

Elementary Physical Education Scope & Sequence

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

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

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

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

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

Kindergarten

Skills Theme	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Group Initiatives Suggested Activities *Closure discussion *Partner activities *Simple large	-Play within the rules for safe practices -Strategies -Problem solving - Sportsmanship p -Honest feedback -Compassion -	Standard 2, Standard 4, Standard 5 -Demonstrates self-control and safe practices during activities (Affective) -Identify group problem solving strategies for improvement/success (Affective) -Demonstrate the ability to work together effectively through respect, sensitivity, and compassion towards partners/groups (Affective) -Apply sportsmanship during group activities (Affective)	-Did you do your best today? How? -How did you demonstrate sportsmanship today? -Share the ways that you worked well with others today? -Who would you like to compliment today for doing a good job? Why? -Did you follow directions and complete the activity?

group games *Cooperative	Inclusiveness skills		Explain how.
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Challenges			
<p>Integrated Movement Suggested Activities *Static & dynamic balance activities *Activities using start and stop *Guided practice of various locomotor and non</p>	<p>-Create sequence of repeated patterns -Transition - Demonstrate understanding for the components of skill-related fitness</p>	<p>Standard 1, Standard 2, Standard 4, Standard 5 -Demonstrate a sequence of skill related movements (Psychomotor) -Evaluate movement patterns in a variety of skill theme activities (Cognitive) -Demonstrate traveling with manipulative skills for execution to a target (Psychomotor) -Explain the difference between movement in personal and general space (Cognitive) -Demonstrate the use of directions in a group setting (Psychomotor) - Demonstrate the ability to work together effectively through respect, sensitivity, and compassion towards partners/groups (Affective)</p>	<p>-What locomotor skills did you use today? -How do you know if you moved safely? -What non-locomotor skills did you use today? -When did you move fast? When did you move slow? Why? -Describe the different shapes you made with your body. - How many different body parts did you balance on? -Did you feel your weight shift?)front to back; side to side) -What can you do to change the direction of an object? -Explain how you used your body today to stay under control.</p>

<p>locomot or skill activities *Parachute activities *Jump Rope</p>			<p>-Give examples of how you showed static and dynamic balance.</p>
<p>Throwing and Catching Suggested Activities *Diamond</p>	<p>-Opposition rotation - Follow through - Tracking - Demonstrate understanding</p>	<p>Standard 1, Standard 3, Standard 4 -Demonstrate catching a thrown object in a variety of situations (Psychomotor) -Demonstrate appropriate grade level throwing and catching skills within</p>	<p>-What is the difference between a toss and a throw? What elements are the same? -What are the cues for a proper throw and catch?</p>

<p>games *Fielding Skills *Manipulative Skills *Partner Throwing *Magic</p>	<p>of the skill related fitness components</p>	<p>game and activities (Psychomotor) -Evaluate throwing and catching using a self-reflection -Analyze throwing/catching skill development through feedback (Cognitive)</p>	
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Club			
<p>Striking Skills</p> <p>Suggested Activities</p> <p>*Individual practice with light weight objects</p> <p>*Striking stations</p> <p>*Soccer skills</p> <p>*Batting skills</p> <p>*Volleying skills</p> <p>*Guided practice kicking & dribbling</p>	<p>-Tracking</p> <p>-Accuracy</p> <p>-Stance</p> <p>-Follow through - Balance</p> <p>-</p> <p>Demonstrate understanding of the skill related fitness components</p>	<p>Standard 1, Standard 3, Standard 4 -</p> <p>Demonstrate appropriate grade level striking skills within games and activities (Psychomotor)</p> <p>-Demonstrates striking an object using an implement or body part (Psychomotor)</p> <p>-Evaluate striking skills using a self reflection (Psychomotor)</p> <p>-Analyze striking skill development through feedback (Cognitive)</p>	<p>-How many ways can you use your body to strike an object?</p> <p>-What are the cues for striking? -In what activities do we strike a ball with a what?</p>

<p>Fitness Suggested Activities</p> <ul style="list-style-type: none"> *Heart obstacle course *Dance *Whittle climbing *Jump Rope *Muscle Madness 	<ul style="list-style-type: none"> - Demonstrate basic understanding of FITT guidelines - Demonstrate understanding of the health related fitness components - Explain the benefits of physical activity Target Heart Rate zone (THRZ) 	<p>Standard 3, Standard 4, Standard 5</p> <ul style="list-style-type: none"> - Explain the importance of physical activities (Cognitive) - Demonstrate movement in health related fitness games and activities (Psychomotor) - Demonstrate adjusted intensity during an activity to sustain movement while engaging in physical activity (Psychomotor) 	<ul style="list-style-type: none"> - How does exercise affect your heart rate? - What activities increase your heart rate? - How does exercise help your body? - What are your favorite physical activities that help you stay healthy? - Where can you find your pulse? - What muscles cause your [arm, leg, etc.] to move? - Why is it important to be flexible?
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Grade 1

