



Park Hill School District

Building Successful Futures • Each Student • Every Day

3rd 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: Fundamentals of 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: Third Grade

Name of Unit: Introductory Skills

Length of Unit: 1st Quarter

Overview of Unit: During this unit students will recognize health related fitness as it relates to physical activity. They will be working cooperatively in a positive way while participating in game situations.

Priority Standards for unit:

- S4.E1.3 Exhibits personal responsibility in teacher directed activities.
- S4.E2.3 Works independently for extended periods of time.
- S4.E3.3 Accepts and implements specific corrective feedback from the teacher.
- S4.E5.3 Recognizes and adheres to the role of rules and etiquette in physical activity with peers.
- S4.E6.3 Works independently and safely in physical activity settings.
 - Willingly uses appropriate safety equipment with various equipment (bike helmet).
 - Describe how to ride a bike, skateboard, inline skates, scooter safely.
- S4.E4.3a Works cooperatively with others.
- S4.E4.3b Praises others for their success in movement performance.
- S2.E1.3 *Demonstrates safe movement through general space in a variety of movement contexts.
- S2.E3.3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation.
- S1.E1.3 Leaps using a mature pattern.
- S3.E3.3 Provides examples of physical activity to enhance different fitness components.
- S3.E2.3 *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.
- S2.E2.3 *Employs a variety of pathways, shapes, extensions, and levels while moving in various locomotor patterns.
- S5.E1.3 Discusses the relationship between physical activity and good health.
- S1.E2.3 Travels showing different differentiation between sprinting and running.
- S1.E19.3 Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.

- S3.E4.3 Recognizes the importance of warmup and cooldown relative to vigorous 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	Recognize	Understand	1
How the body responds to moderately vigorous physical activities	Describe	Understand	1
Respect for all students regardless of individual differences in skills and abilities	Demonstrate	Apply	2
concepts relating to force (e.g., hard, soft, heavy, light)	Apply	Apply	2
variety of sport specific lead-up games	Demonstrate	Apply	2
appropriate warm up and cooldown and flexibility activities and the importance of each to injury prevention	Recognize	Understand	1
appropriate cooperative, social, and teamwork skills	Identify	Understand	1

Essential Questions:

1. What are the components of health-related fitness?
2. Describe how the body responds to moderately vigorous physical activities?
3. Why is it important to show sportsmanship and respect to diversity, gender issues and ability levels during physical activities?
4. How can I demonstrate appropriate warm up, cooldown and flexibility activities and explain the importance of each to injury prevention?
5. How can you demonstrate appropriate social skills and teamwork while participating in game situations?

Enduring Understanding/Big Ideas:

1. The components of health-related fitness are cardio-respiratory endurance, muscular endurance, muscular strength, flexibility and body composition.
2. The body responds to moderately vigorous physical activity by the heart beating faster to meet blood supply demands.
3. It is important to be aware of your body movement so that there are no injuries during an activity or game.
4. Social skills are important while cooperating with others so that the game is fair and enjoyable for everyone.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Diversity, cooperation	cardio-respiratory endurance, muscular strength and endurance, flexibility, body composition

Topic 1: Foundations of PE

Title: Foundations of PE**Suggested Length of Time:** 1st Quarter**Standards Addressed***Priority:*

- S4.E1.3 Exhibits personal responsibility in teacher directed activities.
- S4.E2.3 Works independently for extended periods of time.
- S4.E3.3 Accepts and implements specific corrective feedback from the teacher.
- S4.E5.3 Recognizes and adheres to the role of rules and etiquette in physical activity with peers.
- S4.E6.3 Works independently and safely in physical activity settings.
 - Willingly uses appropriate safety equipment with various equipment (bike helmet).
 - Describe how to ride a bike, skateboard, inline skates, scooter safely.
- S4.E4.3a Works cooperatively with others.
- S4.E4.3b Praises others for their success in movement performance.
- S2.E1.3 *Demonstrates safe movement through general space in a variety of movement contexts.
- S2.E3.3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation.
- S1.E1.3 Leaps using a mature pattern.
- S3.E3.3 Provides examples of physical activity to enhance different fitness components.
- S3.E2.3 *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.
- S2.E2.3 *Employs a variety of pathways, shapes, extensions, and levels while moving in various locomotor patterns.

