

## Elmbrook UBD Template

Curriculum/Content Area: Elementary Physical Education	Unit Length: 2-4 weeks
	Date last reviewed:
Grade: 3rd-5th	Board approval date:

### Desired Results

**By the end of Fifth grade, students will have applied manipulative skills in a dynamic and complex environment. They will begin to refine sport-specific skills, while game strategies are introduced and applied. Students will work cooperatively and practice sportsmanship without direct teacher supervision. Students will develop a deeper understanding of health benefits derived from regular participation in physical activity.**

<b>Enduring Understandings (EUs):</b>  Students will understand that:  <ol style="list-style-type: none"><li><b>1. Increased proficiency with motor skills and movement patterns will improve their effectiveness as a player.</b></li><li><b>2. Implementing offensive and defensive strategies as necessary for all players to be successful in a game situation</b></li><li><b>3. encouraging, supporting, and cooperating with teammates when engaged in sporting experiences will contribute to a sense of confidence, sportsmanship, efficacy, and enjoyment</b></li><li><b>4. regularly participating in physical activity contributes to achieving and maintaining a healthy level of physical fitness</b></li></ol>	<b>Essential Questions (EQs):</b>  <ol style="list-style-type: none"><li><b>1. How do the rules in a sport help you to understand how to play the game.</b></li><li><b>2. How can proper movement of performed in a sport increase accuracy.</b></li><li><b>3. How does movement of your body increase offensive or defensive accuracy.</b></li><li><b>4. What role does cooperation in a sport play in accomplishing their goals.</b></li><li><b>5. How does the understanding of game strategy help a team to achieve their goals.</b></li><li><b>6. How can participating in a sport contribute to maintaining a healthy level of physical fitness.</b></li></ol>
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**Assessment Evidence**

<p>Performance assessments: Skill Assessment- Self- peer- Teacher</p> <p>Written Assessment Common Assessment</p>	<p>Other assessments: Exit Slips Formative and Summative Assessments</p>
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**Unit Title Basketball**

**Wisconsin State Standards**

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

Standard 4- Achieves and maintains a health enhancing level of physical fitness.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.

Standard 6- Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.

**Learning Targets**

3rd Grade	4th Grade	5th Grade
<ul style="list-style-type: none"> <li>● I can use my eyes to track a ball in flight.</li> <li>● I can perform a combination of movement, sports, or leisure skills.</li> <li>● I can dribble at waist level under control.</li> <li>● I can pass the ball under control.</li> <li>● I can shoot the ball in an upward direction towards the basket.</li> <li>● I can demonstrate an understanding of game rules.</li> </ul>	<ul style="list-style-type: none"> <li>● I can catch a ball in flight using mature form with control in practice and game situations.</li> <li>● I can perform a combination of movement, sports, or leisure skills.</li> <li>● I can dribble at waist level under control with my eyes up.</li> <li>● I can pass the ball under control with proper form.</li> <li>● I can shoot the ball with proper technique.</li> <li>● I can demonstrate an understanding of rules and how they impact the game.</li> </ul>	<ul style="list-style-type: none"> <li>● I can catch a ball in flight using mature form with control in practice and game situations.</li> <li>● I can perform a combination of movement, sports, or leisure skills.</li> <li>● I can dribble at waist level under control with my eyes up while directions, speeds, and hands.</li> <li>● I can shoot the ball with proper technique and accuracy.</li> <li>● I can demonstrate an understanding of strategies, rules and how they impact the game.</li> </ul>

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Performance assessments: Skill Assessment- Self- peer- Teacher Written Assessment Common Assessment	Other assessments: <a href="#">Assessment &amp; Goal Setting form</a> <a href="#">Basketball rubric</a>
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**Basketball Unit 3rd-5th Grade**

Week Number	Day 1	Day 2	Day 3	All Days
Week 1	Dribbling	Dribbling	Dribbling	Safety
Week 2	Passing	Passing	Passing	Safety
Week 3	Shooting	Shooting	Shooting	Safety
Week 4	Low/High Level Games	Low/High Level Games	Low/High Level Games	Safety

**Unit Title: Volleyball**

**Wisconsin State Standards**

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

Standard 4- Achieves and maintains a health enhancing level of physical fitness.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.

Standard 6- Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.