Skills Theme	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
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<p>Group Initiatives Suggested Activities *Class discussion about</p>	<p>-Playing within the rules for safe play -Listening skills - Identify conflict resolution skills</p>	<p>Standard 2, Standard 4, Standard 5 -Demonstrates self-control and safe practices during activities (Affective) -Apply group problem solving strategies for improvement/success (Affective) -Demonstrate the ability to work</p>	<p>-How does the quality of effort affect your performance? -What do you need to do in order to improve your skill level? -How did your group demonstrate sportsmanship today?</p>
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<p>cooperation, respect and responsibility *Partner activities *Simple large group games *Cooperative Challenges *Teacher modeled positive</p>	<p>-Strategies for problem solving techniques - Sportsmanship - Constructive feedback -Cooperative strategies -Leadership -Trust -Safety practices -Self-control</p>	<p>together effectively through respect, sensitivity, and compassion towards partners/groups (Affective) -Demonstrate sportsmanship during group activities (Affective)</p>	<p>-How does being a “good sport” affect your work with the group? -If you encountered a problem today, how did you work it out? -What is a goal and why is it important to set one? - Did your group follow directions and complete the activity? Explain how.</p>
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feedback			
<p>Integrated Movement Suggested Activities</p> <ul style="list-style-type: none"> *Balance beam *Teacher directed locomotor skills *Teacher directed 	<ul style="list-style-type: none"> -Create sequences -Balance -Transition - Demonstrate understanding for the components of skill-related fitness 	<p>Standard 1, Standard 2, Standard 4, Standard 5</p> <ul style="list-style-type: none"> -Demonstrate a sequence of skill related movements (Psychomotor) -Evaluate movement patterns in a variety of skill theme activities (Cognitive) -Demonstrate and combine traveling with manipulative skills for execution to a target (Psychomotor) - Differentiate between movement in personal and general space 	<ul style="list-style-type: none"> -What locomotor and non locomotor skills did you use today? -How do you know if you moved safely? -What should you think about when you are [chasing, fleeing, tagging, or dodging] ? -Describe the different shapes you made with your body. -How do you use this equipment/space properly ?

<p>non locomotor skills *Obstacle course *Scooters *Parachute activities *Jump Rope</p>		<p>(Cognitive) -Demonstrate following directions in a group setting (Psychomotor) - Demonstrate working together effectively through respect, sensitivity, and compassion towards partners/groups (Affective)</p>	<p>-Did you feel your weight shift? (front to back; side to side) -What should you think when you shift your weight from your feet to your hands? -What can you do to change the direction of an object? -Why is it important to have a good base of support in order to keep your balance? -What things can you do differently to improve your performance? -Give examples of how you showed static and dynamic balance. -How did you demonstrate sportsmanship today?</p>
<p>Throwing and Catching Suggested Activities *Diamond games *Fielding</p>	<p>-Opposition -Trunk rotation - Release point -Follow through - Tracking -Absorption of force -Proper hand</p>	<p>Standard 1, Standard 2, Standard 3, Standard 4 -Demonstrate catching a thrown object in a variety of situations (Psychomotor) -Demonstrate appropriate grade level throwing and catching skills within game and activities (Psychomotor) -Evaluate throwing and catching using a self-reflection -Analyze throwing/catching</p>	<p>-What should you think about when catching a self-tossed, light-weight object)? -What should you think about when performing an underhand toss and underhand throw? -How do force and distance relate when throwing an object? - What are the steps for</p>

<p>Skills *Manipulative Skills *Partner</p>	<p>position and target - Demonstrate understanding</p>	<p>skill development through feedback</p>	<p>[throwing/catching a ball]? -What things can you do differently to improve your</p>
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<p>Throwing *Magic Club</p>	<p>of the skill related fitness components</p>	<p>(Cognitive)</p>	<p>performance?</p>
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<p>Striking Skills Suggested Activities</p> <ul style="list-style-type: none"> *Striking with body parts *Striking with short handled implements *Soccer skills *Batting skills *Volleying skills *Low organized group games 	<ul style="list-style-type: none"> -Tracking -Accuracy -Stance -Contact point -Follow through - Body alignment -Creation of force -Balance - Demonstrate understanding of the skill related fitness components 	<p>Standard 1, Standard 2, Standard 3, Standard 4</p> <ul style="list-style-type: none"> -Demonstrate appropriate grade level striking skills within games and activities (Psychomotor) -Demonstrates striking an object using an implement or body part (Psychomotor) -Evaluate striking skills using a self reflection (Psychomotor) -Analyze striking skill development through feedback (Cognitive) 	<ul style="list-style-type: none"> -What should you think about when striking an object with different parts of your body? - What should you think about when striking an object with an implement? -How do force and distance relate when throwing an object? -What are the steps for striking an object? -What things can you do differently to improve your performance?
<p>Fitness Suggested Activities</p>	<ul style="list-style-type: none"> - Demonstrate basic understanding 	<p>Standard 3, Standard 4, Standard 5</p> <ul style="list-style-type: none"> -Explain the importance of physical activities (Cognitive) -Demonstrate movement in 	<ul style="list-style-type: none"> -How does exercise affect your heart rate? -What activities increase your heart rate?