Engaging Experience 1

Detailed Description/Instructions:

Ultimate Tag

Two teams on each end of the gym. Hula hoops are starting points for each team. One player from each team enters the coned off area (the volleyball court lines on basketball court lines). One is the tagger and the other is trying not to get tagged. Timer projected for 20 seconds. Can play one on one or two on two. Add mats in the playing field for fun! Keep score with scoreboard.

Mats- the mats can be set up as blockades to run around, hide behind, etc. This makes the activity more challenging.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

One way to do this is to use collaboration activities. Give students groups of 6. Give them a certain amount of equipment. Students will get one jump rope, one dot, and one hula-hoop. Students must figure out how to travel from one end of the gym to the other. The rule is; every student must 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

Topic 2: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 1st Quarter

Standards Addressed

Priority:

- S5.E1.3 Discusses the relationship between physical activity and good health.
- S1.E2.3 Travels showing different differentiation between sprinting and running.
- S1.E19.3 Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.
- S3.E4.3 Recognizes the importance of warmup and cooldown relative to vigorous physical activity.

Engaging Experience 1

Detailed Description/Instructions:

Sideline Soccer

In sideline soccer, teams become goalies along their respective sidelines, using their best goaltending skills. Imagine the set-up as big lines of goalies stretching across the entire length of the sidelines – for each team. Meanwhile the first 5 players from each team enter the playing area from the front of their line to play some soccer (choose 2-3 balls to use all at the same time).

Whenever a goal is scored on a team, just put the ball back into play and keep going – no need to stop the play for anything! After 2 minutes blow the whistle and the 5 players from each team that were on the playing area will go to the back of their teams line of goalies and 5 new players who were at the front of the line enter in as players. Great game to play to work on all the soccer (football) skills. Also a great game for large groups.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 2

One way to do this is to create a lap challenge. Students will participate in completing laps. Have students check their heart rate multiple times. Students can complete laps in different ways such as; using the rockwall for part, scooters, stilts, gymnastic rolls, etc. Let students be creative.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to play 4 corner soccer. Each corner will be a team. Each team will have a goalie to protect their goal. The other students will play offense and defense to try and score at the other team's goals. Use 6 soccer balls and make a rule that the soccer ball must stay on the ground (not in the air) to play.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Invent a Game

Students will be divided into four different groups. Each group will be given different PE equipment. Groups will invent a game with the equipment that they were given. Each group will fill out a sheet that describes how to play their game, rules of the game and name of their game. Each group will demonstrate and explain their game to the class.

Unit 2: Intermediate Skills

Subject: Physical Education

Grade: Third Grade

Name of Unit: Intermediate Skills

Length of Unit: 2nd-3rd Quarter

Overview of Unit: During this unit students will be able to identify major bones and muscles. They will also develop an understanding on how to apply critical elements for manipulative skills such as law of opposition.

Priority Standards for unit:

