuels your body.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS (Q)</p> <p>Why is fitness important?</p> <p>How does activity make you happy?</p> <p>Why is there fitness testing?</p> <p>Why is it important to stay healthy?</p> </td> </tr> </table>	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that....</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Proper nutrition fuels your body.</p>
<p>UNDERSTANDINGS (U)</p> <p>Students will understand that....</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p> <p>Proper nutrition fuels your body.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>Why is fitness important?</p> <p>How does activity make you happy?</p> <p>Why is there fitness testing?</p> <p>Why is it important to stay healthy?</p>	
Acquisition (A)		

<p>Identity 3 I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.</p>	<p>Knowledge (K)</p> <p>Students will know...</p> <p>Identify the components of health related fitness. The importance of hydration.</p> <p>Activities that improve fitness.</p> <p>What makes fitness fun.</p> <p>How their body feels before, during, and after exercise.</p>	<p>Skills (S)</p> <p>Students will be able to...</p> <p>Run for distance using a mature pattern.</p> <p>Explore activities that improve fitness.</p> <p>Demonstrate proper form for all tests that comprise Fitnessgram testing.</p> <p>Identify healthy nutritional choices in school and at home.</p>
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Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
<p>Standards Based:</p> <p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>	
<p>OTHER EVIDENCE:</p>	

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Introduction to Components of Health-Related Fitness/Cardio-Respiratory Endurance

Standard – S1.E2.4 – Runs for distance using a mature pattern, S2.E3.4a- Applies the movement concepts of speed, endurance and pacing for running, S1.E2.4- Runs for distance using a mature pattern, S2.E3.4a- Applies the movement concepts of speed, endurance and pacing for running, S5.E1.4 – Examines the health benefits of participating in physical activity.

Activity – Teacher Designed Lesson: Main Activity – Introduction to Components of Health-Related Fitness/Cardio-Respiratory Endurance.

Lesson 2 – Focus: Muscular Strength

Standard – S3.E1.4 – Analyzes opportunities for participating in physical activity outside physical education class, S3.E3.4- Identifies the components of health-related fitness. Activity – Teacher Designed Lesson: Main Activity – Muscular Strength

Lesson 3 – Focus: Muscular Endurance

Standard – S3.E2.4 – Actively engages in the activities of physical education class, both teacher-directed and independent, S3.E3.4- Identifies the components of health-related fitness. Activity – Teacher Designed Lesson: Main Activity – Muscular Endurance

Lesson 4 – Focus: Flexibility

Standard – S3.E1.4 – Analyzes opportunities for participating in physical activity outside physical education class, S3.E3.4- Identifies the components of health-related fitness. Activity – Teacher Designed Lesson: Main Activity – Flexibility

Lesson 5: – Focus: Whole Foods Fuel Your Ride & Hydration

Standard – S3.E6.4 – Discusses the importance of hydration and hydration choices relative to physical activities.

Health Standard – 2.5.3 – Identify how peers can influence healthy and unhealthy behaviors.

Activity – Teacher Designed Lesson Based on Cycle Kids Program: Main Activity – Whole Foods Fuel Your Ride & Hydration

Lesson 6 – Focus: Your Plate

Health Standard – 2.5.4 – Describe how the school and community can support personal health practices and behaviors.

Activity – Teacher Designed Lesson Based on Cycle Kids Program: Main Activity – Your Plate

Lesson 7 – Focus: Portion Size Awareness & Partner Snacks

Health Standard – 8.5.2 – Encourage others to make positive health choices.

Activity – Teacher Designed Lesson Based on Cycle Kids Program: Main Activity – Portion Size Awareness & Partner Snacks

Lesson 8 – Focus: Heart Healthy

Health Standard – 5.5.5 – Choose a healthy option when making a decision.

Activity – Teacher Designed Lesson Based on Cycle Kids Program: Main Activity – Portion Size Awareness & Partner

Snacks ** Use Cycle Kids Curriculum to guide nutrition implementation within this unit **

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide teacher/student model for how to find your heart beat, include different activities for slow, medium, fast heart beat, use visuals or tangible materials to identify different types of food (visuals, food toys, food bean bags)

PD Modifications: Provide alternative, seated options for increasing and decreasing heart rate (upper body jumping jacks, bean bags as weights for tricep/bicep exercises), if student uses chest strap provide alternative ways to check your heart beat using wrist or neck, provide high level options if using food toys during floor-based games.

Visuals- food groups, where to find your heart beat

Name of Unit: Fitness Assessment

Grade Level: 4

Lessons: 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S1.E2.4 – Runs for distance using a mature pattern. S2.E3.4a – Applies the movement concepts of speed, endurance and pacing for running. S3.E4.4 – Demonstrates warm-up & cool-down relative to the cardio respiratory fitness assessment. S3.E5.4b – Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. S3.E6.4 – Discusses the importance of hydration and hydration choices relative to physical activities.</p> <p>Common Core Standard(s) N/A</p> <p>Social Justice Standards: Identity 4 I can feel good about my identity without making someone else feel badly about who they are. Identity 3 I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.</p>	Transfer (T)	
	Students will be able to explore activities that improve fitness and identify how exercise/fitness keeps you healthy by the end of the unit.	
	Meaning (M)	
	<p>UNDERSTANDINGS (U) Students will understand that... Being fit keeps you healthy. Fitness is for everyone.</p>	<p>ESSENTIAL QUESTIONS (Q) Why is fitness important? How does activity make you happy? Why is there fitness testing? Why is it important to stay healthy?</p>
	Acquisition (A)	
	<p>Knowledge (K) Students will know... Activities that improve fitness. What makes fitness fun. How their body feels before, during, and after exercise.</p>	<p>Skills (S) Students will be able to... Explore activities that improve fitness. Demonstrate proper form for all tests that comprise Fitnessgram testing.</p>
Stage 2 Evidence		
Evaluative Criteria	Assessment Evidence	

Standards Based

Differentiated Assessment for ELL, Special Needs, or Advanced Learners:

OTHER EVIDENCE:

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Pacer introduction and **Cardiovascular** enhancing tag games

Standard – S1.E2.4 – Runs for distance using a mature pattern, S2.E3.4a – Applies the movement concepts of speed, endurance and pacing for running, S3.E4.4 – Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment, S3.E5.4b- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.

Activity – Teacher Designed Lesson: Main Activity – Pacer & Cardiovascular Games

Lesson 2 – Focus: Push up progressions and other exercises for **Upper body strength**

Standard – S3.E5.4b – Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas, S3.E6.4 – Discusses the importance of hydration and hydration choices relative to physical activities.

Activity – Teacher Designed Lesson: Main Activity –Push Ups & Upper Body Strength Exercises

Lesson 3 – Focus: Curl up introduction and games incorporating **Core Strength**

Standard – S3.E5.4b – Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas, S3.E6.4 – Discusses the importance of hydration and hydration choices relative to physical activities.

Activity – Teacher Designed Lesson: Main Activity – Curl Up & Core Strength Activities

Lesson 4 – Focus: Sit and Reach/Trunk lift introductions with emphasis on **Flexibility**. Height/Weight

Standard – S3.E5.4b – Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas, S3.E6.4 – Discusses the importance of hydration and hydration choices relative to physical activities.