s *Heart obstacle	ng of FITT guidelines	health related fitness games and activities	-How does exercise help your
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course *Sustain ed aerobic activity *Stretch in g *Whittle climbing *Jump Rope *Muscle Madness	- Demonstrate understandin g of the health related fitness components -Explain the benefits of physical activity Target Heart Rate zone (THRZ)	(Psychomotor) -Demonstrate adjusted intensity during an activity to sustain movement while engaging in physical activity (Psychomotor)	body? -What are your favorite physical activities that help you stay healthy? -Where can you find your pulse? -What muscles cause your [arm, leg, etc.] to move? -Why is it important to be flexible?
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Grade 2

Skills Theme	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
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<p>Group Initiatives Suggested Activities</p> <p>*Encourage students to give positive feedback to another student</p> <p>*Compare</p>	<p>-Playing within the rules for safe play</p> <p>-Listening skills -</p> <p>Identify conflict resolution skills -</p> <p>Strategies for problem solving techniques -</p> <p>Sportsmanship -</p> <p>Constructive</p>	<p>Standard 2, Standard 4, Standard 5</p> <p>-Demonstrates self-control and safe practices during activities (Affective)</p> <p>-Apply group problem solving strategies for improvement/success (Affective)</p> <p>-Demonstrate the ability to work together effectively through respect, sensitivity, and compassion towards partners/groups (Affective)</p> <p>-Demonstrate sportsmanship during group activities (Affective)</p>	<p>-How do you use this equipment/space properly? -</p> <p>What do you need to do in order to improve your skill level? -</p> <p>How did you demonstrate sportsmanship with your group today? -</p> <p>What are some of the ways you chose to express your feelings today? -</p> <p>How were you able to include others in your group today? -</p>
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<p>safe & unsafe situations</p> <p>*Sharing equipment</p> <p>*Cooperative</p>	<p>feedback</p> <p>-Cooperative strategies</p> <p>-Leadership</p> <p>-Trust</p> <p>-Safety practices</p> <p>-Self-control</p>		<p>-If you encountered a problem today, how did you work it out? -</p> <p>Explain how and why you set your goal? -</p> <p>How would you rate your performance today without the teacher's help? -</p>
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<p>Challenges *Discuss why rules are important</p>			
<p>Integrated Movement Suggested Activities *Balance beam *Locomotor and non locomotor skills *Obstacle course *Scooters *Parachute activities *Jump</p>	<p>-Create sequences -Balance -Transition - Demonstrate understanding for the components of skill-related fitness</p>	<p>Standard 1, Standard 2, Standard 4, Standard 5 -Demonstrate a sequence of skill related movements (Psychomotor) -Evaluate movement patterns in a variety of skill theme activities (Cognitive) -Demonstrate traveling with manipulative skills for execution to a target (Psychomotor) - Analyze the difference between movement in personal and general space (Cognitive) -Demonstrate following directions in a group setting (Psychomotor) - Demonstrate the ability to work together effectively through respect,</p>	<p>-What non-locomotor skills are used to perform this movement sequence? -How do you know if you moved safely? -What do you need to think about when jumping [with this piece of equipment] ? -What should you think about when you are [chasing, fleeing,tagging, or dodging]? -How were you able to use [agility, balance, coordination] in the movements that you made today? -What do you need to think about when making a change</p>

<p>Rope *Rhythms & Dance *Tumbling sequence *Guided discovery *Low organized games *Story plays *Creative movement</p>		<p>sensitivity, and compassion towards partners/groups (Affective)</p>	<p>from a locomotor skill to a non locomotor skill? -What would you think about when you move your body in response to hearing a story, song or rhythm? -What do you need to think about before doing a tumbling sequence? -What impact does faster movements have on force? -How does your body absorb force? -What do you need to think about before doing a static or dynamic balance? -How can you use your prior experience to relate to your present skill level?</p>
<p>Throwing and Catching Suggested Activities *Diamond</p>	<p>-Opposition -Trunk rotation - Release point -Follow through - Tracking -Absorption of force</p>	<p>Standard 1, Standard 2, Standard 3, Standard 4 -Demonstrate catching a thrown object in a variety of situations (Psychomotor) -Demonstrate appropriate grade level throwing and catching skills within game and activities (Psychomotor) -Evaluate throwing</p>	<p>-What should you think about when catching an overhand thrown object in your personal space? -What should you think about when throwing overhand? - What factors do you need to consider in order to be a better catcher/thrower?</p>