Learning Targets		
<b>3rd Grade</b> <ul style="list-style-type: none"> <li>• I can strike an object using my hands to a target</li> <li>• I can use my eyes to track a ball in flight.</li> <li>• I can perform a combination of movement, sports, or leisure skills.</li> <li>• I can strike the ball using an underhand motion.</li> <li>• I can demonstrate an understanding of game rules..</li> <li>• I can hold my hands in the correct position to perform a passing skill</li> </ul>	<b>4th Grade</b> <ul style="list-style-type: none"> <li>• I can perform a combination of movement, sports, or leisure skills.</li> <li>• I can strike an object using my hands to a target</li> <li>• I can serve the ball with the proper underhand technique.</li> <li>• I can demonstrate an understanding of rules and how they impact the game.</li> <li>• I can pass the ball using proper hand position..</li> </ul>	<b>5th Grade</b> <ul style="list-style-type: none"> <li>• I can perform a combination of movement, sports, or leisure skills.</li> <li>• I can strike an object using my hands to a target</li> <li>• I can serve the ball with the proper underhand or overhand technique.</li> <li>• I can demonstrate an understanding of strategies, rules and how they impact the game.</li> <li>• I can pass the ball using proper technique.</li> </ul>

### Assessment Evidence

Performance assessments: Skill Assessment- Self- peer- Teacher  Written Assessment Common Assessment	Other assessments: <a href="#">Volleyball Accuracy Serving Rubric</a> <a href="#">Volleyball Passing Rubric</a> <a href="#">Volleyball Serving Rubric</a>  Exit Slips Formative and Summative Assessments
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Week Number	Day 1	Day 2	Day 3	All Days
Week 1	Description of Volleyball	Underhand Serve	Underhand Serve	Rules, skill development, strategies
Week 2	Passing	Passing	Review Serving and Passing	
Week 3	Lead up Games	Lead up Games	Lead up Games	Assessments

Week 4	Games	Games	Games	
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**Unit Title: Fitness/Climbing Wall**

**Wisconsin State Standards**

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

Standard 4- Achieves and maintains a health enhancing level of physical fitness.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.

Standard 6- Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.

**Learning Targets**

3rd Grade	4th Grade	5th Grade
<ul style="list-style-type: none"> <li>• I can use a pedometer to count the number of steps taken during an activity.</li> <li>• I can maintain a physical activity log.</li> <li>• I can identify one personal fitness goal to improve personal fitness.</li> <li>• I can increase my upper body strength by holding onto the climbing wall.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a pedometer to count the number of steps taken during an activity.</li> <li>• I can maintain a physical activity log</li> <li>• I can identify one personal fitness goal to improve personal fitness.</li> <li>• I can identify my strengths and weaknesses based upon the results of my PACER test and set a goal to show improvement.</li> <li>• I can meet my health-related (age and gender) fitness standards.</li> <li>• I can increase my upper body strength by climbing across the climbing wall with few</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a pedometer to count the number of steps taken during an activity.</li> <li>• I can maintain a physical activity log</li> <li>• I can identify one personal fitness goal to improve personal fitness.</li> <li>• I can identify my strengths and weaknesses based upon the results of my PACER test and set a goal to show improvement.</li> <li>• I can identify at least one muscle for each physical fitness test used.</li> <li>• I can meet my health-related (age and gender) fitness standards.</li> </ul>

	stops.	<ul style="list-style-type: none"> <li>I can increase my upper body strength by climbing the entire distance of the rock wall without any stops.</li> </ul>
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### Assessment Evidence

<p>Performance assessments:  Skill Assessment- Self- peer- Teacher  <a href="#">Climbing Wall Spotting Assessment</a>  <a href="#">Climbing Wall Assessment Grid</a>  <a href="#">Rock Climbing Goal Setting</a></p> <p>Written Assessment  Common Assessment  <a href="#">Pacer Midterm Goal Sheet</a>  <a href="#">Elmbrook Pacer Rubric</a></p>	<p>Other assessments:  <a href="#">Fitness Standards and Rubric</a>  Exit Slips  Formative and Summative Assessments  <a href="#">Fitnessgram Blank Fitness Sheet</a>  <a href="#">Fitness Goal Sheet</a></p>
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### Unit 3rd-5th Grade

All Year				
Assessments	Fall	Winter	Spring	
	PACER	PACER	PACER	
		Sit Up Push Up Sit and Reach		

	Climbing Wall	Climbing Wall	Climbing Wall	
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**Unit Title Soccer**

**Wisconsin State Standards**

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

Standard 4- Achieves and maintains a health enhancing level of physical fitness.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.

Standard 6- Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.