- S1.E5.3 Performs teacher selected and developmentally appropriate dance steps and movement patterns.
- S1.E3.3 Jumps and lands in the horizontal and vertical plans using a mature pattern.
- S1.E6.3 Performs a sequence of locomotor skills transitioning from one skill to another smoothly and without hesitation.
- S1.E7.3 Transfers weight from feet to hands for momentary weight.
 - Transfers weight, from feet to hands, at fast and slow speeds, using large extensions: mule-kick, handstand, cartwheel.
 - Balance with obvious control, on a variety of moving objects, such as balance boards and scooters.
- S1.E12.3 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. Combines balance and weight transfers with movement concepts to create and perform a dance.
- S2.E5.3 Apply chasing, fleeing and dodging in a variety of complex and changing game-like situations.
- S1.E13.3 Throws underhand to a partner or target with accuracy.
- S1.E14.3 Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern in non dynamic environments (closed skills) for distance and/or force.
- S1.E16.3 Catches a gently tossed hand-sized ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
 - Consistently catch a ball with bare hands, a glove or a scoop.
- S1.E22.3 Strikes/volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.
 - Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts, such as the forearm volleyball bump the thigh trap/pass in soccer.
- S3.E1.3a Tracks participation in physical activities outside the physical education class.
- S3.E1.3b Identifies physical activity benefits as a way to become healthier.

- o Identify different types of physical activity (physical activity pyramid).
 - o Set a realistic goal to be physically active.
- S3.E6.3 Identifies foods and drinks that are beneficial or harmful before, during and after physical activity.
- S2.E5.3 * Identifies the parts of the circulatory and respiratory systems of the body (circulatory-heart, blood, veins, arteries; respiratory-lungs, mouth, nose, bronchial, tubes, trachea).
 - o Tell why muscle and bones are important for movement.
- S5.E2.3 Discusses the challenge that comes from learning a new physical activity.
- S5.E3.3 Reflects on the reasons for enjoying selected physical activities.
- **Supporting Standards for unit:**
- S3.E2.3 *Meet the national standard of 60 minutes of daily physical activity.
 - o Engages in Moderate to vigorous physical activity for at least 50% of the physical education class time.
- S5.E2.3 Discusses the challenge that comes from learning a new physical activity.
- S5.E3.3 Reflects on the reason for enjoying selected physical activities.
- S4.E4.3a Works cooperatively with others.
- S4.E4.3b Praises others for their success in movement performance.
- S2.E1.3 *Demonstrate safe movement through general space in a variety of movement contexts.
- S2.E3.3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation.
- S1.E1.3 Leaps using a mature pattern.
- S2.E2.3 Employs a variety of pathways, shapes, extensions and levels while moving in various locomotor patterns.
- S3.E3.3 Provide examples of physical activity to enhance different fitness components.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
physical activity benefits	Identify	Understand	1
muscle and bones important for movement	Identify	Understand	1
identify circulatory and respiratory systems	Identify	Understand	1
critical elements for manipulative skills	Demonstrate	Apply	2
Combine balance and weight transfers with movement	Demonstrate	Apply	2

Essential Questions:

1. What are the benefits of physical activity?
2. How does the muscular system and skeletal system work together for movement?
3. What are the critical elements of the skills of (striking, catching, volleying, throwing)?
4. What are the circulatory and respiratory systems within the body?

Enduring Understanding/Big Ideas:

1. A few of the major bones are the femur, cranium, radius, phalanges, etc.
2. A few of the major muscles of the muscular system are the deltoid, bicep, abdominal, quadriceps.
3. Critical elements for manipulative skills are step forward on opposite foot, arm position, step and follow through.
4. Understanding how the circulatory system provides blood flow and oxygen to our muscles and our respiratory system allows us to breathe through inhaling and exhaling.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Femur, humerus, phalanges, patella, cranium, abdominal, gluteus maximus, biceps, triceps, quadriceps, law of opposition, blood, oxygen, inhale, exhale

Topic 1: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed

Priority:

- S1.E5.3 Performs teacher selected and developmentally appropriate dance steps and movement patterns.
- S1.E3.3 Jumps and lands in the horizontal and vertical plans using a mature pattern.
- S1.E6.3 Performs a sequence of locomotor skills transitioning from one skill to another smoothly and without hesitation.
- S1.E7.3 Transfers weight from feet to hands for momentary weight.
 - Transfers weight, from feet to hands, at fast and slow speeds, using large extensions: mule-kick, handstand, cartwheel.
 - Balance with obvious control, on a variety of moving objects, such as balance boards and scooters.