<p>games</p> <p>*Fielding Skills</p> <p>*Manipulative Skills</p>	<p>-Proper hand position and target</p> <p>-Demonstrate</p>	<p>and catching using a self-reflection</p> <p>-Analyze throwing/catching skill</p>	<p>(visualize, effort, effort, practice time, etc.) -How do trajectory and distance</p>
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<p>*Partner Throwing</p> <p>*Magic Club</p> <p>*Various throwing & catching games</p> <p>*Sations</p>	<p>understanding of the skill related fitness components</p>	<p>development through feedback (Cognitive)</p>	<p>relate when throwing an object? -How does performing the steps in order help develop your skills properly?</p> <p>-How can you use feedback to improve your performance? -How can you use your prior experience to relate to your present skill level?</p> <p>-How does your effort impact your skill performance?</p>
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<p>Striking Skills Suggested Activities *Striking with body parts *Striking with implements *Soccer skills *Batting skills *Volleying skills *Low organized</p>	<p>-Tracking -Accuracy -Stance -Contact point -Follow through - Body alignment -Creation of force -Balance - Demonstrate understanding of the skill related fitness components</p>	<p>Standard 1, Standard 2, Standard 3, Standard 4 -Demonstrate appropriate grade level striking skills within games and activities (Psychomotor) -Demonstrates striking an object using an implement or body part (Psychomotor) -Evaluate striking skills using a self reflection (Psychomotor) -Analyze striking skill development through feedback (Cognitive)</p>	<p>-What factors do you need to consider in order to be a better kicker or striker? [visualize, effort, practice time, etc.] -How do trajectory and distance relate when striking an object? -How does performing the steps in order help develop your skills properly? -How can you use feedback to improve your performance? -How can you use your prior experience to relate to your present skill level? -How does your effort impact your skill performance?</p>
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<p>striking games *Batting a ball off a tee</p>			
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<p>Fitness Suggested Activities</p> <ul style="list-style-type: none"> *Find heart rate using a pulse *Identify changes in heart rate & breathing during exercise *Categorize nutritious food vs. junk food *Whittle climbing *Brains, Bones, Braun *Muscle 	<ul style="list-style-type: none"> -Understand the components of the FITT guidelines - Demonstrate understanding of the health related fitness components -Understand the importance of daily activity - Target Heart Rate zone (THRZ) 	<p>Standard 3, Standard 4, Standard 5</p> <ul style="list-style-type: none"> -Identify the importance of physical activities (Cognitive) -Demonstrate movement in health related fitness games and activities (Psychomotor) -Identify the relationship between intensity, heart rate, and perceived level of exertion while engaging in physical activities (Cognitive) -Demonstrate adjusted intensity during an activity to sustain movement while engaging in physical activity (Psychomotor) 	<ul style="list-style-type: none"> -What is the job of [this] muscle? -When you exercise, why does your body react the way it does? -How do your muscles and bones work together during activity? -How does the amount of time you spend on an activity affect your personal fitness? -What activities will improve your muscular strength, muscular endurance, cardio respiratory endurance, and flexibility? -What are the physical benefits for each activity that you choose to participate in? -How does your food choice impact your energy level? -What was your heart rate during [that] activity? -Why is it important to have a healthy heart? -What are some activities that
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Madness			
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			<p>you can do to help your muscles get stronger?</p> <p>-Why is it important to have strong muscles?</p> <p>-What are some activities that you can do that require flexibility?</p> <p>-Why is it important to be flexible?</p>
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Grade 3

Skills Theme	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
<p>Group Initiatives Suggested Activities</p> <p>*Group challenges</p> <p>*Partner activities</p>	<p>-Conflict resolutions</p> <p>-Following directions</p> <p>-Strategies for conflict resolutions and problem solving techniques</p> <p>-</p>	<p>Standard 2, Standard 4, Standard 5</p> <p>-Demonstrate leadership (Affective)</p> <p>-Demonstrate individual/group perseverance during physical activity (Affective)</p> <p>-Apply self-control and safe practices (Affective)</p> <p>-Demonstrate sportsmanship during activities (Affective)</p>	<p>-How do you use this equipment/space properly? -</p> <p>How does persistence impact skill development?</p> <p>-Why are rules important in any activity?</p> <p>- What did you do today to encourage your classmates? -</p> <p>If you encountered a problem today, how did you work it out? -Explain how and why you set your goal.</p>

