



Park Hill School District

Building Successful Futures • Each Student • Every Day

4th Grade Physical Education Curriculum

Course Description: Foundationally built upon Missouri's Grade Level Expectations and national studies, Park Hill's health and physical education courses provide students with the fundamental knowledge and skills to develop personal fitness goals and to succeed in reaching those goals.

Courses connect the relevancy of nutrition, activity, and options outside of class to encourage students to continue their fitness goals.

Resources for Physical Educators

- www.dynamicpeasap.com
- www.openphysed.org
- www.pecentral.org
- www.shapeamerica.org
- www.sparkpe.org
- www.thepespecialist.com

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1st Quarter	Introductory Skills	Topic 1: Foundations of PE Topic 2: Fundamental Movement
2nd-3rd Quarter	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness
3rd-4th Quarter	Advanced Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness

Unit 1: Introductory Skills

Subject: Physical Education

Grade: Fourth Grade

Name of Unit: Introductory Skills

Length of Unit: 1st Quarter

Overview of Unit: During this unit students will be identifying fitness components and setting fitness goals. They will apply rules to activities while having body awareness in safe and unsafe situations.

Priority Standards for unit:

- S1.E1.4 Uses Various locomotor skills in a variety of small-sides practice tasks, dance and educational gymnastics experiences.
- S1.E2.4 Runs for distance using a mature pattern.
- S1.E19.4 Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.
- S2.E1.4a Safely applies the concept of general space to combination skills involving traveling (e.g. Dribbling and traveling).
- S2.E1.4c Dribbles in general space with changes in direction and speed.
- S2.E2.4 Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.
- S2.E3.4a Applies the movement concepts of speed, endurance and pacing for various locomotor movement (e.g. running)
- S2.E3.4b Applies the concepts of directions and force in various activities (e.g. when striking an object with a short-handled implement, sending in toward a designated target).
- S3.E1.4 Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.
- S3.E2.4 *Meet the national standard of 60 minutes of daily physical activity.
*Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.
- S3.E3.4 Identifies the components of health-related fitness and recognizes activities that contribute to the development of each component.
- S3.E4.4 Demonstrates warm-up & cool-down relative to the cardiorespiratory fitness assessment.
- S4.E1.4 Exhibits responsible behavior in independent group situations.
- S4.E2.4 Reflects on personal social behavior in physical activity.
- S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults)
- S4.E4.4a Praises the movement performance of others both more or less skilled.
- S4.E4.4b Accepts players of all skill levels into the physical activity.
- S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.
- S4.E4.4 Works safely with peers and equipment in physical activity settings.
 - Identify safety precautions for playing and working outdoors in different kinds of environmental conditions.

- Identify ways to reduce injury as a pedestrian.
- S5.E1.4 Examines the health benefits of participating in physical activity.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the components of health-related fitness	Name	Remember	Level 1
personal fitness goals	Set	Understand	Level 1
what systems work together to move your body	Recognize	Understand	Level 1
rules and procedures to activities	Apply	Apply	Level 2
safe and unsafe situations	Identify	Remember	Level 1

Essential Questions:

1. What are the four components of health-related fitness?
2. What are your personal fitness goals?
3. What are the body systems that work together to move your body?
4. Why is it important to apply rules & procedures for activities & games?
5. Identify safe and unsafe situations during activities as it relates to body movement.

Enduring Understanding/Big Ideas:

1. The four components of health-related fitness are cardiovascular endurance, muscular strength, muscular endurance, and flexibility.
2. Students will be able to set and work toward personal fitness goals.
3. The skeletal system provides support and shape to the human body. The muscular system attaches to the skeletal system. When muscles are flexed or contracted the bones are pushed or pulled causing movement in the human body.
4. Rules & procedures are important while cooperating with others so that the game is fair and enjoyable for everyone.
5. Students will be able to identify important safety rules for various games and activities.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Obtainable goal,	Sportsmanship, cardiovascular endurance, muscular strength, muscular endurance, flexibility, muscular system, skeletal system.

