

# 3rd-5th Grade Physical Education Curriculum

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## Course Information

### 3-5 Physical Education

CURRICULUM/CONTENT AREA	COURSE LENGTH
Physical Education	Academic School Year
GRADE LEVEL	DATE LAST REVIEWED
3-5	2016
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	

### Desired Results

#### COURSE DESCRIPTION

Students will participate in fitness activities, increase awareness of the health benefits of physical activity, develop body-space awareness (running, dodging while interacting with others), perform combinations of motor patterns (leaping, dancing), practice developmentally appropriate ball skills, develop balance and jumping skills, use music to gain coordination and an appreciation of dance, develop an understanding of teamwork, demonstrate equipment and personal safety. All students will be physically educated and will acquire motor skills to perform a variety of physical activities, physical fitness knowledge, and intrinsic motivation to pursue a healthy and active lifestyle in an increasingly changing society.

#### ENDURING UNDERSTANDINGS

Proficient movement skills provide competency in all physical activities.

There are necessary psychological and physical skills that will help support continued lifetime physical fitness.

Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness.

Demonstrating responsible and respectful behavior promotes positive personal and social success.

Everyone benefits from collaboratively working towards improved health and wellness

Physical activity promotes social, emotional, and physical well being of self and the community.

#### ESSENTIAL QUESTIONS

How will practicing skills improve my physical performance?

Why should I be physically active?

How will physical activity make me a healthy person?

How does participating in a variety of physical activities keep me healthy?

Why is it important to be respectful of others and our differences?

How will physical activity help me emotionally and socially?

Physical Education Standards by Unit	Motor Skills and Movement Patterns	Cooperatives	Fitness Development
<b>Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.</b>			
Locomotor Skills ( <i>Learning Priorities E1-E4</i> )	x		
Non Locomotor Skills (stability) ( <i>Learning Priorities E5-E9</i> )	x		
Manipulative Skills ( <i>Learning Priorities E10-E21</i> )	x	x	
Jumping Rope ( <i>Learning Priority E22</i> )	x		
Outdoor Pursuits/Adventure Activities ( <i>Learning Priority E23</i> )	x	x	
<b>Standard 2: Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>			
Movement Concepts ( <i>Learning Priorities E1-E4</i> )	x	x	
<b>Standard 3: Students will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</b>			
Physical Activity Knowledge ( <i>Learning Priorities E1</i> )			x
Fitness Knowledge ( <i>Learning Priorities E2-E6</i> )			x
Knowledge Application ( <i>Learning Priority E7</i> )			x
Assessment and Program Planning ( <i>Learning Priority E8</i> )			x
<b>Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.</b>			
Safety ( <i>Learning Priority E1</i> )	x	x	x
Social Awareness ( <i>Learning Priorities E2-E3</i> )	x	x	x
Self-Management ( <i>Learning Priority E4</i> )	x	x	x
Relationship Skills ( <i>Learning Priorities E5-E6</i> )	x	x	x
Decision Making ( <i>Learning Priority E7</i> )	x	x	x
<b>Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</b>			
Health and Well-being ( <i>Learning Priority E1</i> )			x
Self-Awareness and Self-Management ( <i>Learning Priority E2</i> )	x	x	x
Self-Expression, Social Interaction, and Enjoyment ( <i>Learning Priority E3</i> )	x	x	x

## Unit 1: Motor Skills and Movement Patterns

**UNIT TOPICS:** *In this unit, students will engage in activities that focus on...*

Warm up activities, games with patterns, dance, jumping rope, jump bands, tumbling, stations, lead up activities, individual/partner skill work, Outdoor Pursuits/ Adventure Activities (Cooperative games, Disc Golf, Nature Hike)

### Body Management

Students focus on recognizing and staying within the physical boundaries as well as identifying their own personal space of the activity area. Students are involved in a variety of activities that include sport specific activities and tag games.

### Manipulative Skills

Students identify and describe key elements in the mature performance of overhand throwing, underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

### Sport Lead up Games

Students focus on sport specific games and activities that support body and spatial awareness during play. Students are involved in a variety of activities. These may include tag games, group challenges or lead ups to activities.

### Chasing and Fleeing

Students focus on developing into proficient movers who can utilize the strategies of readiness, balance, and positioning while applying space awareness concepts. Students are engaged in a wide variety of activities that focus on chasing and fleeing. These may include different forms of tag games and sport specific activities.