<p>*Peer assessments *Cooperative Challenges</p>	<p>Sportsmanship -Leadership strategies -Playing within the rules for safe play</p>		
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	<p>-Positive feedback -Listening skills</p>		
<p>Integrated Movement Suggested Activities *Tumbling *Gymnastics *Static & Dynamic balances *Follow the leader</p>	<p>-Offense/Defense strategies -Movement Strategies -Transition -Creative sequences of repeated patterns -Understand the components of skill-related fitness</p>	<p>Standard 1, Standard 2 Demonstrate a sequence of skill related movements (Psychomotor) -Apply offensive and defensive strategies for tactical games categories (Psychomotor) -Evaluate a combination of movement patterns in a skill sequence (Cognitive) - Apply combined movement concepts with skills in a variety of physical activities (Psychomotor) - Apply responsible personal behavior in a variety of physical activities (Affective)</p>	<p>-How were you able to use [power, speed, and reaction time] in the movements that you made today? -What do you need to think about when you are creating a movement sequence with implements to show emotions, expressions, and feelings? -How does size, number or speed of moving body parts impact the amount of force generated? -What do you need to think about before doing a static or dynamic balance while</p>

moveme nt patterns			maintaining body control?
Throwing and Catching Suggest ed Activitie s *Individu alized practice *Lead up	-Absorption of force -Apply and control force of a projectile with accuracy -Offense/ Defense strategies	Standard 1, Standard 2, Standard 3, Standard 4 -Demonstrate appropriate grade level catching skills while in a ready position (Psychomotor) -Demonstrate appropriate grade level throwing in order to throw at a target (Psychomotor) -Identify throwing and catching skill	-What should you think about when throwing and catching an object when moving? -How does size, number, or speed of moving body parts impact the amount of force generated? -How did performing the steps in order help you to be

games for throwing & catching *Diamon d games *Magic Club	-Control speed and direction of an object -Tracking -Opposition -Follow through - Understand the skill- related fitness components	cues (Cognitive) -Identify the differences with overhand and underhand throws (Cognitive) -Compare the amount of force needed to throw objects of different shapes and sizes (Cognitive)	successful in today's activities? -How can you use feedback to improve your performance? -How can you tell if you've mastered the skill? -How does your effort impact your skill performance? -How does persistence impact skill development?
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<p>Striking Skills Suggested Activities</p> <ul style="list-style-type: none"> *Polo *Soccer skills *Batting skills *Volleying skills *Striking with body parts *Striking with implements 	<ul style="list-style-type: none"> -Offense/Defense strategies -Tracking -Accuracy -Contact point -Follow through -Body alignment -Creation of force -Balance - Understanding of the skill related fitness components 	<p>Standard 1, Standard 2, Standard 3, Standard 4</p> <ul style="list-style-type: none"> -Identify and demonstrate offensive/defensive striking strategies in games and activities (Cognitive & Psychomotor) -Demonstrates striking an object with accuracy using a body part (Psychomotor) -Demonstrate striking of an object with accuracy using a short or long handle implements (Psychomotor) -Compare the amount of force needed to strike objects of different shapes and sizes (Cognitive) -Analyze striking skill development through feedback (Cognitive) 	<ul style="list-style-type: none"> -What factors do you need to consider in order to be a better kicker or striker? [visualize, effort, practice time, etc.] -How do trajectory and distance relate when striking an object? -How does performing the steps in order help develop your skills properly? -How can you use feedback to improve your performance? -How can you use your prior experience to relate to your present skill level? -How does your effort impact your skill performance?
<p>Fitness Suggested</p>	<ul style="list-style-type: none"> -Apply knowledge of 	<p>Standard 3, Standard 4, Standard 5</p> <ul style="list-style-type: none"> -Evaluate scores in a health-related 	<ul style="list-style-type: none"> -Explain why the body needs more oxygen when exercising?