Topic 1: Foundations of P.E.

Title: Foundations of P.E.

Suggested Length of Time: 1st Quarter

Standards Addressed

Priority:

- S2.E1.4a Safely applies the concept of general space to combination skills involving traveling (e.g. Dribbling and traveling).
- S3.E1.4 Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.
- S3.E3.4 Identifies the components of health-related fitness and recognizes activities that contribute to the development of each component.
- S3.E4.4 Demonstrates warm-up & cool-down relative to the cardiorespiratory fitness assessment.
- S4.E1.4 Exhibits responsible behavior in independent group situations.
- S4.E2.4 Reflects on personal social behavior in physical activity.
- S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults)
- S4.E4.4a Praises the movement performance of others both more or less skilled.
- S4.E4.4b Accepts players of all skill levels into the physical activity.
- S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.
- S4.E4.4 Works safely with peers and equipment in physical activity settings.
 - * Identify safety precautions for playing and working outdoors in different kinds of environmental conditions.
 - *Identify ways to reduce injury as a pedestrian.
- S5.E1.4 Examines the health benefits of participating in physical activity.

Supporting:

- S3.E2.4 *Meet the national standard of 60 minutes of daily physical activity.
 - *Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.

Engaging Experience 1

Detailed Description/Instructions:

Dribbling Gates

We use this as an agility, ball control, and fitness drill. Set up about 16 sets of color coordinated cones (gates) throughout your space. Each gate is approximately three feet wide. Give you students a challenge to see how many gates they can dribble through in a given amount of time. Let them rest for 30 seconds, then do it again. The key to this drill is ball control. I tell my students to control the ball with all parts of their feet while changing speed and direction. For an added challenge I sometimes have five gatekeepers. Gatekeepers run from gate to gate, blocking them so students can not dribble through. The gatekeeper does not block the ball. His presence between the gate deters the student from dribbling through.

Bloom's Levels: Remember & Apply

Webb's DOK: Level 1 & Level 2

Engaging Experience 2

One way to do this is to have students set personal health related goals. This is a personal goal students will set to accomplish by the end of the year. Use the fitnessgram to guide this process.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to use the district shared Railyard equipment in an obstacle course. Students use strategy to get their entire team through the course without touching the floor. Other items that could be used in the obstacle course include: balance beams, poly spots, stepping stones, tumbling mats, scooters and jump ropes.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fundamental Movement

Title: Fundamental Movements

Suggested Length of Time: 1st Quarter

Standards Addressed

Priority:

- S1.E1.4 Uses various locomotor skills in a variety of small-sides practice tasks, dance and educational gymnastics experiences.
- S1.E2.4 Runs for distance using a mature pattern.
- S1.E19.4 Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.
- S2.E1.4c Dribbles in general space with changes in direction and speed.
- S2.E2.4 Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.
- S2.E3.4a Applies the movement concepts of speed, endurance and pacing for various locomotor movement (e.g. running)
- S2.E3.4b Applies the concepts of directions and force in various activities (e.g. when striking an object with a short-handled implement, sending in toward a designated target).

Engaging Experience 1

Detailed Description/Instructions:

Scooter Hockey

Skills: Hockey dribbling, passing, shooting, and gameplay (spacing/strategies)

Description: Students will be separated into two teams and will be numbered off. Students will come out when their numbers are called. The teacher can have two games going at one time so multiple students are playing. Each round should only last 30 seconds. Each student will have their own scooter and their own hand hockey stick. Students will utilize the skills practiced in

weeks prior to play a hockey game. Students will try to invade their opponents area to score on their goal. K-2 grades will play 2vs2 and grades 3-5 will play 3vs3.

Students will use the skills of passing and scoring into the net with their team. You can make a goal that students have to pass 3 times before they can try to score. Reinforce that students should keep their hockey stick blades close to the ground.