- S1.E12.3 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. Combines balance and weight transfers with movement concepts to create and perform a dance.
- S2.E5.3 Apply chasing, fleeing and dodging in a variety of complex and changing game-like situations.
- S1.E13.3 Throws underhand to a partner or target with accuracy.
- S1.E14.3 Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern in non dynamic environments (closed skills) for distance and/or force.
- S1.E16.3 Catches a gently tossed hand-sized ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
 - Consistently catch a ball with bare hands, a glove or a scoop.
- S1.E22.3 Strikes/volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.
 - Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts, such as the forearm volleyball bump the thigh trap/pass in soccer.

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 playing hot foot. Students will be split into two teams. Students will underhand throw/slide the bean bag on the ground towards the other team's feet. If the student's foot gets hit, they must perform an action to get back in the game. Set a timer for different rounds. The bean bag is not allowed to be in the air.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to create a tee ball or slow pitch game. This could be done in a full game , team vs team. This could also be done in a small sided game. Small sided: pitcher, fielder, hitter. The students can make this point based.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 2nd-3rd Quarter

Standards Addressed

Priority:

- S2.E5.3 * Identifies the parts of the circulatory and respiratory systems of the body (circulatory-heart, blood, veins, arteries;respiratory-lungs, mouth, nose, bronchial, tubes,trachea
 - Tell why muscle and bones are important for movement.
- S3.E1.3a Tracks participation in physical activities outside the physical education class.
- S3.E1.3b Identifies physical activity benefits as a way to become healthier.
 - Identify different types of physical activity (physical activity pyramid).
 - Set a realistic goal to be physically active.
- S3.E6.3 Identifies foods and drinks that are beneficial or harmful before, during and after physical activity.
- S5.E2.3 Discusses the challenge that comes from learning a new physical activity.
- S5.E3.3 Reflects on the reasons for enjoying selected physical activities.

Supporting:

- S2.E5.3 Apply chasing, fleeing and dodging in a variety of complex and changing game-like situations.
- S3.E2.3 *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:

Bone Relay

Divide the class into groups of 3-4. On the opposite side of the gym each team has a pile of bones. Students will use laminated bones to build their skeleton. On the start they will run or use any locomotor movement that the teacher chooses, to go down and pick up one bone. When they return to the group they will high five the next student in line. First team to build their skeleton correctly wins. Between rounds have students point out locations and names of bones.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 2

One way to do this is to play shark attack. Two students are taggers that are sharks and the rest of the students start on the baseline as minos, fish, or dolphins. The taggers call either minos, fish, or dolphins and those students run to the other baseline trying to avoid being tagged. If tagged, the student sits where they got tagged.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to use bean bags to differentiate the body's system and how blood and other parts move around the body. The bean bags could also be used to show the pathways of the body. Have students try to copy a diagram of the system on the floor with bean bags.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Ultimate Frisbee Hoops

The playing area will be the basketball court. Assign one team to one sideline, and the other team to the other sideline in boy/girl order. Have one team put on the pinnies. Once each team is spread out on their sideline, assign each team a target. Have the first four people in each line come out to the playing area. Now it is a game that combines ultimate Frisbee and basketball. These are the rules to play by;

1. Pass the Frisbee back and forth to work towards your target. If nobody is open on the court the thrower is encouraged to throw it to their sideline player.
2. Only one momentum step is allowed after catching the Frisbee. The thrower is not allowed to move with the Frisbee.
3. The players must abide by the five and five rule. A thrower has five seconds to throw the Frisbee and the person guarding the thrower has to be five feet away. If the thrower is being guarded closer than five feet their five seconds is not counted.
4. Once a team thinks they can throw the Frisbee through a hula-hoop a shot can be taken. Shots **cannot** be taken from beyond the half court line. Three points for making it through the top hoop, and one point for making it through

the bottom hoop. Sideline players are not allowed to score.