<p>Activities</p> <ul style="list-style-type: none"> *Log sheets *Chase & Flee games *Nutrition lessons *Pedometer use *Fitness goal setting *Self and peer assessments *Question and answer *Brains, Bones and Braun *Healthy Heart *Muscle Madness 	<p>overload, progression and specificity principles, recovery time</p> <ul style="list-style-type: none"> -Analyze the components of the FITT guidelines -Assess components of health-related fitness -Identify the relationship between individual CCPS Fitness Assessment scores and the healthy fitness zone -Target Heart Rate zone (THRZ) -Understand the importance 	<p>fitness assessment (Cognitive)</p> <ul style="list-style-type: none"> -Identify the components of the FITT principles (Cognitive) -Explain the role of target heart rate zones while engaging in physical activities (Cognitive) -Explain and calculate the heart rate zone (Cognitive & Psychomotor) -Evaluate the relationship between nutrition and physical activity (Psychomotor) -Analyze the results of a health related fitness assessment (Cognitive) 	<ul style="list-style-type: none"> -Explain the role of flexibility on the muscular system during physical activity?? -Explain why the frequency and the amount of time affect your personal fitness? -What component of fitness does [this activity] improve? - -What are the physical benefits for each activity that you choose to participate in? -How would you rate your level of exertion? -How does your food choice impact your energy level? -What do you need to think about in order to pace yourself? -What are some activities that you can do to help your muscles get stronger and work longer? - -What exercises will improve the strength and endurance of the [...] muscle? -What are some activities that you can do that require flexibility? -What are some activities that you can do that require flexibility?
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	of daily activity		-How does your effort impact your skill performance?
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			-Explain the importance of goal setting as it relates to achievement.
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Grade 4

Skills Theme	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
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<p>Group Initiatives Suggested Activities</p> <ul style="list-style-type: none"> *Cooperative games *Problem solving tasks *Group challenges *Partner activities *Peer assessments *Cooperative challenges *Teamwork 	<ul style="list-style-type: none"> -Conflict resolutions -Following directions -Strategies for conflict resolutions and problem solving techniques - Sportsmanship -Leadership strategies -Playing within the rules for safe play -Full value contract -Positive feedback -Listening skills 	<p>Standard 4, Standard 5</p> <ul style="list-style-type: none"> -Demonstrate leadership (Affective) -Demonstrate individual/group perseverance during physical activity (Affective) -Apply self-control and safe practices (Affective) -Demonstrate sportsmanship during activities (Affective) 	<ul style="list-style-type: none"> -How do you organize this equipment and space to keep others safe? -How did you work well with your teammates/classmates today? -How did your behaviors today allow you and your classmates to do their best? - How did you show respect and caring for others today? -How were you able to include everyone in today's activities?
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<p>Integrated Movement Suggested Activities</p> <ul style="list-style-type: none"> *Create movement sequences *Tumbling *Jump Rope *Tinikling *Static and dynamic balances *Balance beam 	<ul style="list-style-type: none"> -Offense/Defense strategies -Movement Strategies -Transition -Creative sequences of repeated patterns -Understand the components of skill-related fitness 	<p>Standard 1, Standard 2 , Standard 4, Standard 5</p> <ul style="list-style-type: none"> -Demonstrate a sequence of skill related movements (Psychomotor) -Identify offensive and defensive strategies for tactical games categories (Psychomotor) -Evaluate a combination of movement patterns in a skill sequence (Cognitive) 	<ul style="list-style-type: none"> -How does the movement condition [speed, force, pathways directions, levels, and space] affect your ability to perform locomotor or non-locomotor skills? -Which [skill-related fitness component] did you use in today's activity?? -What do you need to think about when creating a movement sequence for you or your partner? -How does the surface impact how an object moves? -What do you need to think about before doing a dynamic or static balance? -Why are some skills easier to learn than others?
<p>Throwing and Catching Suggested</p>	<ul style="list-style-type: none"> -Absorption of force -Evaluation of skills using a 	<p>Standard 1, Standard 3, Standard 4 -</p> <ul style="list-style-type: none"> -Demonstrate appropriate grade level catching skills while in a ready position (Psychomotor) -Identify throwing and catching 	<ul style="list-style-type: none"> -What games/activities can you think of that required you to combine individual skills such as throwing, catching, and striking with