Bloom's Levels: Apply & Remember

Webb's DOK: Level 1 & Level 2

Engaging Experience 2

One way to do this is to keep both of their feet inside or on those pieces of equipment at all times. Students will have to move the equipment as they are moving.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Fitnessgram Physical Fitness Testing

1. PACER test-This test measures cardiovascular endurance. The students run twenty meters to a line, then turn around and get ready for the beep to run back. As the test progresses through the various levels, it gets more difficult. This teaches the students how to breath, in through the nose, out through the mouth, and how to pace during testing.
2. Push-up test-This test measures upper body strength. During the test, the students must do push-ups with a cadence. Their elbows should be at a 90-degree angle.
3. Curl-up test-This test measures abdominal strength. During the test, the students start with their palms on their upper thighs, and during the cadence, they slide their hands to their knees.
4. Sit and Reach test-This test measures flexibility. The students put their feet flat against the testing board and keep their legs flat on the ground, then they reach and hold on to the ruler to get their score.

Unit 2: Intermediate Skills

Subject: Physical Education

Grade: Fourth Grade

Name of Unit: Intermediate Skills

Length of Unit: 2nd-3rd Quarter

Overview of Unit: During this unit students will be able to identify healthy food choices. They will also understand and identify the proper technique of specialized skills.

Priority Standards for unit:

- S1.E3.4 Uses spring and step takeoffs and landing specific to gymnastics. Note: This outcome applies to both horizontal and vertical jumping and landing
- S1.E5.4 Combines locomotor movement patterns and dance steps to create and perform an original dance.
- S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking and teacher and/or student designed small-sided practice tasks
- S1.E8.4 Transfers weight from feet to hands varying speed and using large extensions (ex. mule kick, handstand, cartwheel).
- S1.E13.5a Throws underhand using mature patterns in non dynamic environments (closed skills) with different sizes and types of objects.
- S1.E7.4 Balances on different bases of support on apparatus demonstrating levels and shapes.
- S1.E14.4a Throws overhand using a mature pattern in non dynamic environments (closed skills).
 - Throws a variety of objects (frisbees, deck tennis rings, footballs) demonstrating both accuracy and distance.
- S1.E15.4 Throws to a moving partner with reasonable accuracy in a non dynamic environment (closed skills).
- S1.E14.4b Throws overhand to a partner or at a target with accuracy at a reasonable distance.
- S1.E16.4 Catches a thrown ball above the head at chest or waist level and below the waist using a mature pattern in a non dynamic environment (closed skills).
- S1.E22.4 Strikes/volleys underhand using a mature pattern in a dynamic environment e.g. two square, four square, handball.
- S1.E23.4 Strikes/volleys a ball with a two hand overhead pattern sending it upward demonstrating 4 of the 5 critical elements of a mature pattern.
 - In a small group keep an object (ball) continuously in the air without catching it.
- S2.E5.4 Applies simple offensive and defensive strategies and tactics in complex and game-like situations.
 - Label major muscles (e.g. abdominals, quadriceps, biceps) and bones (e.g. tibia, fibula, radius)
 - Recognize what systems work together to move your body (e.g. muscular and skeletal).
- S2.E5.4c Recognizes the types of skills needed for different games and sport situations e.g. kicks, throws.

- S3.E1.4 Analyze opportunities for participating in physical activity outside physical education class.
 - Track progress toward personal goal to be physically active.
 - Describe the recommended amount of physical activity for children.
 - Identify ways to increase daily physical activity.
 - Identify different types of physical activities.
 - Describe the importance of choosing a variety of ways of being physically active.
 - Explain positive outcomes for being physically active
- S5.E2.4 Rate the enjoyment of participating in challenging and mastered physical activity.
- S5.E3.4 Ranks the enjoyment of participating in different physical activities.
- S3.E6.4 Discusses the importance of hydration and hydration choices relative to physical activities.