Activity – Teacher Designed Lesson: Main Activity – Sit & Reach, Trunk Lift, Flexibility, & Height/Weight.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide teacher/student model for each activity, provide step-by-step instruction for strength and flexibility exercises using familiar language/ body part ID (example: “first, touch your knees, then touch your toes” for sit and reach)

PD Modifications: Provide alternative,seated options for increasing and decreasing heart rate, if student uses chest strap provide alternative ways to check your heart beat using wrist or neck, encourage all push-ups if students are unable to lower their body to the floor, provide seated option for sit and reach/other flexibility assessments.

Visuals- seated flexibility assessments/ aerobic exercises, INSTRUCTIONAL VIDEOS

Stage 1 Desired Results

<p>ESTABLISHED GOALS (G) S1.E26.4 – Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and or student designed small sided practice environments. S2.E1.4a – Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). S2.E5.4a – Applies simple offensive strategies and tactics in chasing and fleeing activities. S2.E5.4b – Applies simple defensive strategies/ tactics in chasing and fleeing activities</p> <p>Common Core Math Standard(s) CCSS.MATH.CONTENT.4.OA.C.5 – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the</i></p>	Transfer (T)	
	<p>Students will be able to apply movement concepts, as well as simple offensive and defensive strategies, while in small and large group activities.</p>	
	Meaning (M)	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that...</p> <p>Using strategies and tactics makes activities dynamic.</p> <p>Why having a plan important.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>Why is having a plan important?</p> <p>How can you implement and execute a plan with a team? How can you be resilient?</p> <p>What is a positive way to display your emotions?</p>

<p><i>starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>Social Justice Standards: Diversity 9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree. Justice 11 I try to get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p>	<p>Having good sportsmanship is important.</p>	
	Acquisition (A)	

	<p>Knowledge (K)</p> <p>Students will know...</p> <p>Offensive/defensive strategies and tactics through game play.</p> <p>How to apply movement concepts through striking.</p> <p>How to participate safely in large and small groups games.</p>	<p>Skills (S)</p> <p>Students will be able to...</p> <p>Demonstrate resiliency.</p> <p>Apply the concept of moving to open spaces during a game</p> <p>Describe how working together and being a good teammate allows for success.</p> <p>Recognize personal accomplishments and derived level of enjoyment when participating in invasion games/sports.</p> <p>Participate in a variety of activities that incorporate chasing, fleeing, and dodging.</p>
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Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
Standards Based	
Differentiated Assessment for ELL, Special Needs, or Advanced Learners:	
*	OTHER EVIDENCE:

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Striking With Short-Handled Implements

Standard – S1.E26.4 – Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and or student designed small-sided practice environments, S2.E1.4b – Applies the concept of closing spaces in small-sided practice tasks.

Math Standard – CCSS.MATH.CONTENT.4.OA.C.5 – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* Activity – Teacher Designed Lesson: Main Activity – Striking With Short-Handled Implements

Lesson 2 – Focus: Striking With Short-Handled Implements

S2.E1.4b – Applies the concept of closing spaces in small-sided practice tasks.

Math Standard – CCSS.MATH.CONTENT.4.OA.C.5 – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Activity – Teacher Designed Lesson: Main Activity – Striking With Short-Handled Implements

Lesson 3 – Focus: Striking With Long-Handled Implements

Standard – S1.E26.4 – Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and or student designed small-sided practice environments, S2.E1.4b – Applies the concept of closing spaces in small-sided practice tasks.

Math Standard – CCSS.MATH.CONTENT.4.OA.C.5 – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Activity – Teacher Designed Lesson: Main Activity – Striking With Long-Handled Implements

Lesson 4 – Focus: Striking With Long-Handled Implements

Standard – S1.E26.4 – Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and or student designed small-sided practice environments, S2.E1.4b – Applies the concept of closing spaces in small-sided practice tasks.

Math Standard – CCSS.MATH.CONTENT.4.OA.C.5 – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Activity – Teacher Designed Lesson: Main Activity – Striking With Long-Handled Implements

Lesson 5 – Focus: Chasing, Fleeing, Dodging/Invasion Games

Standard – S2.E1.4a – Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling), S2.E5.4a – Applies simple offensive strategies and tactics in chasing and fleeing activities, S2.E5.4b – Applies simple defensive strategies/ tactics in chasing and fleeing activities.

Math Standard – CCSS.MATH.CONTENT.4.OA.C.5 – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Activity – Teacher Designed Lesson: Main Activity – Chasing, Fleeing, Dodging/Invasion Games

Lesson 6 – Focus: Chasing, Fleeing, Dodging/Invasion Games

Standard – S2.E1.4a – Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling), S2.E5.4a – Applies simple offensive strategies and tactics in chasing and fleeing activities, S2.E5.4b – Applies simple defensive strategies/ tactics in chasing and fleeing activities.

Math Standard – CCSS.MATH.CONTENT.4.OA.C.5 – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Activity – Teacher Designed Lesson: Main Activity – Chasing, Fleeing, Dodging/Invasion Games

Lesson 7 – Focus: Chasing, Fleeing, Dodging/Invasion Games

Standard – S2.E1.4a – Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling), S2.E5.4a – Applies simple offensive strategies and tactics in chasing and fleeing activities, S2.E5.4b – Applies simple defensive strategies/ tactics in chasing and fleeing activities.

Math Standard – CCSS.MATH.CONTENT.4.OA.C.5 – Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Activity – Teacher Designed Lesson: Main Activity – Chasing, Fleeing, Dodging/Invasion Games.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide teacher/student model for each movement, provide larger ball for ball skills, provide larger target when working on aim, use beach ball during volley/ short-handed implement activities for longer periods for response times, slower spinning during jump rope activities for longer periods for response times. Provide teacher/student model for activities, provide stationary objects to dodge prior to moving objects to establish understanding of dodging

PD Modifications: Provide ramps for rolling activities (can layer gymnastics mats on top of each other for ramp option), provided equipment support for throwing activities if grasp is too tight/ too loose (velcro handle that wraps around hand if grip is too loose to catch, upside down milk jug with cut bottom if grip is too tight to release while throwing), using cut jump rope and alternative movements (hands up rather than jumping), elevate ball using cone during stationary kicking activities. Provide ample space for dodging, if using flag belts can attach to arm or more accessible area if waist is not an option due to seated position, use noodles attached to chair/walker for chasing activities to reduce risk of colliding.

Name of Unit: Swimming

Grade Level: 4

Lessons: 8

Stage 1 Desired Results

ESTABLISHED GOALS (G)
 S3.E1.4- Analyzes opportunities for participating in physical activity outside physical education class.
 S3.E2.4- Actively engages in the activities of physical education class, both teacher-directed and independent.
 S3.E3.4- Identifies the components of health-related fitness.
 S3.E5.4b- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. S3.E6.4- Discusses the importance of hydration and hydration choices relative to physical activities.
 S4.E3.4- Listens respectfully to corrective feedback from others (e.g., peers, adults).
 S4.E5.4- Exhibits etiquette and adherence to rules in a variety of physical activities
 S5.E1.4- Examines the health benefits of participating in physical activities. S5.E3- Ranks the enjoyment of participating in different physical activities.