5. Players are not allowed to be in the basketball 3 second lane. If a shot is taken in the lane no points are awarded. If a defender blocks the Frisbee while standing in the lane a free shot is given from the free throw line.

6. Change in possession occurs when; the Frisbee hits the ground, on an interception, a missed shot, or the Frisbee goes out of bounds.

After about 90 seconds a whistle is sounded and those eight players go to the end of their respective lines, and the next four come out from each line.

Unit 3: Advanced Skills

Subject: Physical Education

Grade: Third Grade

Name of Unit: Advanced Skills

Length of Unit: 3rd-4th Quarter

Overview of Unit: During this unit the students will be able to demonstrate basic tumbling skills and work on apparatus. They will also be able to apply fundamental movements and proper techniques for a variety of skills in lead up games.

Priority Standards for unit:

- S1.E10.3 Moves into and out of gymnastic balances with curling, twisting and stretching actions.
- S1.E11.3 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.
- S1.E17.3 Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.
 - Hand dribble and foot dribble a ball and maintain control while traveling within a group.
- S1.E18.3 Dribbles with the feet and general space at slow to moderate jogging speed with control of ball and body.
 - Hand dribble and foot dribble a ball and maintain control while traveling within a group.
- S1.E24.3a Strikes an object with a short handled implement sending it forward over a low net or a wall.
- S1.E24.3b Strikes an object with a short handed implement while demonstrating the 5 critical elements of a mature pattern.
 - Consistency strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip side to target and swing plane.
- S1.E27.3 Performs intermediate jump rope skills (ex. a variety of tricks, running in and out of long rope (for both long and short ropes).
- S3.E5.3 Demonstrates with teacher direction the health related fitness assessments.
- S5.E4.3 Describes a positive social interactions that come when engaged with others in physical activity.
- S1. E21.3a Uses a continuous running approach and intentionally performs a kick along the ground and kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.
- S1. E21.3b Uses a continuous running approach and kicks a stationary ball for accuracy.

- S1.E25.3 Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use a batting tee or ball tossed by the teacher for batting.
 - Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target, and swing plane.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
combination of tumbling skills	Demonstrate	Apply	Level 2
body parts and functions in relationship to movement	Identify	Understand	Level 1
fundamental and specialized skills in lead-up games	Apply	Apply	Level 2
proper techniques for a variety of fundamental skills while practicing with a partner	Demonstrate	Apply	Level 2
basic apparatus activities	Demonstrate	Apply	Level 2

Essential Questions

1. What tumbling skills can you demonstrate in combination?
2. What body parts can you identify and what are their functions in relationship to movement?
3. What can you do to adjust your throwing technique to be more accurate?
4. What activity can you demonstrate using an apparatus?
5. What are the causes and effects of active and inactive lifestyles?

Enduring Understanding/Big Ideas:

1. Cartwheel, forward roll, balance skill, headstand, round-off
2. Legs bend and arms swing forward to jump (long jump)
3. Force, release point and angle
4. Traverse across rock wall, climb vertically using the rope, pull-up bar, balance beam, balance board
5. Healthy vs. unhealthy heart and lungs

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Functions, movement	Force, law of opposition, muscular strength, muscular endurance, flexibility, bend, curl, twist, balance, spin, grip.

Topic 1: Fundamentals of Movement

Title: Fundamentals of Movement

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed

Priority:

- S1.E10.3 Moves into and out of gymnastic balances with curling, twisting and stretching actions.
- S1.E11.3 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.