Supporting Standards for unit:

- S3.E2.4 *Meet the national standard of 60 minutes of daily physical activity.
 - Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.
- S4.E1.4 Exhibits responsible behavior in independent group situations.
- S4.E2.4 Reflects on personal social behavior in physical activity.
- S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults)
- S4.E4.4a Praises the movement performance of others both more or less skilled.
- S4.E4.4b Accepts players of all skill levels into the physical activity.
- S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Importance of hydration for the body and physical activity	Identify	Understand	1
the proper techniques of specialized skills	Identify	Understand	1
Proper techniques of various manipulative skills in a mature pattern	Demonstrate	Understand	1

Essential Questions:

1. What is the importance of hydration for the body?
2. What is one technique used in a specific sport?
3. How can you use manipulative skills while moving in a gamelike scenario?

Enduring Understanding/Big Ideas:

1. Keeping the body properly hydrated (drinking water) is essential for daily physical activities.
2. Law of opposition, aiming, release point
3. Correct Critical Elements of various manipulative skills.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	hydration, water, law of opposition

Topic 1: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed*Priority:*

- S1.E3.4 Uses spring and step takeoffs and landing specific to gymnastics. Note: This outcome applies to both horizontal and vertical jumping and landing
- S1.E5.4 Combines locomotor movement patterns and dance steps to create and perform an original dance.
- S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking and teacher and/or student design small sided practice tasks.
- S1.E7.4 Balances on different bases of support on apparatus demonstrating levels and shapes.
- S1.E8.4 Transfers weight from feet to hands varying speed and using large extensions (ex. mule kick, handstand, cartwheel).
- S1.E13.5a Throws underhand using mature pattern in non dynamic environments (closed skills) with different sizes and types of objects.
S1.E14.4a Throws overhand using a mature pattern in non dynamic environments (closed skills).
 - * Throws a variety of objects (frisbees, deck tennis rings, footballs) demonstrating both accuracy and distance.
- S1.E15.4 Throws to a moving partner with reasonable accuracy in a non dynamic environment (closed skills).
- S1.E14.4b Throws overhand to a partner or at a target with accuracy at a reasonable distance.
- S1.E16.4 Catches a thrown ball above the head at chest or waist level and below the waist using a mature pattern in a non dynamic environment (closed skills).
- S1.E22.4 Strikes/volleys underhand using a mature pattern in a dynamic environment e.g. two square, four square, handball.
- S1.E23.4 Strikes/volleys a ball with a two hand overhead pattern sending it upward demonstrating 4 of the 5 critical elements of a mature pattern.

- In a small group keep an object (ball) continuously in the air without catching it.
- S2.E5.4 Applies simple offensive and defensive strategies and tactics in complex and game-like situations.

Engaging Experience 1

Detailed Description/Instructions:

Endline Soccer:

Split the class into two separate groups and have one group line up on each of the end lines. Each group will number off (each player will have a number). Three different colored soccer balls are placed on the half court line. The teacher will call out one number for each of the colored soccer balls. The players with the matching numbers will play one-on-one soccer with that colored ball attempting to score by kicking the ball against the opposite wall. Soccer rules apply. All players whose numbers were not called will remain on the end line and play goalie attempting to block the shots from the opposing team. After 1-2 minutes end the round and call new numbers & repeat.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

One way to do this is to utilize the district shared SNAG Golf curriculum and equipment.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to play ultimate frisbee. Split the students into even teams. Use ultimate frisbee rules to play games to 4 points. 1 touchdown equals 1 point. The biggest rule is students cannot move their feet while in possession of the frisbee. Students will try to score endzone to endzone.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed

Priority:

- S3.E1.4 Analyze opportunities for participating in physical activity outside physical education class.
 - Track progress toward personal goal to be physically active.
 - Describe the recommended amount of physical activity for children.
 - Identify ways to increase daily physical activity.
 - Identify different types of physical activities.