<p>Activities *Diamond games *Fielding skills</p>	<p>rubric assessment -Apply and control force of a projectile with</p>	<p>skill cues (Cognitive) -Identify the differences with overhand and underhand throws (Cognitive)</p>	<p>control? -How does the surface impact how an object moves? -Why is it important to practice the steps in order to help you</p>
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<p>*Manipulative skills *Throw/catch with implements *Individualized skill challenges</p>	<p>accuracy -Offense/Defense strategies -Control speed and direction of an object -Tracking -Opposition -Follow through - Understand the skill-related fitness components</p>	<p>-Compare the amount of force needed to throw objects of different shapes and sizes (Cognitive)</p>	<p>become more successful in your skill development? -Were you able to identify any mistakes that you made during skill practice?</p>
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<p>Striking Skills Suggested Activities</p> <ul style="list-style-type: none"> *Dribbling a ball *Individualized skill practice *Small sided games *Striking w/ implements *Striking 	<ul style="list-style-type: none"> -Offense/ Defense strategies -Tracking -Accuracy -Contact point -Follow through -Body alignment -Creation of force -Balance - Understanding of the skill related fitness components 	<p>Standard 1, Standard 2, Standard 3, Standard 4</p> <ul style="list-style-type: none"> -Design and demonstrate offensive/defensive striking strategies in games and activities (Cognitive & Psychomotor) -Demonstrates striking an object with accuracy using a body part (Psychomotor) -Demonstrate striking of an object with accuracy using a short or long handle implements (Psychomotor) -Compare the amount of force needed to strike objects of different shapes and sizes (Cognitive)) -Analyze striking skill development 	<ul style="list-style-type: none"> -What games/activities can you think of that required you to combine individual skills such as throwing, catching, and striking with control? -How does the surface impact how an object moves? -How does the amount of force that you put on an object impact its rebound? -How did performing the steps in order help you to be successful in today's activity?
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<p>w/body parts</p> <ul style="list-style-type: none"> *Soccer skills *Batting skills *Volleying skills 		<p>through feedback (Cognitive)</p>	
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<p>Fitness Suggested Activities</p> <ul style="list-style-type: none"> *CCPS Fitness Assessment *Fitness stations *Tag games *Personal fitness goal setting *Nutrition lessons *Design a fitness plan *Brains, Bones and 	<ul style="list-style-type: none"> -Apply knowledge of overload, progression and specificity principles, recovery time -Analyze the components of the FITT guidelines -Understand the components of health-related fitness -Identify the relationship between individual CCPS Fitness Assessment 	<p>Standard 3, Standard 4, Standard 5</p> <ul style="list-style-type: none"> -Evaluate scores in a health-related fitness assessment (Cognitive) -Identify the components of the FITT principles (Cognitive) -Explain the role of target heart rate zones while engaging in physical activities (Cognitive) -Identify and accurately calculate the heart rate zone (Cognitive) -Evaluate the relationship between nutrition and physical activity (Psychomotor) -Explain the results of a health-related fitness assessment (Cognitive) 	<ul style="list-style-type: none"> -What are the different parts of the cardio-respiratory system and how do they work together? -What are some of the activities you can do to strengthen your heart and other muscles? -What are the benefits of being flexible? -How do you use the FITT principle to increase your overall fitness? -How are the FITT components of time and intensity related to each other? -What are the health-related components of physical fitness? -How can you make friends during physical activity? -What factors will help you decide whether a physical activity choice is enjoyable for
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<p>Braun *Healthy Heart *Muscle Madness</p>	<p>scores and the healthy fitness zone -Target Heart Rate zone (THRZ) -Understand the importance of daily activity</p>		<p>you? -Explain the three parts of an aerobic workout? -What are aerobic and anaerobic activities and how do they affect the heart? -Can you show and tell me about examples of either a static or dynamic stretch? - What stretches can you do to improve your flexibility? -By looking at your fitness data, what do your scores tell you about your personal flexibility?</p>
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Grade 5

Skills Theme	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
<p>Group Initiatives Suggested Activities *Cooperative games</p>	<p>-Conflict resolutions -Following directions -Strategies for conflict resolutions and problem solving</p>	<p>Standard 4, Standard 5 -Demonstrate leadership (Affective) -Demonstrate individual/group perseverance during physical activity (Affective) -Apply self-control and safe practices (Affective) -Demonstrate sportsmanship during activities (Affective)</p>	<p>-How do you know you used your equipment and space safely today? -How did you use self-control when facing a challenging situation? -What strategies did you use to help you solve conflicts with others?</p>