Supporting:

- S5.E4.3 Describes a positive social interactions that come when engaged with others in physical activity.
- S1.E24.3a Strikes an object with a short handled implement sending it forward over a low net or a wall.
- S1.E24.3b Strikes an object with a short handled implement while demonstrating the 5 critical elements of a mature pattern.S1.E17.3 Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.
 - Hand dribble and foot dribble a ball and maintain control while traveling within a group.
- S1.E18.3 Dribbles with the feet and general space at slow to moderate jogging speed with control of ball and body.
 - Hand dribble and foot dribble a ball and maintain control while traveling within a group.
- S1. E21.3a Uses a continuous running approach and intentionally performs a kick along the ground and kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.
- S1. E21.3b Uses a continuous running approach and kicks a stationary ball for accuracy.
- S1.E25.3 Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club),sending it forward, while using proper grip for the implement. Note: Use a batting tee or ball tossed by the teacher for batting.

- Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target, and swing plane.

Engaging Experience 1

Detailed Description/Instructions:

Gymnastics Unit Overview

Week 1 – Traveling

- Animal Travels
- Rolls
- Cartwheel/Roundoff
- Create Your Own Travels

Week 2 – Balancing & Jumping and Landing

- Review Travels
- Single Balances
 - Use Balancing Challenges, Task Cards, GIFS, or Posters (visuals)
- Partner Balances
- Using PE Geek App or BalanceIt Task Cards
- Jumping and Landing
- Jumping Tricks
- Create a Sequence using previously learned skills (Travel, Balance, Jump)

Week 3 – Create A Routine

- Review Travels, Balances & Jumping and Landing
 - Have students come up with a Sequence or Routine combining all the elements they have learned
 - Perform the Sequence after giving students time to practice

During this week I have my older students write their routine down to help them think through it and also just to have a piece of evidence to show learning.

If you see your students more than once a week and have more time to devote to the unit, this is a great time to integrate some technology and video your students' routines and then watch them all as a class via a projector or TV.

Week 4 – Gymnastics Stations

- Station Ideas
 - Rolling
 - Animal Travels
 - Jumping and Landing
 - Balancing Challenges
 - Partner Balances
 - Balance Beams (Balance Board)
 - Cartwheels/Roundoffs
 - Rope Climb
 - Rope Swing
 - Rock Wall
 - Exercise Station
 - Rings or Bars if you have them
 - Create a sequence
 - Winter/Summer Olympic Stations
- (see pespecialist.com - How to teach gymnastics in PE.)

Bloom's Levels: Understand & Apply

Webb's DOK: Level 1 & Level 2

Engaging Experience 2

One way to do this is

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is to dribble knockout. This can be used in soccer or basketball. Each student has their own ball. Set boundaries for students to stay within. When the music starts students will dribble around that area. Students will dribble their ball and try to knock another student's ball away while keeping control of their own. If a student's ball is knocked away they lose points and the student who knocked the ball away gains a point. When a student gets to 10 points, tell them to sit down.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fitness

Title: Fitness

Suggested Length of Time: 3rd-4th Quarter

Standards Addressed

Priority:

- S1.E27.3 Performs intermediate jump rope skills (ex. a variety of tricks, running in and out of long rope (for both long and short ropes).
- S3.E5.3 Demonstrates with teacher direction the health related fitness assessments.

Engaging Experience 1

Detailed Description/Instructions:

Jump Rope Battle Bags

Equipment:

9 low profile cones for boundary and midline

Jump rope for each student

12 hula hoops

12 dice

Bean bags (about 5 bags per hoop)

Set-Up:

1. Use the cones to create a large activity area and divide it in half
2. 6 hula hoops on each side near the midline
3. About 5 bean bags inside each hoop
4. 6 dice on each side of the activity area
5. Divide the class into 2 groups and send 1 group to each side of the activity area

Activity Procedures:

1. The game of Jump Rope Battle Bags is a challenge between two teams. Team A is on 1 side of the activity area, and Team B is on the other side.
2. The objective is for you to get rid of your team's beanbags and be the team with the fewest remaining bags when the game is over.
3. You'll work in pairs. You and your partner will roll a set of dice to determine the number of jumps to complete before you can collect and toss a bean bag. Both partners must complete a number of jumps equal to the total of the dice.
4. After both partners have completed jumps, you'll both run to 1 of your team's hoops, take 1 bean bag each, and toss it into 1 of the other team's hoops. Then, quickly run back to the dice and roll again. (If you miss the hoop, quickly pick the beanbag up and place it in a hoop.)
5. Continue until you hear the stop signal.