**Learning Targets**

<p><b>3rd Grade</b></p> <ul style="list-style-type: none"> <li>● I can strike an object using my feet to a target.</li> <li>● I can perform a combination of movement, sports, or leisure skills.</li> <li>● I can kick a ball using my foot.</li> <li>● I can kick a ball towards a target.</li> <li>● I can identify soccer positions.</li> </ul>	<p><b>4th Grade</b></p> <ul style="list-style-type: none"> <li>● I can perform a combination of movement, sports, or leisure skills.</li> <li>● I can strike an object using my feet to a target.</li> <li>● I can dribble a soccer ball.</li> <li>● I can shoot the soccer ball with accuracy.</li> <li>● I can explain the different soccer positions.</li> </ul>	<p><b>5th Grade</b></p> <ul style="list-style-type: none"> <li>● I can perform a combination of movement, sports, or leisure skills.</li> <li>● I can strike an object using my feet to a target.</li> <li>● I can demonstrate kicking, dribbling and shooting using correct form and accuracy.</li> <li>● I can play a variety of positions in a soccer activity.</li> <li>● I can explain soccer terminology and strategy.</li> </ul>
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**Assessment Evidence**

<p>Performance assessments: Skill Assessment- Self- peer- Teacher</p> <p>Written Assessment Common Assessment</p>	<p>Other assessments: Exit Slips Formative and Summative Assessments</p>
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### Unit 3rd-5th Grade

Week Number	Day 1	Day 2	Day 3	All Days
Week 1	Dribble	Dribble	Dribble	Safety
Week 2	Shooting	Shooting	Shooting/ Accuracy	Safety/ Assessments
Week 3	Lead up/Games	Lead up/Games	Lead up/Games	
Week 4	Games	Games	Games	

#### Unit Title: Bowling

##### Wisconsin State Standards

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

Standard 4- Achieves and maintains a health enhancing level of physical fitness.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.

Standard 6- Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.



Learning Targets		
<b>3rd Grade</b> <ul style="list-style-type: none"> <li>I can perform a combination of movement, sports, or leisure skills.</li> <li>I can demonstrate proper hand position when holding the bowling ball.</li> <li>I can release the bowling ball towards my targets.</li> <li>I can define a strike and a spare.</li> </ul>	<b>4th Grade</b> <ul style="list-style-type: none"> <li>I can perform a combination of movement, sports, or leisure skills.</li> <li>I can demonstrate a correct bowling approach.</li> <li>I can make skill adjustments to my approach as needed.</li> <li>I can work with my peers to achieve a successful game of bowling.</li> </ul>	<b>5th Grade</b> <ul style="list-style-type: none"> <li>I can perform a combination of movement, sports, or leisure skills.</li> <li>I can demonstrate a correct hand position, approach and release of the bowling ball.</li> <li>I can apply bowling strategies to the game.</li> <li>I can explain bowling terminology</li> </ul>

### Assessment Evidence

Performance assessments: Skill Assessment- Self- peer- Teacher <a href="#">Bowling Assessment</a> Written Assessment Common Assessment	Other assessments: <a href="#">Bowling Rubric</a> Exit Slips Formative and Summative Assessments
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### Bowling Unit 3rd-5th Grade

Week Number	Day 1	Day 2	Day 3	All Days
1	Hand Position	Release	Approach	
2	Bowling Game	Bowling Game	Bowling Game	Assessment
3	Games	Games	Games	

**Unit Title: Baseball/Softball**

**Wisconsin State Standards**

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

Standard 4- Achieves and maintains a health enhancing level of physical fitness.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.

Standard 6- Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.

**Learning Targets**

3rd Grade	4th Grade	5th Grade
<ul style="list-style-type: none"><li>• I can perform a combination of movement, sports, or leisure skills.</li><li>• I can throw overhand using a mature throw.</li><li>• I can use my eyes to track a ball in flight.</li><li>• I can strike an object using an implement to a target.</li></ul>	<ul style="list-style-type: none"><li>• I can perform a combination of movement, sports, or leisure skills.</li><li>• I can throw overhand with mature form and control in practice and game situations.</li><li>• I can catch a ball in flight using mature form under control in practice and game situations.</li><li>• I can strike an object using an implement to a target.</li></ul>	<ul style="list-style-type: none"><li>• I can perform a combination of movement, sports, or leisure skills.</li><li>• I can overhand throw with mature form under control in practice and game situations.</li><li>• I can catch a ball in flight using mature form under control in practice and game situations</li><li>• I can strike an object using an implement to a target.</li></ul>

**Assessment Evidence**

Performance assessments: Skill Assessment- Self- peer- Teacher  Written Assessment Common Assessment	Other assessments: Exit Slips Formative and Summative Assessments
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Week Number	Day 1	Day 2	Day 3	All Days
1	Throwing	Throwing	Catching	
2	Catching	Batting	Batting	
3	Game Play	Game Play	Game Play	Assessment

**Unit Title: Dance**

**Wisconsin State Standards**

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

Standard 4- Achieves and maintains a health enhancing level of physical fitness.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.