## UNIT DESIRED RESULTS

**UNIT ESSENTIAL QUESTION:** *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY	LEARNING PRIORITY	LEARNING PRIORITY, GRADE LEVEL PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:

STANDARDS:	CATEGORY				
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.	Locomotor Skills	Learning Priority	3rd	4th	5th
		PE.S1.E1 Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip	PE.S1.E1.3 Leap using a mature pattern.	PE.S1.E1.4 A. Demonstrate various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences. B. Demonstrate pacing with teacher direction.	PE.S1.E1.5 A. Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. B. Combine locomotor and manipulative skills in a variety of small-sided practice tasks, and games including those from other cultures.
		PE.S1.E2 Locomotor: Jumping and Landing (horizontal and vertical planes)	PE.S1.E2.3 Jump and land in the horizontal and vertical planes using a mature pattern.	PE.S1.E2.4 Demonstrate spring and step take-offs and landings specific to gymnastics.	PE.S1.E2.5 Combine jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, small sided practice tasks, and games including those from other cultures.
		PE.S1.E3 Locomotor: Dance/ Rhythmic Activities	PE.S1.E3.3 Perform teacher selected and developmentally appropriate dance steps/rhythm and movement patterns.	PE.S1.E3.4 Combine locomotor movement patterns and dance steps/rhythm to create and perform an original dance.	PE.S1.E3.5 Combine locomotor skills in cultural as well as creative dances/rhythm (self and group) with correct rhythm and pattern.
		PE.S1.E4 Locomotor: Combinations	PE.S1.E4.3 Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation in teacher- or student-designed small-sided practice tasks.	PE.S1.E4.4 Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- or student-designed small-sided practice tasks.	PE.S1.E4.5 Combine traveling with manipulative skills of dribbling, throwing, catching and striking without hesitation in teacher- or student-designed small-sided games

					including those from other cultures.
	Non Locomotor Skills	PE.S1.E5 Nonlocomotor (stability): Weight Transfer and Rolling Actions	PE.S1.E5.3 Transfer weight from feet to different body parts or bases of support for balance and rolling.	PE.S1.E5.4 A. Transfer weight from feet to hands for momentary weight support. B. Transition into and out of a roll as part of a gymnastics sequence.	PE.S1.E5.5 Combine rolling, traveling, and weight transfer as part of a gymnastics sequence.
		PE.S1.E6 Nonlocomotor (stability): Balance	PE.S1.E6.3 Balance on different bases of support, demonstrating muscular tension and extensions of free body parts.	PE.S1.E6.4 Balance on different bases of support on apparatus, demonstrating levels and shapes (e.g., balance beam, dome cones, stepping stones, balance ball, aerobic step benches, skate boards, saturn balls, pogo sticks, stilts).	PE.S1.E6.5 Combine balance and transfers weight in a gymnastics sequence or dance with a partner.
		PE.S1.E7 Nonlocomotor (stability): Curling and Stretching; Twisting and Bending	PE.S1.E7.3 Move into and out of gymnastics balances with curling, twisting, and stretching actions.	PE.S1.E7.4 Move into and out of balances on an apparatus with curling, twisting, and stretching actions.	PE.S1.E7.5 Perform curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks, and game environments including those from other cultures.
		PE.S1.E8 Nonlocomotor (stability): Combinations	PE.S1.E8.3 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance.	PE.S1.E8.4 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a partner.	PE.S1.E8.5 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a group.

		PE.S1.E9 Nonlocomotor (stability): Balance and Weight Transfer	PE.S1.E9.3 Combine balance and weight transfers with movement concepts to create and perform a dance.	PE.S1.E9.4 Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or an apparatus.	PE.S1.E9.5 Combine actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or an apparatus.
	Manipulative Skills	PE.S1.E10 Manipulative: Underhand Throw; Underhand Roll	PE.S1.E10.3 Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy.	PE.S1.E10.4 Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects.	PE.S1.E10.5 A. Roll or throw underhand using a mature pattern in environments with different sizes and types of objects. B. Throw underhand to a large target with accuracy
		PE.S1.E11 Manipulative: Overhand Throw; Backhand Throw (disc)	PE.S1.E11.3 A. Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non dynamic environments for distance or force.	PE.S1.E11.4 A. Throw overhand using a mature pattern with accuracy in non dynamic environments. B. Throw overhand to a moving partner with reasonable accuracy. C. Combine traveling and throwing overhand in a teacher- or student designed small sided practice task environment. D. Throw backhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments.	PE.S1.E11.5 A. Throw overhand with accuracy with both partners moving. B. Throw overhand with reasonable accuracy in dynamic small sided games. C. Combine traveling and throwing overhand for execution to a target during small-sided practice tasks and in game environments including those from other cultures. D. Throw backhand, demonstrating four out of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.