- o Describe the importance of choosing a variety of ways of being physically active.
- o Explain positive outcomes for being physically active
- S5.E2.4 Rate the enjoyment of participating in challenging and mastered physical activity.
- S5.E3.4 Ranks the enjoyment of participating in different physical activities.

Engaging Experience 1

Detailed Description/Instructions:

Outdoor Game Unit

This activity is to promote healthy activities outside of school. Set up stations that include cornhole, Jenga, 4 square, ladder toss, frisbee games, spikeball, Kan Jam, Tetherball, kickball, horseshoes, etc. Set up a couple different games on different days and have students learn how to participate in these games and how they could play outside of school.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 2

One way to do this is to have students create a game that involves; equipment, rules, safety, and how to play. Students should get 15-20 minutes to create the game. Students then get 15 minutes to teach the game and listen to other teams' games.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is play **Run for the Money**. The students jog laps around the gym and earn a "Monopoly" dollar after each lap. Following the run, students can use their money to rent activity equipment and/or activities. The rental activity equipment will be in the middle of the gym (inside the volleyball lines). These activities can be; basketball, limbo, balance boards, scooters, jump rope.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Relay Bowling

This is a game you can play during your bowling unit. There are three students in a lane. One is the bowler, one is the waiter and one is the cleaner. The cleaner is the one that sets up the bowling pins.

Rotation

The waiter becomes the bowler.

The bowler becomes the cleaner.

The cleaner becomes the waiter.

Game

1. To begin the game, only one pin is up.
2. The first player takes a turn at knocking down the number one pin.
3. If the 1st player is successful, then the next player tries to get the one and two pins. If not, then the second player tries for the one pin.
4. As each level is met, another pin is added.
5. The game ends when the team gets through all ten pins.

Reminders

Each player only has one turn to bowl before rotating.

Move quickly and work together.

Unit 3: Advanced Skills

Subject: Physical Education

Grade: Fourth Grade

Name of Unit: Advanced Skills

Length of Unit: 3rd-4th Quarter

Overview of Unit: During this unit students will identify how the body functions as it relates to movement. They will also be able to describe how the muscles affect overall health and allow the body to move during skill activities.

Priority Standards for unit:

- S1.E10.4 Moves into and out of balances on apparatus with curling, twisting & stretching actions.
- S1.E11.4 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.
- S1.E12.4 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.
- S1.E17.4a Dribbles in self space with both the preferred and the nonpreferred hands using a mature pattern.
- S1.E17.4b Dribbles in general space with control of ball and body while increasing and decreasing speed.
- S1.E18.4 Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
- S1.E20.4 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).
 - Dribbles, then passes a ball to a moving receiver.
 - Hand Dribble a ball while changing directions and changing from foot to foot and hand to hand.
- S1.E21.4 Kicks a ground ball, a lofted ball and punts using mature patterns.
- S1.E24.4a Strikes an object with a short handled implement while demonstrating a mature pattern.
- S1.E24.4b Strikes an object with a short handled implement alternating hits to a partner over a low net or against a wall.
 - Continuously strike a ball to a wall or a partner with a paddle using forehand and backhand strokes.
- S1.E25.4 Strikes an object with a long handled implement (e.g. hockey stick, golf club, bat, tennis racquet, badminton racquet) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement. (grip, stance, body orientation, swing plane and follow through).
- S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities.
- S1.E27.4 Creates a jump-rope routine with either a short or long rope.
- S3.E5.4 *Uses fitness assessment to set goals for achieving or maintaining healthy fitness levels (e.g., FITNESSGRAM)

- S3.E5.4b Identifies areas of needed remediation from personal tests and, with teacher assistance, identifies strategies for progress in those areas.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
locomotor, non-locomotor and manipulative skill combinations during skill drills	Demonstrate	Apply	2
body parts and functions in relationship to movement	Identify	Understand	1
fundamental and specialized skills in game situations	Apply	Apply	2

Essential Questions:

1. How can you demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills?
2. Can you identify body parts and functions in relationship to movement?
3. How can you apply fundamental and specialized skills in game situations?