Standard 6- Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.

**Learning Targets**

3rd Grade	4th Grade	5th Grade
<ul style="list-style-type: none"> <li>I can create a rhythmic sequence.</li> <li>I can develop my personal social skills through participation in dance.</li> </ul>	<ul style="list-style-type: none"> <li>I can create and perform a rhythmic sequence.</li> <li>I can demonstrate positive social skill in dance.</li> </ul>	<ul style="list-style-type: none"> <li>I can create, perform and teach a rhythmic sequence.</li> <li>I can apply positive social skill while participating in dance.</li> </ul>

**Assessment Evidence**

Performance assessments: Skill Assessment- Self- peer- Teacher <a href="#">Dance Assessment</a> Written Assessment Common Assessment	Other assessments: <a href="#">Dance Rubric</a> Exit Slips Formative and Summative Assessments
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Week Number	Day 1	Day 2	Day 3	All Days
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1	Dance	Dance	Dance	
2	Dance	Dance	Dance	Assessments
3	Dance	Dance	Dance	

**Unit Title: Jump Rope**

**Wisconsin State Standards**

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

Standard 4- Achieves and maintains a health enhancing level of physical fitness.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.

Standard 6- Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.

**Learning Targets**

<p>3rd Grade</p> <ul style="list-style-type: none"> <li>• I can create a rhythmic sequence.</li> <li>• I can perform a combination of movement, sports, or leisure skills.</li> </ul>	<p>4th Grade</p> <ul style="list-style-type: none"> <li>• I can perform a combination of movement, sports, or leisure skills.</li> <li>• I can create, perform, and teach a rhythmic sequence.</li> </ul>	<p>5th Grade</p> <ul style="list-style-type: none"> <li>• I can perform a combination of movement, sports, or leisure skills.</li> <li>• I can create, perform, and teach a rhythmic sequence.</li> </ul>
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**Assessment Evidence**

<p>Performance assessments: Skill Assessment- Self- peer- Teacher <a href="#">Jump Rope Assessment Sheet</a></p>	<p>Other assessments: Exit Slips Formative and Summative Assessments</p>
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Written Assessment Common Assessment <a href="#">Jump Rope Rubric</a>	
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Week Number	Day 1	Day 2	Day 3	All Days
1	Short Ropes	Short Ropes	Short Ropes	
2	Long Ropes	Long Ropes	Long Ropes	
3	Other Equipment	Other Equipment	Other Equipment	Assessments

<b>Unit Title: Frisbee</b>
<p><b>Wisconsin State Standards</b></p> <p>Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.</p> <p>Standard 4- Achieves and maintains a health enhancing level of physical fitness.</p> <p>Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.</p> <p>Standard 6- Values physical activity for health enjoyment, challenge, self-expression and/or social interaction.</p>

Learning Targets
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<p>3rd Grade</p> <ul style="list-style-type: none"> <li>I can use my eyes to track an object in flight.</li> <li>I can perform a combination of</li> </ul>	<p>4th Grade</p> <ul style="list-style-type: none"> <li>I can perform a combination of movement, sports, or leisure skills.</li> </ul>	<p>5th Grade</p> <ul style="list-style-type: none"> <li>I can perform a combination of movement, sports, or leisure skills.</li> </ul>
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<p>movement, sports, or leisure skills.</p> <ul style="list-style-type: none"> <li>• I can demonstrate proper grip.</li> <li>• I can release the frisbee in a forward motion.</li> <li>• I can track the frisbee to make a catch.</li> </ul>	<ul style="list-style-type: none"> <li>• I can throw a frisbee at a target.</li> <li>• I can catch a frisbee using correct form.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform a combination of movements</li> <li>• I can throw and catch a frisbee with accuracy in a game situation.</li> </ul>
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### Assessment Evidence

<p>Performance assessments:  Skill Assessment- Self- peer- Teacher  <a href="#">Frisbee Assessment</a>  Written Assessment  Common Assessment</p>	<p>Other assessments:  <a href="#">Frisbee Rubric</a>  Exit Slips  Formative and Summative Assessments</p>
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Week Number	Day 1	Day 2	Day 3	All Days
1	Individual Throwing	Individual Throwing	Individual Throwing	
2	Partner Throw and Catch	Partner Throw and Catch	Partner Throw and Catch	
3	Game Activities	Game Activities	Game Activities	Assessments