Common Core Standard(s)

N/A

Social Justice Standards:

Justice 3 I try to get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.
Action 16 I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
Action 20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

Transfer (T)

Students will be able to confidently enter water and swim by the end of the unit.

Meaning (M)

UNDERSTANDINGS (U)

Students will understand that...
 It is important to know what to do in/near water. Being fit keeps you healthy.
 Fitness is for everyone.

ESSENTIAL QUESTIONS (Q)

Why is it important to know how to swim?
 How can you stay safe in/around water?
 How does activity make you happy?
 Why is it important to stay healthy?

Acquisition (A)

Knowledge (K)

Students will know...
 Safety precautions to take around water.
 Proper breathing technique when swimming. Activities that improve fitness.

Skills (S)

Students will be able to...
 Front and back float
 Flutter kick on stomach and front.
 Demonstrate proper form for the elementary backstroke.

	<p>What makes fitness fun.</p> <p>How their body feels before, during, and after exercise.</p>	Explore activities that improve fitness.
Evaluative Criteria	Assessment Evidence	
Standards Based		
Differentiated Assessment for ELL, Special Needs, or Advanced Learners:		
OTHER EVIDENCE:		
Stage 3 Learning Plan		
<p>LESSONS: Lesson 1 – Focus: Blowing Bubbles/Floating Standard – S3.E5.4b – Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. Activity – Teacher Designed Lesson: Main Activity – Swim Test & Bubbles/Floating</p> <p>Lesson 2 – Focus: Front Crawl/Flutter kick Standard – S4.E3.4 – Listens respectfully to corrective feedback from others (e.g., peers, adults). Activity – Teacher Designed Lesson: Main Activity – Front Crawl/Flutter kick</p> <p>Lesson 3 – Focus: Life Jacket Tutorial/Rotary Breathing Standard – S3.E1.4 – Analyzes opportunities for participating in physical activity outside physical education class, S3.E6.4- Discusses the importance of hydration and hydration choices relative to physical activities. Activity – Teacher Designed Lesson: Main Activity – Life Jacket Tutorial/Rotary Breathing</p> <p>Lesson 4 – Focus: Elementary Backstroke Standard – S4.E5.4 – Exhibits etiquette and adherence to rules in a variety of physical activities Activity – Teacher Designed Lesson: Main Activity – Elementary Backstroke</p> <p>Lesson 5 – Focus: Frog kick/Treading Water Standard – S4.E3.4 – Listens respectfully to corrective feedback from others (e.g., peers, adults). Activity – Teacher Designed Lesson: Main Activity – Frog kick/Treading Water</p> <p>Lesson 6 – Focus: Breaststroke Standard – S4.E3.4 – Listens respectfully to corrective feedback from others (e.g., peers, adults). Activity – Teacher Designed Lesson: Main Activity – Breaststroke</p> <p>Lesson 7 – Focus: Review/Skills Assessment</p>		

Standard – S3.E2.4 – Actively engages in the activities of physical education class, both teacher-directed and independent.

Activity – Teacher Designed Lesson: Main Activity – Review/Skills Assessment

Lesson 8 – Focus: Review/Deep Water Orientation

Standard – S3.E1.4 – Analyzes opportunities for participating in physical activity outside physical education class, S5.E3- Ranks the enjoyment of participating in different physical activities. Activity – Teacher Designed Lesson: Main Activity – Review/Deep Water Orientation

*** Refer to American Red Cross level handouts for lesson guidance.***

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide instructional videos, facility tour videos prior to lessons for new environment exposure. Use poly spots for step progression/ pool entrance if students appear hesitant with entering water, use visuals once in water (poly spot on pool deck for where student should be holding on/ standing in pool, dive toys on pool floor if working on bubble blowing/ skills requiring students to look down into the water). Use familiar language and teacher model when introducing different strokes (“chicken, airplane, soldier” for elementary back stroke, “reach and scoop” for front stroke).

PD Modifications: Review safety equipment with aquatic center team, students’ parents/guardians, school physical therapist for safety instructions regarding pool equipment, transitions, and movements.

Name of Unit: Cycle Kids

Grade Level: 4

Lessons: 8

Stage 1 Desired Results

<p>ESTABLISHED GOALS (G) S3.E1.4- Analyzes opportunities for participating in physical activity outside physical education class. S3.E2.4- Actively engages in the activities of physical education class, both teacher-directed and independent. S3.E3.4- Identifies the components of health-related fitness. S3.E5.4b- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. S3.E6.4- Discusses the importance of hydration and hydration choices relative to physical activities. S4.E3.4- Listens respectfully to corrective feedback from others (e.g., peers, adults). S4.E5.4- Exhibits etiquette and adherence to rules in a variety of physical activities S5.E1.4- Examines the health benefits of participating in physical</p>	Transfer (T)	
	Students will be able to ride a bike independently and confidently by the end of the unit.	
	Meaning (M)	
	<p>UNDERSTANDINGS (U) Students will understand that.... Bike safety is paramount. Being fit keeps you healthy. Fitness is for everyone.</p>	<p>ESSENTIAL QUESTIONS (Q) Why is it important to know how to ride a bike? How can you stay safe on the road? How does activity make you happy? Why is it important to stay healthy?</p>

<p>activities. S5.E3- Ranks the enjoyment of participating in different physical activities.</p> <p>Common Core Standard(s) N/A</p> <p>Social Justice Standards: Identity 4 I can feel good about my identity without making someone else feel badly about who they are. Diversity 6 I like knowing people who are like me and different from me, and I treat each person with respect. Diversity 8 I want to know about other people and how our lives and experiences are the same and different. Action 20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p>	Acquisition (A)	
	<p>Knowledge (K)</p> <p>Students will know...</p> <p>Safety protocol surrounding cycling.</p> <p>Hand signals for cycling.</p> <p>Activities that improve fitness.</p> <p>What makes fitness fun?</p> <p>How their body feels before, during, and after exercise.</p>	<p>Skills (S)</p> <p>Students will be able to...</p> <p>Ride a bike independently.</p> <p>Follow rules of the road.</p> <p>Use gears appropriately.</p> <p>Explore activities that improve fitness.</p>

Stage 2 Evidence	
Evaluative Criteria	Assessment Evidence
Standards Based: Differentiated Assessment for ELL, Special Needs, or Advanced Learners:	
OTHER EVIDENCE:	
Stage 3 Learning Plan	
<p>LESSONS:</p> <p>Lesson 1 – Focus: Helmet Fit/Hand Signals Standard – S3.E5.4b – Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. Activity – Teacher Designed Lesson: Main Activity – Helmet Fit/Hand Signals</p> <p>Lesson 2 – Focus: Bike Fit/Rules of the Road Standard – S4.E3.4 – Listens respectfully to corrective feedback from others (e.g., peers, adults). Activity – Teacher Designed Lesson: Main Activity – Bike Fit/Rules of the Road</p> <p>Lesson 3 – Focus: Biking for Miles/Braking Standard – S3.E1.4 – Analyzes opportunities for participating in physical activity outside physical education class, S3.E6.4- Discusses the importance of hydration and hydration choices relative to physical activities.</p>	

Activity – Teacher Designed Lesson: Main Activity – Biking for Miles/Braking

Lesson 4 – Focus: Biking for Miles/Gearing

Standard – S4.E5.4 – Exhibits etiquette and adherence to rules in a variety of physical activities

Activity – Teacher Designed Lesson: Main Activity – Biking for Miles/Gearing

Lesson 5 – Focus: Biking for Miles

Standard – S4.E3.4 – Listens respectfully to corrective feedback from others (e.g., peers, adults).