Enduring Understanding/Big Ideas:

1. Throw to a partner while he/she runs to catch, dribble and pass a ball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement.
2. An example of identifying body parts and functions in relationship to movement would be during the long jump – arms swing forward when legs extend.
3. Using the law of opposition, aiming techniques, etc.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Continuously, function	Law of opposition

Resources for Vocabulary Development:

Topic 1: Fundamentals of Movement

Title: Fundamental of Movements

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed

Priority:

- S1.E10.4 Moves into and out of balances on apparatus with curling, twisting & stretching actions.
- S1.E11.4 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.
- S1.E12.4 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.
- S1.E17.4a Dribbles in self space with both the preferred and the nonpreferred hands using a mature pattern.
- S1.E17.4b Dribbles in general space with control of ball and body while increasing and decreasing speed.
- S1.E18.4 Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
- S1.E20.4 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).
 - Dribbles, then passes a ball to a moving receiver.
 - Hand Dribble a ball while changing directions and changing from foot to foot and hand to hand.
- S1.E21.4 Kicks a ground ball, a lofted ball and punts using mature patterns.
- S1.E24.4a Strikes an object with a short handled implement while demonstrating a mature pattern.
- S1.E24.4b Strikes an object with a short handled implement alternating hits to a partner over a low net or against a wall.
 - Continuously strike a ball to a wall or a partner with a paddle using forehand and backhand strokes.
- S1.E25.4 Strikes an object with a long handled implement (e.g. hockey stick, golf club, bat, tennis racquet, badminton racquet) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement. (grip, stance, body orientation, swing plane and follow through).

Supporting:

- S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities.

Engaging Experience 1

Detailed Description/Instructions:

HOT SPOTS (basketball shooting)

Set Up: Can be played outside or in a gym. Set up a cone at about half court on a basketball court. Scatter the poly spots all around in front of the basketball hoop. Have players line up behind the cone, facing the basketball hoop.

How to Play:

- One player at a time dribbles to a polyspot to stand on and shoot the ball.
- If the player makes the shot, they pick up the polyspot and retrieves the ball. They bring the polyspot back to the line, place the spot in a pile next to the cone and pass the ball to the next player standing in line, who then dribbles to their own spot to shoot from.
- If the player misses the shot they get the ball and pass it to the next player in line.
- Play continues in this manner until all of the spots are claimed.
- Players may then spread out the spots and play again.

Variations:

- Create two to three teams who must try making baskets at the same time.
- Allow players to take a second shot if they miss.

This game can be modified to most any sport, such as soccer—shoot from a spot into the soccer goal—and volleyball—serve the ball over the net from a spot.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

One way to do this is having the students participate in a kickball game. Backwards kickball has the same rules as kickball but 3rd base is now 1st. Essentially, the students now run the bases backwards. One base kickball: place a mat where 2nd base usually sits. Students will run to this base after they kick and try to make it back home on the next kick or whenever. There can be multiple students on the base.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is having students have a soccer ball to dribble. There are 4 “safe areas” surrounded by cones where the students cannot be tagged. There are 2 taggers with pool noodles that are trying to tag students. Students are to try to dribble the soccer ball around the designated area and also to make it into safe zones without being tagged. If a student is in a safe zone they have 10 seconds and then they must leave that area. If a student gets tagged, they go outside of the playing area and perform 5 jumping jacks and they return to the game.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed

Priority:

- S1.E27.4 Creates a jump-rope routine with either a short or long rope.
- S3.E5.4 *Uses fitness assessment to set goals for achieving or maintaining healthy fitness levels (e.g., FITNESSGRAM)
- S3.E5.4b Identifies areas of needed remediation from personal tests and, with teacher assistance, identifies strategies for progress in those areas.

