KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Grades 3-5 Fitness Curriculum

Last Updated March 2021 by Kevin A. Fretz

Course Description: The third, fourth, and fifth grade fitness curriculum is based upon the Pennsylvania Department of Education Academic Standards for Health, Safety, and Physical Education. The topics of Safety, Physical Activity, and Concepts, Principles, and Strategies of Movement are built upon through a variety of activities and modules. Physical literacy, cooperation and teamwork, individual lifetime fitness, and sportsmanship is demonstrated and encouraged throughout the course.

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Unit #/Title	1/Parachute	Time Frame	2 classes

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and heal
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Hand Grip • Arm movements • Locomotor movements • Listening • Cooperating with classmates	• Demonstrate overhand/underhand/alternate hand grip with others in a team setting • Demonstrate movements of the upper body/torso in a stationary position with others in a team setting • Demonstrate movements of the upper body/torso in a travelling position with others in a team setting • Demonstrate movements which promote rhythm in a stationary position with others in a team setting • Demonstrate movements which promote rhythm in a travelling position with others in a team setting • Demonstrate movements which promote different speed in both stationary and travelling positions with others in a team setting • Demonstrate movements at various levels of height in both stationary and travelling positions with others in a team setting • Demonstrate movements which encourage cooperation, teamwork, and coordination in a team setting • Demonstrate movements which encourage social interaction among classmates in a group setting

Unit #/Title	2/Frisbee Activity	Time Frame	On-going

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Frisbee grip • Frisbee throw • Frisbee catch • Frisbee game strategy (5th)	• Throw a frisbee using a backhand to a stationary and moving target with others in a small group setting • Catch a frisbee using two hands • Catch a frisbee using one hand (4th, 5th) • Movements which encourage cooperation, teamwork, and coordination in a team setting • Movements which promote social interaction among classmates in both small group and large settings • Move in open space without the frisbee (5th)

Unit #/Title	3/Scooter Activity	Time Frame	2 classes

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Scooter balance • Scooter body position • Scooter movement • Scooter game strategy	• Develop gross and fine motor skill • Develop upper extremity strength • Develop core strength • Develop motor planning • Balance body in a stationary and moving position • Demonstrate cooperation and social interaction among classmates in a team setting • Demonstrate teamwork among classmates in a large group setting

Unit #/Title	4/Basketball Skills	Time Frame	4 Classes

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Hand position to dribble basketball • Dribble a basketball • Arm position to shoot basketball • Shoot a basketball • Chest pass of basketball • Bounce pass of basketball • Pivot of one's body position • Basketball game strategy (5th) • Offensive/Defensive positions (4th, 5th)	• Dribble a basketball with others in a small group setting • Shoot a basketball with others in a small group setting • Use a "lay-up" of a basketball (4th/5th) with others in a small group setting • Pass a basketball using a bounce in both a stationary and moving position with others in a small group setting • Pass a basketball from chest position in a stationary and moving position with others in a small group setting • Pivot and pass basketball with others in a small group setting • Pivot and shoot basketball with others in a small group setting • Move in open space with others in a small group setting(5th) • Demonstrate teamwork/sportsmanship among classmates in a small and large group setting • Demonstrate cooperation among classmates in a team setting

Unit #/Title	5/Throwing/Catching/Rolling/Aiming	Time Frame	4 classes

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Hand/eye coordination	• Throw various size and weight implements from a stationary and moving position • Catch various size and weight implements from a stationary and moving position • Roll various size and weight implements from a stationary and moving position • Aim various size and weight implements from a stationary and moving position • Cooperate with others in a small group and large group setting • Demonstrate sportsmanship with others in a small group and large group setting

Unit #/Title	6/Volleyball Skills	Time Frame	4 Classes

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Hand and arm position • Volleyball scoring • Volleyball game strategy (5th)	• Pass a volleyball overhead from a stationary position with others in a small group setting • Pass a volleyball using forearm from a stationary position with others in a small group setting • Set a volleyball from a stationary position with others in a small group setting • Serve of a volleyball using an underhand form with others in a small group setting • Demonstrate cooperation among classmates in a team setting • Demonstrate sportsmanship with classmates in a small group and large group setting

Unit #/Title	7/Kickball (3/4/5) Wiffleball (5)	Time Frame	4 classes

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Rules of game • Offense and defense positions • Game strategy (4th, 5th)	• Kick a rolling ball • Catch a ball • Hit a pitched ball off tee/ and or in air • Throw a ball of various size and weight • Move from base to base in correct sequence • Demonstrate the knowledge of making outs in various game like situations • Cooperate with others in a team setting • Demonstrate sportsmanship with others in a team setting