Activity – Teacher Designed Lesson: Main Activity –

Lesson 6 – Focus: Biking for Miles

Standard – S4.E3.4 – Listens respectfully to corrective feedback from others (e.g., peers, adults).

Activity – Teacher Designed Lesson: Main Activity – Biking for Miles

Lesson 7 – Focus: Biking for Miles

Standard – S3.E2.4 – Actively engages in the activities of physical education class, both teacher-directed and independent, S5.E3- Ranks the enjoyment of participating in different physical activities.

Activity – Teacher Designed Lesson: Main Activity – Biking for Miles

Lesson 8 – Focus: Biking for Miles

Standard – S3.E1.4 – Analyzes opportunities for participating in physical activity outside physical education class, S5.E3- Ranks the enjoyment of participating in different physical activities. Activity – Teacher Designed Lesson: Main Activity – Biking for Miles

*** Refer to Cycle Kids Program Manual***

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

IDD Modifications: Provide instructional videos and safety equipment prior to lessons, some students may need to practice putting on helmets due to sensory issues so providing ahead of time to practice in a familiar setting (classroom, at the beginning of PE class, etc.) can be beneficial.

PD Modifications: Provide alternative options (hand cycle bikes, hand rowing machines, bike stabilizers, etc.) for all students to experience the different ways people can cycle. Communicate with students' parents and school physical therapist for additional support options.



CAMBRIDGE
PUBLIC SCHOOLS

**HEALTH, PHYSICAL EDUCATION,
AND WELLNESS DEPARTMENT**

3-5 PHYSICAL EDUCATION CURRICULUM GUIDE

Table of Contents

Unit: Manipulative Skills	2
Unit: Science of the Body & Nutrition/Fitness Assessment (Grades 4 and 5)	3
Unit: Movement Concepts (3 & 4), Math & Movement Concepts (5)	4
Unit: Cooperative Learning	5
Unit: Creative Movement (Grade 3 & 4 Only)	6
Unit: Recreation Games (Grade 5 Only)	7
Unit: Cycle Kids (Grade 4 Only)	8
Unit: Swimming (Grade 4 Only)	9
Unit: Orienteering & Intro to Outdoor Adventure (Grade 3 Only)	10
Unit: Ballroom Dance (Grade 5 Only)	11
JK-5 PE Glossary	12

Unit: Manipulative Skills

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p>3rd: Students will be able to perform gross motor skills with increasing complexity such as throwing, catching, kicking, dribbling, volleying, and striking by the end of the unit.</p>	<p>3rd: A broad representation of people engaged in manipulative skills that are reflective of “people who share my identities and those who have other identities.”</p>	<p>3rd: Students and teachers: manipulative skills vocabulary (Throwing, catching, kicking, etc.)</p> <p>Positive affirmations</p>	<p>3rd: Work cooperatively with others. (S4.E4.3a)</p> <p>Praise others for their success in movement performance. (S4.E4.3b)</p>
	<p>4th: Students will be able to demonstrate utilization of gross motor skills such as throwing, catching, kicking, dribbling, volleying, and striking by the end of the unit.</p>	<p>4th: A broad representation of people engaged in manipulative skills that are reflective of “people who share my identities and those who have other identities.”</p>	<p>4th: Students and teachers: Manipulative skills vocabulary (Throwing, catching, kicking, etc.)</p> <p>Positive affirmations</p>	<p>4th: Praise movement performance of others both more skilled and less skilled. (S4.E4.4a)</p> <p>Accept players of all skill levels into the physical activity. (S4.E4.4b)</p>
	<p>5th: Students will be able to apply a variety of manipulative skills during practice tasks and game-like situations.</p>	<p>5th: A broad representation of people engaged in manipulative skills that are reflective of “people who share my identities and those who have other identities.”</p>	<p>5th: Students and teachers: Manipulative skills vocabulary (Throwing, catching, kicking, etc.)</p> <p>Positive affirmations</p>	<p>5th: Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)</p>
<p>Social Justice Anchor:</p> <p>Justice 14 I know that life is easier for some people and harder for others based on who they are and where they were born.</p>	<p>3rd: <u>Diversity 9</u> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p>3rd: Holistic representation of people engaged in physical activity, representative of school’s population (e.g. ability, size, age, race, gender, etc. engaged in rec. activities, play, exercise, team and individual sport, etc.)</p>	<p>3rd: Students and teacher engaged in critical conversations about access</p> <p><u>Access:</u> the right or ability to approach, enter, or use something</p>	<p>3rd: Participate in relevant cultural aspects of movement based on personal survey data.</p> <p>Examine accessibility to activities within their community.</p>
	<p>4th: <u>Identity 5</u> I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school, and other places that matter to me.</p>	<p>4th: Holistic representation of people engaged in physical activity, representative of school’s population (e.g. ability, size, age, race, gender, etc. engaged in rec. activities, play, exercise, team and individual sport, etc.)</p>	<p>4th: Students and teacher engaged in critical conversations about access</p> <p>Students sharing games, sports, and dances they learned from their family, culture, religion, or home life.</p>	<p>4th: Examine diversity (or lack of) within specific athletic programs (in their school, community, nation, and world).</p> <p>Discuss the “why?”.</p>
	<p>5th: <u>Action 16</u> I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.</p>	<p>5th: Holistic representation of people engaged in physical activity, representative of school’s population (e.g. ability, size, age, race, gender, etc. engaged in rec. activities, play, exercise, team and individual sport, etc.)</p>	<p>5th: Students and teacher engaged in critical conversations about access.</p> <p>“What does it mean to have access or not have access?”</p>	<p>5th: Provide problem-solving solutions addressing accessibility in physical activity and sport in their school and/or larger community.</p>