Supporting:

- S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities.

Engaging Experience 1

Detailed Description/Instructions:

Soccer Hula Knockout

Equipment: Hula-hoops, basketballs (or soccer balls)

Game Description: This is a dribbling practice game. Players will partner up so there will be pairs spread out in the gym. In each pair, 1 player will start as the dribbler and have a basketball (or soccer ball depending which game you want to play). The other player will place a hula-hoop on the floor and stand with at least 1 foot inside of it. The player inside the hoop will try to knock away the balls of other players who come too near (remember that 1 foot must always be inside the hoop). If a player's ball gets knocked away, they simply retrieve it and continue dribbling. After a couple of minutes, players switch roles and play again. Another great dribbling practice game, and modification of the original Knockout.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 2

One way to do this is students will have a personal fitness sheet to monitor their progress from their pre assessment scores. Students are to create goals after their pre assessment scores for the pacer, curl up, push up and sit and reach assessments. They will use this sheet throughout the year to monitor goals and create more goals based on how many times the assessments are given.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is for students to create a creative jump roping routine. Students will use the jump rope to create single bounce, double bounce, backwards, the bell, skier, jogger or other jump roping skills into an individualized routine.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Battleship Bowling

Equipment Needed

- Gym Mats (6)- spread out on edge of the white volleyball court lines.
- Cones (24)- yellow, orange, green, red, purple, blue. There will be 4 of each color set in front of the mats. Example: 4 blue cones in front of a mat. This makes the mat the blue team.
- Scooters. (6) of each color. One at each mat that is the same color as the cones.
- Dodgeballs (the blue basket cart with all the dodgeballs)

Rules of Battleship Bowling

BIGGEST RULE: students must stay on their mat (boat) the entire time. The only person allowed to leave is the person on the scooter.

The Mat: on the mat there are two jobs to do;

- o **Offense:** any dodgeball that a student gets from their teammate on the scooter or that rolls to their mat, the student can throw or roll at the other team's cones.
- o **Goal on Offense:** to roll or throw the dodgeballs at the other teams cones to make their boat sink.
- o **Defense:** use your feet or hands to block any incoming dodgeballs to prevent them from knocking your cones over. However, if a student accidentally knocks over their own cone, that does count and the cone must stay knocked over.

Cones: The cones can not be touched unless ALL 4 cones are knocked over. Once all 4 are knocked over, the ENTIRE team must do 10 jumping jacks to get back in the game. Otherwise, the cones cannot be touched.

Scooters: When using the scooter the students must follow scooter safety. The students must SIT on the center circle of the scooter. The only way to use the scooter is by sitting on the scooter.

Scooter Job: The only job the person on the scooter has is to roll around the gym and collect dodgeballs for their team. They can scooter back to their mat and team or throw/roll the dodgeball to their teammates on the mat. If they knock over their own cone on accident when throwing or rolling the ball, it does count.

- The person on the scooter is NOT allowed to throw the dodgeballs at other team's cones. They can only collect.
- The person on their scooter needs to switch with their teammates every so often.

Getting Started

- There are a total of 6 teams. Split the class into 6 even teams. Usually about 3 students per team. Each team is named “blue team, yellow team, red team, orange team, green team, purple team”.
- Have one student start as the person on the scooter.
- After you split the students into teams and they are on their mats, roll out the dodgeballs and then say “go” to get the game started.
- To switch up the game, say “freeze” for the students to stop what they are doing. Have them set their cones back up and set their scooters next to their mats. Have each team choose a new boat to go to. This allows students to change where they are in the gym.

Variation-You can let the students decide where to put their mat in the gym. They can move their mat, cones, and scooter to anywhere in the gym as long as it's inside the black lines. (basketball court lines)

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.