<p>*Problem solving tasks *Large group</p>	<p>techniques - Sportsmanship - Leadership</p>		<p>- What behavior choices did you use to make friends and keep</p>
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<p>games with emphasis is on teamwork & sportsmanship *Cooperative challenges</p>	<p>strategies -Playing within the rules for safe play -Full value contract -Positive feedback -Listening skills</p>		<p>friends? -How were you able to include everyone in today's activities? -How did you manage your time in order to complete today's task?</p>
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<p>Integrated Movement Suggested Activities</p> <ul style="list-style-type: none"> *Create movement sequence *Tumbling *Jump rope *Balance beam *Tinikling *Rhythms & Dance 	<ul style="list-style-type: none"> -Offense/Defense strategies -Movement Strategies -Transition -Creative sequences of repeated patterns -Understand the components of skill-related fitness 	<p>Standard 1, Standard 2 , Standard 4, Standard 5</p> <ul style="list-style-type: none"> -Demonstrate a sequence of skill related movements (Psychomotor) -Apply offensive and defensive strategies for tactical games categories (Psychomotor) -Evaluate a combination of movement patterns in a skill sequence (Cognitive) 	<ul style="list-style-type: none"> -How does the movement condition [speed, force, pathways directions, levels, and space] affect your ability to perform locomotor or non-locomotor skills? -Which [skill-related fitness component] did you use in today's activity?? -What do you need to think about when creating a movement sequence for you or your partner? -How does the surface impact how an object moves? -What do you need to think about before doing a dynamic or static balance?
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			<ul style="list-style-type: none"> -Why are some skills easier to learn than others?
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<p>Throwing and Catching Suggested Activities</p> <ul style="list-style-type: none"> *Throwing for distance / accuracy *Individualized skill practice *Diamond games *Fielding skills *Manipulative skills *Use of peer and/or self assessments 	<ul style="list-style-type: none"> -Absorption of force -Evaluation of skills using a rubric assessment -Apply and control force of a projectile with accuracy -Offense/Defense strategies -Control speed and direction of an object -Tracking -Opposition -Follow through - Understand the skill-related fitness components 	<p>Standard 1, Standard 3, Standard 4 -</p> <ul style="list-style-type: none"> Demonstrate appropriate grade level throwing skills in order to throw at a target (Psychomotor) -Demonstrate appropriate grade level catching skills while in a ready position (Psychomotor) -Identify throwing and catching skill cues (Cognitive) -Identify the differences with overhand and underhand throws (Cognitive) -Compare the amount of force needed to throw objects of different shapes and sizes (Cognitive) 	<ul style="list-style-type: none"> -What do you need to think about when you are playing offense or defense? -How do the properties of the object being used impact its ability to travel through space? -How does your skill practice outside of physical education class impact your skill development? -Using [this skill rubric], what stage of learning would you classify your skill level?
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<p>Striking Skills Suggested Activities</p>	<p>-Offense/ Defense strategies -Body</p>	<p>Standard 1, Standard 2, Standard 4 -Design and demonstrate offensive/defensive striking strategies in games and activities (Cognitive &</p>	<p>-What skills do you think about when performing [this physical activity]? -What do you need to think</p>
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<p>*Individualized skill practice *Modified individual & team games using striking skills *Soccer skills *Batting skills *Volleying skills</p>	<p>alignment -Tracking -Contact point - Balance -Accuracy -Follow through - Creation of force - Understanding of the skill related fitness components</p>	<p>Psychomotor) -Demonstrates striking an object with accuracy using a body part (Psychomotor) -Demonstrate striking of an object with accuracy using a short or long handle implements (Psychomotor) -Compare the amount of force needed to strike objects of different shapes and sizes (Cognitive)) -Analyze striking skill development through feedback (Cognitive)</p>	<p>about when you are playing offense or defense? -How do the properties of the object being used impact its ability to travel through space? -How does your skill practice outside of physical education class impact your skill development? -How were you able to use the feedback from others to correct your performance?</p>
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<p>Fitness Suggested Activities</p> <ul style="list-style-type: none"> *Identify the different body systems *Heart rate monitors *Heart obstacle course *Personal fitness 	<ul style="list-style-type: none"> -Apply knowledge of overload, progression and specificity principles, recovery time -Analyze the components of the FITT guidelines -Understand the components of health-related 	<p>Standard 3, Standard 4, Standard 5</p> <ul style="list-style-type: none"> -Evaluate scores in a health-related fitness assessment (Cognitive) -Identify the components of the FITT principles (Cognitive) -Explain the role of target heart rate zones while engaging in physical activities (Cognitive) -Identify and accurately calculate the heart rate zone (Cognitive) -Evaluate the relationship between nutrition and physical activity (Psychomotor) -Analyze the results of a health related fitness assessment (Cognitive) 	<ul style="list-style-type: none"> -How does your intensity level during exercise affect your heart and lungs? -How does your body respond to exercise during the warm-up, aerobic, and cool-down phases of physical activity? -How are the components of the FITT principle inter-related? -What do you need to think about when applying the FITT principle to a short-term fitness goal? -How do [these] activities enhance health-related
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<p>record *Design a healthy menu *Assess personal health related fitness components *Chase & flee games *Fitness stations *Nutritional discussions</p>	<p>fitness -Identify the relationship between individual CCPS Fitness Assessment scores and the healthy fitness zone -Target Heart Rate zone (THRZ) -Understand the importance of daily activity</p>		<p>components of fitness? -How does exercise help you to make you feel better? -How do your hydration choices impact your performance during physical activities? -How can you overcome obstacles that limit your level of physical activity? -Explain the three parts of an aerobic workout. -What is the difference between aerobic and anaerobic activities and how do they affect the heart? -By looking at your fitness data, what do your scores tell you about your personal cardio respiratory fitness level?</p>
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