Unit: Science of the Body & Nutrition/Fitness Assessment (Grades 4 and 5)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
Link to learning resources				
SHAPE America: Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	3rd: Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity, fitness, and nutrition.	3rd: Students moving in various ways Visuals: People enjoying movement (various shapes/sizes, identities, etc), Visuals: Healthy meals from various cultures	3rd: Encouraging, non-judgemental language by teacher and students “What does it mean to be healthy?”	3rd: Participate in fitness tests focusing on benefits of exercise; Analyze how fitness tests can have different impacts on each individual Assess a variety of movement and fitness activities based on what makes them feel best
	4th: Students will be able to explore activities that improve fitness and identify how exercise/fitness/proper nutrition keeps you healthy by the end of the unit.	4th: Students moving in various ways Visuals: People enjoying movement (various shapes/sizes, identities, etc), Visuals: Healthy meals from various cultures	4th: Encouraging, non-judgemental language by teacher and students Students discussing, “What does it mean to be healthy?”	4th: Participate in fitness tests focusing on benefits of exercise; Analyze how fitness tests can have different impacts on each individual Assess a variety of movement and fitness activities based on what makes them feel best
	5th: Students will be able to identify basic functions of selected systems of the body and illustrate activities to keep these body systems healthy.	5th: Students moving in various ways Visuals: People enjoying movement (various shapes/sizes, identities, etc), Visuals: Healthy meals from various cultures	5th: Encouraging, non-judgemental language by teacher and students Students led discussions around, “What does it mean to be healthy?”	5th: Participate in and critique fitness assessment; Assess movement and fitness activities based on what feels good Develop a personal movement plan that is physically beneficial and enjoyable
Social Justice Anchor: Identity 4: I can feel good about my identity without making someone else feel badly about who they are.	3rd: Action 16: I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.	3rd: Positive representation of all body sizes - including instructional visuals Examples of anti-fat bias in the media and pop culture	3rd: Stories and first-hand accounts of anti-fat bias and discrimination (especially in fitness industry) What is a diet? What is a fad diet? Why do we exercise?	3rd: Think critically about the fitness industry and how some groups of people may be left out Create a personal movement assessment to determine which movements feel best (physically and emotionally)
	4th: Identity 3: I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.	4th: Positive representation of all body sizes - including instructional visuals Examples of anti-fat bias in the media and pop culture	4th: Discussions of anti-fat bias and discrimination (especially in fitness industry) What is a diet? What is a fad diet? Why do we exercise? What can discourage an overweight person from exercising?	4th: Brainstorm solutions to anti-fat bias in the fitness and wellness industry Create a personal movement assessment to determine which movements feel best (physically and emotionally)
	5th: Justice 12: I know when people are treated unfairly, and I can give examples of prejudiced words, pictures, and rules.	5th: Positive representation of all body sizes - including instructional visuals Examples of anti-fat bias in the media and pop culture	5th: Discussions of anti-fat bias and discrimination (especially in fitness industry) What is a diet? What is a fad diet? Student-led discussion: How to make movement enjoyable for all people (all sizes)	5th: Community extension- Anti-fat bias at school. Create ways for school to be a safe/ comfortable place for all shapes and sizes Create a personal movement assessment to determine which movements feel best (physically and emotionally)

Unit: Movement Concepts (3 & 4), Math & Movement Concepts (5)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p>3rd: Students will be able to apply movement concepts through a variety of small and large group activities while incorporating offensive and defensive strategies/tactics</p>	<p>3rd: Students applying simple tactics in fleeing and dodging activities & combining locomotor skills and movement patterns to move safely</p> <p>Peer/teacher modeling: strategies and rules</p>	<p>3rd: Vocabulary: dodge, flee, spirit</p> <p>Peer/teacher feedback and cues for successful movement attempts</p> <p>Student collaboration when working in groups</p>	<p>3rd: Practice different movement strategies</p> <p>Discuss why spirit is important in teamwork</p> <p>Demonstrate different ways to work and move as a team</p>
	<p>4th: Students will be able to apply movement concepts, as well as simple offensive and defensive strategies, while in small and large group activities.</p>	<p>4th: Students practicing movement concepts with manipulative skills as part of a small or large group</p> <p>Peer/teacher modeling: strategies and rules</p>	<p>4th: Vocabulary: dodge, flee, spirit</p> <p>Peer/teacher feedback and cues for successful movement attempts</p> <p>Students planning with teams; trial and error</p>	<p>4th: Practice different movement strategies</p> <p>Discuss why planning is important for a team</p> <p>Student-made lists of what made their team successful/unsuccessful during the activity</p>
	<p>5th: Students will be able to apply movement concepts, as well as simple offensive and defensive strategies, while in small and large group activities</p>	<p>5th: Students applying movement concepts, manipulative skills, and aiming towards a target as part of a small or large group</p> <p>Peer/teacher modeling: strategies and rules</p>	<p>5th: Vocabulary: directional cues*, spirit</p> <p>Peer feedback and cues for movement attempts within a team using positive language</p>	<p>5th: Practice different movement strategies before/during activities</p> <p>Discuss why planning is important for a team</p> <p>Student-made lists: ways to demonstrate good spirit in physical activity</p>
<p>Social Justice Anchor:</p> <p>Diversity 9: I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p>3rd: Action 18: I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior.</p>	<p>3rd: Students working in groups with diverse ability levels</p> <p>Peer/teacher examples of how to show respect even if you disagree with someone</p> <p>Student use of conflict corner or assigned break space during times of disagreement</p>	<p>3rd: Vocabulary: respect, teamwork</p> <p>Why is it important to stay in control of your emotions? How can emotions impact a team?</p> <p>Student discussions in conflict corner, if needed</p>	<p>3rd: Practice working with different groups of peers than students may usually choose</p> <p>Student-made lists of ways to respectfully disagree with someone</p>
	<p>4th: Justice 11: I try to get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p>	<p>4th: Students working in groups with diverse ability levels</p> <p>Visual representation of groups with various identities working together as a team</p>	<p>4th: Vocabulary: individuals, resilience</p> <p>What is a positive way to display your emotions if you feel something is unfair?</p> <p>Have you ever felt that you were treated a certain way because of your identity group? (gender, age, race, height, weight)</p>	<p>4th: Discuss what resilience means and how it can impact you alone? With a team?</p> <p>Describe how someone you typically do not work with impressed you with their contribution to your team</p>
	<p>5th: Action 20: I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p>	<p>5th: Students working in groups with diverse ability levels</p> <p>Visual representation of groups with various identities working together as a team or community to achieve a common goal</p>	<p>5th: Vocabulary: team, resilience</p> <p>How can you make a plan with your team to include every person on the team?</p>	<p>5th: Practice working individually and as a team to achieve a team-oriented goal.</p> <p>Discuss why it is important to cooperate with other people to achieve goals.</p>