Unit #/Title	8/Track and Field	Time Frame	2 classes

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and heal
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Run: Sprint and Distance • Jump and Land • Baton pass • Track and field distances	• Demonstrate head position of running form with others in small group setting • Demonstrate arm/hand position of running form with others in small group setting • Run with correct efficient running form with others in a small group setting • Pace oneself in a distance run • Jump and land with others in a small group setting • Pass a baton in a relay race with others in a small group setting • Demonstrate teamwork/sportsmanship among classmates in a team setting • Demonstrate cooperation among classmates

Unit #/Title	9/Station Activity	Time Frame	On-going

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Strength building activity • Stretching/Exercise activity • Cardiovascular exercise activity • Hand-eye coordination activity • Specific sport related activity • Team building related activity	• Balance in a stationary and moving position • Throw/catch various size/weight implements in a small group setting • Exercise and stretch in a small group setting • Exercise which promotes cardiovascular development in a small group setting • Participate in low organizational activity in a small group setting • Exercise which promotes hand-eye coordination in a small group setting • Demonstrate teamwork/sportsmanship with others in a small group setting • Demonstrate cooperation with others in a small group setting

Unit #/Title	10/Exercises/ Stretches	Time Frame	On-going

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and healt
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Specific exercises/stretches used to warm up and cool down before and/after physical activity.	• Perform jumping jacks • Perform mountain climbers • Perform helicopters • Perform arm circles • Perform push up • Perform sit up/ curl up • Perform windmill • Perform butterfly stretch • Perform hurdler stretch • Perform lunge (5th) • Perform calf stretch (wall/ standing) (5th) • Perform V sit stretch (4th/5th) • Perform standing hamstring stretch (5th) • Perform standing quad stretch (5th) • Perform arm stretches (4th/5th) • Perform ankle stretch movement (5th) • Cooperate with others in a group setting • Demonstrate sportsmanship with others in a group setting

Unit #/Title	11/Jump Rope	Time Frame	On-going

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Specific techniques used in jump rope skills • Arm, shoulder, wrist, fingers circular motion • Jump sequences from a stationary position with others in a group setting • Jump sequences from a travelling position with others in a group setting • Cardiovascular exercise • Rope positions • Hand grip	• Jump and Land (1 and 2 feet) • Balance with others in a group setting • Measure appropriate length of rope • Cooperate with others in a group setting • Demonstrate sportsmanship with others in a small group and large group setting

Unit #/Title	12/Low Organized Activity	Time Frame	On-going

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Low organized activities that promote physical fitness, cardiovascular development, and strategy	• Chase/evade/tag others in a group setting • Dodge • Throw/catch/kick/roll with others in small and large group setting • Aim • Defend • Problem solve with others in small and large group settings • Cooperate with others in a team setting • Use strategy with others in a team setting • Demonstrate sportsmanship with others in a team setting

Unit #/Title	13/Soccer Skills	Time Frame	4-5 classes

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Foot positions using a soccer ball • Offense/Defense soccer positions (4th, 5th) • Strategy of a soccer game (5th)	• Dribble a soccer with both feet • Pass a soccer ball inside of foot • Pass a soccer ball using shoelace (4th/5th) • Pass a soccer ball outside of foot (5th) • Trap a soccer ball using inside of foot • Trap a soccer ball using thigh • Throw-in a soccer ball • Tackle a soccer ball using foot (4th/5th) • Demonstrate teamwork/sportsmanship with others in a team setting • Demonstrate cooperation with others in a team setting

Unit #/Title	14/Football Skills	Time Frame	4-5 classes

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Hand position and grip on football	• Throw a football from a stationary position • Throw a football from a moving position (5th) • Catch a football from a stationary position • Catch a football from a moving position (5th) • "Hike" a football to another classmate • Cooperate with one another while performing football skills • Cooperate with others in a team setting • Demonstrate sportsmanship with others in a team setting

Unit #/Title	15/Field Day	Time Frame	5 Classes

Stage 1 - Identify Desired Results

Standards

10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health
10.4.6B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.
10.4.6.D Describe factors that affect childhood physical activity preferences.
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

Big Ideas	Essential Questions
• Participation in physical activity impacts wellness throughout a lifetime and affects the body in positive ways	• How can movement skills and concepts help me become a better mover? • Why should I be physically active?
Content	**Skills**
• Individual and team oriented activities • Competitive and non-competitive activities • Activities which promote physical fitness, cardiovascular development, agility, team building, and fun	• Run/walk with others in a large group setting • Throw/catch various size/weight implements with others in a team setting • Jump from stationary and moving positions with others in a team setting • Jump Rope in stationary and moving positions with others in a large group setting • Participate in low organizational activities and games with others in a team setting • Participate in an obstacle course with others in a large group setting • Demonstrate teamwork/sportsmanship with others in a small group and large group setting • Demonstrate cooperation with others in a team setting