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 2

One way to do this is to complete the fitnessgram testing. (Pacer, curl up, pushup, and sit and reach)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

One way to do this is fitness card relay. Use a deck of cards and each card will represent a different exercise. The team that completes the most cards will win the activity.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Winter Olympics Stations

Purpose of Event: To allow students to experience winter Olympic activities in the gym. Students have the opportunity to use various locomotor & manipulative skills as well as apparatus in the stations.

Materials Needed: Floor tape, beanbags, "team walkers," hockey nets, scooter hockey sticks, scooter hockey ball, pylons, polo sticks (or any other stick you can make a torch out of), paper plates, hula hoops, beanbags, rope, springboard, mat. Station diagram is provided below.

Description of Idea

This winter Olympic activity was set up for a whole week so students could get to each station and their favorite stations twice. We used the same set-up for all students in grades K-4. We would play the Olympic theme song at each station, and students would freeze when the music stopped. We limited 4 students to a station at a time. Below is a description of each station along with a diagram.

1. **Curling:** Students slide beanbags to a target taped on the floor with floor tape. Students stand behind a tapeline on the floor and take turns to see who can get closest to the target. Two different color sets of bean bags help keep track of the two teams.
2. **Scooter Hockey:** Students are split into two teams and play scooter hockey, or they can improvise their own safe game if there are not enough students present. Students are to flip over their scooters at the end of the time so the scooters will be still.
3. **Ski Jump:** This is sort of a long jump with skis. Students take turns jumping off a spring board with two feet, and jump as far as they can onto a floor mat, also landing on two feet. Set up marks on the floor with tape. Students can earn a fictitious bronze, silver or gold based on where they land. (THIS WAS THE MOST POPULAR STATION)

4. **Ice Climbing Wall:** Students will traverse the “ice climbing wall” from one end to the other. The wall can have obstacles added such as ice noodles or towels hanging down to increase the difficulty level.

5. **Speed/Figure skating:** We have two circles in the middle of the gym that we use. Circles can also be taped down. The very middle circle is the figure skating ice. Students stand on paper plates or pinnies and can make up routines for skating. The outer ring is for speed skating. Students can pretend to skate as fast as they can as long as they are being safe and staying in the circle. Students stand on pinnies for this because our gym floor is slippery, and it was a more authentic experience. We emphasize safety at all times.

7. **Cross Country Skiing:** Students use the "team walking" apparatuses to walk together, simulating giant skis. Students work on teamwork to move forwards or backwards. Students have to communicate to think of commands and a cadence for walking.

8. **Biathlon:** Students stand on paper plates or pinnies for skis, and use pillo polo sticks as poles. Students ski across the gym and when they get to the hula hoops on the other side, they pick up the bean bags and throw them at a target on the wall. Students have to retrieve the bean bags and put them back in the hoops before they are allowed to ski back. We have two targets set up at a time so that two students can go at a time.

9. **Skeleton/Luge:** Students lie on their backs, feet first (luge), and pull themselves toward the wall using a rope that is tied from the wall to a volleyball pole in the middle of the gym. Once a student reaches the wall, he or she flips onto his or her stomach (skeleton) and scoots headfirst back to the beginning. Students go through this station quickly so we stress being safe on the scooters, and putting on the brakes before hitting the pole or the wall. Students flip the scooters over when it is time to move.

** Stations can be modified to include summer Olympic stations. There are lots of different Olympic station ideas. Various apparatus such as balance beam, climbing wall, rope/pull-up bar.

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.