Unit: Cooperative Learning

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>3rd: Students will be able to participate safely while applying knowledge toward being a cooperative member of the learning community by the end of the unit.</p>	<p>3rd: Teacher/Peer modeling of classroom expectations and group activities; positive examples of cooperative learning</p> <p>Positive and inclusive communication (non-verbal)</p>	<p>3rd: Vocabulary: cooperation, teamwork, communication</p> <p>Positive and inclusive communication (verbal); students communicating with team</p>	<p>3rd: Practice ways to be a contributing member of the community.</p> <p>Practice various modes of communication and in small and large group activities.</p>
	<p>4th: Students will be able to exhibit personal responsibility while working cooperatively with others by the end of the unit.</p>	<p>4th: Teacher/Peer modeling of classroom expectations and group activities; positive examples of cooperative learning</p> <p>Positive and inclusive communication (non-verbal)</p>	<p>4th: Vocabulary: cooperation, responsibility, teamwork, communication</p> <p>Positive and inclusive communication (verbal); students communicating with team and taking personal responsibility</p>	<p>4th: Practice ways to be a contributing member of the community.</p> <p>Practice participating with responsibility and as a cohesive unit in group activities.</p>
	<p>5th: Students will be able to participate constructively in a variety of group cooperative learning and problem-solving activities.</p>	<p>5th: Teacher/Peer modeling of classroom expectations and group activities; positive examples of cooperative learning</p> <p>Positive and inclusive communication (non-verbal)</p>	<p>5th: Vocabulary: problem-solving, teamwork, cooperation, responsibility, communication.</p> <p>Directions being given for various group challenges and tasks.</p>	<p>5th: Practice ways to be a contributing member of the community.</p> <p>Practice problem solving in small and large group activities.</p>
<p>Social Justice Anchor:</p> <p>Action 20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p>	<p>3rd: Identity 1 I know and like who I am and can talk about my family and myself and describe our various group identities.</p>	<p>3rd:</p> <p>A wide representation of identities and cultures portrayed in images and visuals.</p> <p>Various forms of positive and inclusive communication (non-verbal).</p>	<p>3rd: Vocabulary: Communication, respect</p> <p>Peer experiences and backgrounds in relation to group activities.</p> <p>Various forms of positive and inclusive communication (verbal)</p>	<p>3rd: Think critically and discuss the variety of group identities within the class. How does it impact the group dynamic and how we are successful as a group?</p>
	<p>4th: Diversity 6 I like knowing people who are like me and different from me, and I treat each person with respect.</p>	<p>4th:</p> <p>Wide representation of identities and cultures portrayed in images and visuals.</p> <p>Various forms of positive and inclusive communication (non-verbal).</p>	<p>4th: Vocabulary: difference, respect</p> <p>Peer experiences and backgrounds in relation to group activities.</p> <p>Various forms of positive and inclusive communication (verbal)</p>	<p>4th: Think critically and discuss:</p> <ul style="list-style-type: none"> - What brings us together? What makes us unique? - How can being similar and having differences help us be successful as a group?
	<p>5th: Diversity 9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p>5th:</p> <p>Wide representation of identities and cultures portrayed in images and visuals.</p> <p>Various forms of positive and inclusive communication (non-verbal).</p>	<p>5th: Vocabulary: cooperation, equality</p> <p>About their peers' experiences and backgrounds in relation to group activities.</p> <p>Various forms of positive and inclusive communication (verbal)</p>	<p>5th: Think critically and discuss what it means to have equality. How can we ensure that we create an environment of equality within our space?</p>

Unit: Creative Movement (*Grade 3 & 4 Only*)

Standard(s)	Unit Outcomes What will students know? What will students be able to do?	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
SHAPE America: Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.	3rd: Students will be able to combine creative and rhythmic movement patterns in order to perform independent and small group routines by the end of this unit.	3rd: Visuals of modern and traditional creative movement representing a variety of different identities (videos if possible); visuals of safety protocols Teacher modeling of activities and safe/ appropriate behavior	3rd: Vocabulary: rhythm, beat Music from a variety of cultures Rhythms created by students (jump ropes, drum sticks, tinkling poles, jump bands, feet)	3rd: Practice keeping a 4/4 rhythm using a variety of equipment Challenge by choice - balancing and rolling activities Create a movement routine with a partner
	4th: Students will be able to combine creative and rhythmic movement patterns in order to perform independent and small group routines by the end of this unit.	4th: Visuals of modern and traditional creative movement representing a variety of different cultures - with video examples if possible Teacher modeling of activities and safe/ appropriate behavior	4th: Vocabulary: rhythm, beat Music from a variety of different cultures Rhythms created by students (jump ropes, drum sticks, tinkling poles, jump bands, feet) Traditional and student created jump rope rhymes	4th: Compare different rhythmic patterns (4/4, 3/4, 3/3) while participating in creative movement activities Create a movement routine with a partner or small group Create a jump rope rhyme about a chosen topic
Social Justice Anchor: Diversity 9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.	3rd: Diversity 8: I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.	3rd: Visuals of modern and traditional creative movement representing a variety of different cultures - with video examples if possible	3rd: Stories and traditions of different creative and rhythmic movement activities from different cultures Respectful and non-judgemental questions and conversations surrounding movement traditions of many cultures	3rd: Discuss their own family experiences with rhythmic and creative movement and learn about the experiences of classmates Encourage one another while performing difficult activities involving body control
	4th: Identity 5: I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.	4th: Visuals of modern and traditional creative movement representing a variety of different cultures - with video examples if possible	4th: Stories and traditions of different creative and rhythmic movement activities from different cultures Respectful and non-judgemental questions and conversations surrounding movement traditions of many cultures	4th: Discuss their own family experiences with rhythmic and creative movement and learn about the experiences of classmates Learn about other cultures by participating in creative and rhythmic movement activities

Unit: Recreation Games (*Grade 5 Only*)

Standard(s)	Unit Outcomes What will students know? What will students be able to do?	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
<p>SHAPE America:</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>5th: Students will be able to experience recreational games and describe how recreational games can contribute to life-long wellness.</p>	<p>5th: Students participating in and keeping score of a variety of recreational “yard” games</p> <p>Students playing fair and respectfully solving conflict</p> <p>Visuals of rules and “how to play” a variety of games</p>	<p>5th: Respectful conversation and conflict resolution</p> <p>Students relaxed and enjoying themselves while participating in activities</p>	<p>5th: Describe the social benefits gained from participating in physical activity.</p> <p>Analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.</p>
<p>Social Justice Anchor:</p> <p><u>Diversity 9</u> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p>5th: Diversity 9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree</p>	<p>5th: Groups and pairings including all students</p> <p>A variety of games enabling all students to be successful</p>	<p>5th: Non-judgemental language</p> <p>Students demonstrating “good spirit” while winning or losing</p> <p>Students getting to know one another while participating in games</p>	<p>5th: Form partners or groups based on common interests</p> <p>Run activities and teach others how to play</p> <p>Find enjoyment playing with all students in the class</p> <p>Solve conflict by respectful, non-judgemental conversations with classmates</p>

Unit: Cycle Kids (Grade 4 Only)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America: Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	Students will exhibit etiquette and adherence to rules in a variety of physical activities	<p>Introductory Lesson: Helmets, Bikes, Workbooks</p>	<p>Introductory Lesson:</p> <ul style="list-style-type: none"> - ABC's of Bike Safety - Safety reminders 	<p>Introductory Lesson:</p> <ul style="list-style-type: none"> - ABC Checks - Helmet Fittings
	Students will be able to analyze opportunities for participating in physical activity outside physical education class.	<p>Riding:</p> <ul style="list-style-type: none"> - Various levels of riding - Peer Teaching - Different riding patterns - Hand signals 	<p>Riding:</p> <ul style="list-style-type: none"> - Others riding bikes - New vocabulary - Rules of the road 	<p>Riding:</p> <ul style="list-style-type: none"> - Work collaboratively with others while riding bikes - Ride bikes
	Students will be able to examine the health benefits of participating in physical activities	<p>Closing:</p> <ul style="list-style-type: none"> - Reflect on riding experience 	<p>Closing:</p> <ul style="list-style-type: none"> - Reflect on riding experience 	<p>Closing:</p> <ul style="list-style-type: none"> - Reflect on riding experience
<p>Social Justice Anchor:</p> <p>Identity 4 I can feel good about my identity without making someone else feel badly about who they are.</p>	<p>Action 20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p>	<p>Introductory Lesson:</p> <ul style="list-style-type: none"> - Students interacting with one another - Students helping one another with helmets and ABC Checks 	<p>Introductory Lesson:</p> <ul style="list-style-type: none"> - Peer feedback - Polite words 	<p>Introductory Lesson:</p> <ul style="list-style-type: none"> - Discuss access to bikes throughout the city
	<p>Diversity 6 I like knowing people who are like me and different from me, and I treat each person with respect.</p>	<p>While Riding:</p> <ul style="list-style-type: none"> - Various levels of riding 	<p>While Riding:</p> <ul style="list-style-type: none"> - Discuss various reasons why they ride bikes (Transportation, exercise, etc.) 	<p>While Riding:</p> <ul style="list-style-type: none"> - Assist peers who need support riding - Discuss methods for how to access bike riding (bike rentals, where a safe place to ride would be,
	<p>Diversity 8 I want to know about other people and how our lives and experiences are the same and different.</p>	<p>Closing: Exit ticket- Where are some safe places I can practice riding a bike? What opportunities do I have to ride a bicycle that others may not have? What options are available to those who may not own their own bicycle?</p>	<p>Closing: Exit ticket- Where are some safe places I can practice riding a bike? What opportunities do I have to ride a bicycle that others may not have? What options are available to those who may not own their own bicycle?</p>	<p>Closing: Exit ticket- Where are some safe places I can practice riding a bike? What opportunities do I have to ride a bicycle that others may not have? What options are available to those who may not own their own bicycle?</p>

Unit: Swimming (*Grade 4 Only*)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America: Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Introductory Lesson: Safety precautions to take around water.</p>	<p>Introductory Lesson: Visuals representing pool and water safety protocols</p> <p>Bus and pool expectations</p>	<p>Introductory Lesson: Swimming unit and pool protocols, what to bring, safety precautions around water</p> <p>Bus and pool expectations</p>	<p>Introductory Lesson: Turn in permission slips</p> <p>Ask questions about protocols and safety</p>
	<p>Swim: Students will be able to confidently enter the water and swim by the end of the unit.</p>	<p>Swim: - Varied levels of swimming - Instructional Aids (pool noodles, kickboards) - Peer collaboration - Teacher and Peer Demonstrations</p>	<p>Swim: Vocabulary (Strokes, float, cues, etc.) Water safety and facility safety</p>	<p>Swim: Swim level aligned swim tasks: <u>Beginners</u>- Introductions and modifications/skill breakdown for varied strokes <u>Intermediate/Advanced</u>- Skill breakdown and refining skill performance</p>
<p>Social Justice Anchor:</p> <p>Justice 3 I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p>	<p>Introductory Lesson: N/A</p>	<p>Introductory Lesson: Visuals representing different identities and backgrounds swimming (race, gender, body type, etc.)</p>	<p>Introductory Lesson: Vocabulary: access, racism, body image, body shaming, stereotypes</p> <p>Student examples (personal or seen/heard) of access, body shaming, racism in swimming</p>	<p>Introductory Lesson: Brainstorm swimming issues impacting your community (e.g. racism, access, body shaming and body image, bullying based on ability)</p> <p>Acknowledge issues as ongoing.</p>
	<p>Bus Conversations:</p> <p>Action 16 I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.</p>	<p>Bus Conversations: Visuals representing different identities and backgrounds swimming (race, gender, body type, etc.)</p>	<p>Bus Conversations: Vocabulary: access, racism, body image, body shaming, stereotypes</p> <p>Student examples (personal or seen/heard) of access, body shaming, racism in swimming</p>	<p>Bus Conversations: Student-driven critical conversations: swimming issues impacting your community (e.g. racism, access, body shaming and body image, bullying based on ability), Turn and talks, group discussions</p> <p>How can we begin to fix these issues?</p>
	<p>Closing:</p> <p>Action 20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p>	<p>Closing: Vocabulary: access, racism, body image, body shaming, stereotypes</p>	<p>Closing: Vocabulary: access, racism, body image, body shaming, stereotypes</p>	<p>Closing: Exit ticket- What power do I have as a student to make positive changes in my school or community?</p>

Unit: Orienteering & Intro to Outdoor Adventure (*Grade 3 Only*)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America:</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, self-expression and/or social interaction.</p>	<p>Introductory Lesson: Students exhibit personal responsibility in teacher-directed activities</p>	<p>Students demonstrating spatial awareness</p> <p>A variety of visuals representing locomotor movements and navigation techniques</p>	<p>Vocabulary: orienteering, navigate</p> <p>Peer/teacher feedback and teacher-provided directional cues and stop/go prompts</p>	<p>Demonstrate an understanding of teacher's instructions by following route provided</p> <p>Discuss why it is important to follow instructions during physical activities</p>
	<p>Orienteering: Timers Students will be able to discuss the challenge that comes from learning a new physical activity.</p>	<p>Possible timers, tags, and other equipment specific to orienteering</p> <p>A variety of visuals representing locomotor movements and navigation techniques</p>	<p>Vocabulary: Orienteering, navigate, maps</p> <p>Peer/teacher feedback</p> <p>Peer collaboration for following navigation visuals</p>	<p>Discuss the challenge that comes with following navigation visuals</p> <p>Show different routes for navigating through the same locations (reverse order, start in the middle, etc.)</p>
	<p>Closing: Map Navigation- Students will be able to explore outdoor adventure activities through the use of navigation tools and by cooperating in group activities.</p>	<p>Student collaboration to follow navigation visuals*</p> <p>A variety of visuals representing locomotor movements and navigation techniques</p>	<p>Vocabulary: Orienteering, navigate, maps, route</p> <p>Student discussion to follow their navigation visuals</p>	<p>Show different routes to navigate through the same locations (e.g.reverse order)</p> <p>Discuss route and maps that we complete every day (home to school)</p>
<p>Social Justice Anchor:</p> <p>Diversity 9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p>Introductory Lesson: Diversity 6 I like knowing people who are like me and different from me, and I treat each person with respect.</p>	<p>Students demonstrating spatial awareness by waiting for their peers to move from different locations at their own speed</p>	<p>Vocabulary: respect, speed, spatial awareness</p> <p>Peer/teacher communication for movements</p> <p>Peer discussions regarding when to move/ turn-taking</p>	<p>Demonstrate respect for the lead teacher, even if they are new to you</p> <p>Discuss why people may move at different speeds during certain activities. Have you ever felt judged during an activity because of your speed?</p>
	<p>Orienteering: Timers Identity 4 I can feel good about my identity without making someone else feel badly about who they are.</p>	<p>Students demonstrating appropriate behavior around timer equipment</p> <p>Appropriate peer-provided stop/go cues</p>	<p>Vocabulary: respect, speed, focus</p> <p>Peer/teacher feedback</p> <p>A variety of finishing times for each student</p>	<p>Demonstrate the ability to work as a team to complete a task efficiently</p> <p>Discuss examples of unfair ways one could finish the course faster? What would happen if they were given a broken timer?</p>
	<p>Closing: Map Navigation Diversity 8 I want to know about other people and how our lives and experiences are the same and different.</p>	<p>Students following different maps within the same learning environment</p> <p>Students working together based on their map assignment</p>	<p>Vocabulary: respect, speed, focus</p> <p>Student collaboration to follow assigned maps</p>	<p>Discuss different routes and times. Would it be fair if you are given a longer route but expected to use the same time as everyone else?</p> <p>Discuss the areas you visited from your map, their similarities and differences.</p>

Unit: Ballroom Dance (*Grade 5 Only*)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		Link to learning resources		
<p>SHAPE America: Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Introduction: Students will be introduced to the ballroom dance unit, understand safety protocols, and review expectations.</p>	<p>Introduction: Students participating in an instant activity.</p> <p>A professional ballroom dance instructor who will lead them through dances.</p>	<p>Introduction: A brief intro to the unit, instructor, expectations, and purpose</p> <p>Vocabulary: rhythm, beat, names of dances, sequence</p>	<p>Introduction: Participate in an instant activity.</p> <p>Get to know their new dance instructor.</p> <p>Listen attentively to rules and expectations.</p>
	<p>Dancing: Students will be able to perform dance sequences to a variety of rhythms with a partner.</p>	<p>Dancing: Instructor/Teacher demonstrating dance steps in simple forms.</p> <p>Peers participating with responsible interpersonal behaviors.</p>	<p>Dancing: Verbal counting of the beat, verbal cues for dance steps; Music genres from various backgrounds</p> <p>Positive, specific, and constructive feedback</p>	<p>Dancing: Learn and practice various dance styles.</p> <p>Participate with, encourage, and assist peers in a respectful and responsible manner.</p>
	<p>Closing: Students will demonstrate an understanding of the unit and the purpose of the unit.</p>	<p>Closing: An instructor and teacher who are providing a quick closure and check for understanding.</p>	<p>Closing: Brief summary of lesson progress</p> <p>Prompting questions to check for understanding</p>	<p>Closing: Answer check for understanding questions.</p> <p>Respond to exit tickets</p>
<p>Social Justice Anchor:</p> <p><u>Diversity 7</u> I have accurate, respectful words to describe how I am similar to and different from people who share my identities</p>	<p>Introduction: N/A</p>	<p>Introduction: Visuals/images of a wide representation of people dancing from various cultures.</p> <p>Visuals/images/videos of people dancing to specific dances students will learn</p>	<p>Introduction: A brief history and introduction to the unit's dance styles</p> <ul style="list-style-type: none"> • Ethnic and cultural origins • Where and why is the dance performed • What do dancers wear? • What does this dance represent? 	<p>Introduction: Learn cultural origins and background for each dance they learn.</p> <p>Ask questions about dances and cultures.</p>
	<p>5th: Diversity 9: I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree</p>	<p>Dancing: Peers participating in assigned partner groups with respect and acceptance of one another.</p>	<p>Dancing: Vocabulary: culture, represent, respect, responsible, names of dances</p> <p>Instructors and peers using culturally appropriate language to interact with one another.</p>	<p>Dancing: Accept and welcome peers who are assigned to them as partners.</p> <p>Learn dance steps and sequences with respect and appreciation for the origin culture.</p>
	<p>Closing: N/A</p>	<p>Closing: The instructor and teachers appreciating the dances and cultures represented.</p> <p>The instructor and teachers holding students to high academic standards.</p>	<p>Closing: Teachers asking critical questions about dance and culture and relating learning to their personal lives and enjoyment.</p> <p>The instructor and teachers holding students to high academic standards</p>	<p>Closing: Respond critically to questions asked by teacher/instructor.</p> <p>Think critically about how dance and culture impact their own lives.</p>

JK-5 PE Glossary

Instructional Strategies and Information

Challenge by Choice- Challenge by Choice means that students can choose to physically take part in an activity or they can choose to not do so for physical, emotional, or personal reasons. Students decide on their own, without teacher or peer pressure, to take on a challenge. Varied challenges (e.g: allowing students to vary distances for tossing to a target) and varied methods (try it, teach it, explain it, etc.) Sometimes students are not prepared to try something and they have the opportunity to opt-out and try something else. Sitting out isn't a challenge by choice.

Conflict Corner- A dedicated space and method for students to solve conflict with one another independently
[Conflict Corner](#)

Directional cues- Any prompt given to students to encourage movement in a different direction (up, down, left, right, forwards, backward, under, over, etc.)

Diverse forms of assessment- Incorporate and prioritize assessments within the social/emotional and affective domains; avoid an overreliance on psychomotor assessments. If we assess in many different ways, we provide all students the opportunity to show us how they learn best (e.g., learning journals, reflections, teaching a peer, explaining it, etc).

Multiple Intelligences- Varied methods of performing, explaining, teaching, assessing skills, etc.

Navigation visuals (orienteering): Maps, cards, letters, any visual used to represent a location featured within a student map

Non-judgemental language: Using words that do not use a positive or negative stance. Instead of using words like "good," "bad," "right," or "wrong," use more neutral and non-judgmental words to express that you are hearing the person, rather than judging what they say.

Personal survey- Get to know your students by collecting data. Upper elementary may use a digital or written survey. In JK-2, four corners/pick-a-side games can help you collect data (e.g. I can speak 1, 2, 3, 4+ languages, favorite way to move, do you have older/younger siblings, agree/disagree, identity questions).

Safe spaces- a safe space where students can calm down, take a timeout or resolve conflict (e.g. calming space, conflict corner, circle, or squad spots)

Social Contract- Students come up with agreed-upon rules and expectations for class with minimal teacher help and direction

Spirit - Alternative to "sportsmanship" - mutual respect and trust between opponents; communication and conflict resolution skills; and self-confidence – both on and off the field of play

Wide Representation- Visuals and examples of individuals with various identities: race, ethnicity gender, sex, class, sexual orientation, language, religion/spirituality, ability, culture, age, etc.

Student Vocabulary

Access- Ability to participate in activities outside of school

Adapting- To change or adjust for a reason

Availability- Having access to equipment, resources, or facility to perform skills/activities

Bias- prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Challenge by Choice- You get to make a decision about what challenge you do (option A or B) and how you try it (try with your body, explain it, teach a classmate, or another option).

Challenge- Something not impossible but not easy; something you think you can do safely but don't know if you can yet

Choice- You get to make a decision

Diet- What a person, animal, or community eats on a regular basis

Diversity- Differences. People can be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion

Encouraging Language- Using positive language and feedback to help motivate one another

Equity- fairness, Vocabulary: fair, justice, equity

Fad Diet- Trend diets; diets or plans sold as the best and fastest approach to losing weight and being healthy

Fair- everyone gets what they need; not the same as equal

Inclusion- Not leaving anyone out; making sure all of your peers have a turn in the activity, game, or lesson

Justice- Being fair and doing what is right; not always equal

Spirit- Demonstrating respect for one another and fair play during activities

Value- Something we care about