		PE.S1.E12 Manipulative: Passing (with hands)		PE.S1.E12.4 Pass to a moving partner with reasonable accuracy in a non dynamic environment.	PE.S1.E12.5 Pass with accuracy with both partners moving. Pass with reasonable accuracy in dynamic, small sided practice games.
		PE.S1.E13 Manipulative: Catching	PE.S1.E13.3 Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern.	PE.S1.E13.4 A. Catch a thrown object above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. B. Combine traveling and catching in a teacher- or student designed small sided practice task environment.	PE.S1.E13.5 Catch with reasonable accuracy in dynamic, small sided practice games.
		PE.S1.E14 Manipulative: Dribbling (with hands)	PE.S1.E14.3 Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.	PE.S1.E14.4 A. Dribble in self space with both the preferred and nonpreferred hand using a mature pattern. B. Dribble in general space with control of ball and body while increasing and decreasing speed in teacher- or student designed small sided practice task environment. C. Dribble with hands in combination with other skills (e.g., passing, receiving, shooting).	PE.S1.E14.5 Dribble with hands using a mature pattern in a variety of small-sided games.
		PE.S1.E15 Manipulative: Kicking	PE.S1.E15.3 A. Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air,	PE.S1.E15.4 Kick along the ground and in the air and punt using mature patterns in practice task environments.	PE.S1.E15.5 Demonstrate mature patterns in kicking and punting in small-sided game environments.

			demonstrating four of the five critical elements of a mature pattern for each. B. Use a continuous running approach to kick a stationary object for accuracy.		
		<b>PE.S1.E16 Manipulative: Dribbling (with feet)</b>	PE.S1.E16.3 Dribble an object in general space at slow to moderate jogging speed, demonstrating four of the five critical elements of a mature pattern.	PE.S1.E16.4 A. Dribble an object in general space with control of object and body while increasing and decreasing speed and changing directions. B. Dribble an object in combination with other skills (e.g., passing, receiving, shooting).	PE.S1.E16.5 Dribble an object using a mature pattern in a variety of small-sided games.
		<b>PE.S1.E17 Manipulative: Passing and Receiving (with feet)</b>	PE.S1.E17.3 Pass and receive an object with the insides of the feet to and from a stationary partner, "giving" on reception before returning the pass.	PE.S1.E17.4 A. Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment. B. Pass and receive an object with the outsides and insides of the feet to and from a stationary partner, "giving" on reception before returning the pass.	PE.S1.E17.5 A. Pass with the feet using a mature pattern as both partners travel. B. Receive a pass with the feet using a mature pattern as both partners travel.
		<b>PE.S1.E18 Manipulative: Volley Underhand</b>	PE.S1.E18.3 Volley 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 four of the five critical elements of a mature pattern.	PE.S1.E18.4 Volley underhand using a mature pattern during practice tasks, demonstrating a mature pattern.	PE.S1.E18.5 Volley underhand using a mature pattern during small-sided games.

		PE.S1.E19 Manipulative: Volley Overhead		PE.S1.E19.4 Volley an object with a two-hand overhead pattern, sending it upward, demonstrating three of the five critical elements of a mature pattern during practice tasks.	PE.S1.E19.5 Volley an object using a two-hand pattern, sending it upward to a target during small-sided games.
		PE.S1.E20 Manipulative Striking with Shorthanded Implement	PE.S1.E20.3 A. Strike an object with a short-handled implement, sending it forward over a low net or to a wall, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E20.4 A. Strike an object with a short handled implement, demonstrating a mature pattern. B. Strike an object with a short handled implement alternating hits with a partner over a low net or against a wall.	PE.S1.E20.5 Strike an object consecutively with a partner using a short-handled implement over a net or against a wall, in either a competitive or cooperative game environment including those from other cultures.
		PE.S1.E21 Manipulative Striking with Long-handled Implement	PE.S1.E21.3 Strike an object 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 object tossed by the teacher.).	PE.S1.E21.4 Strike an object with a long-handled implement (e.g., hockey stick, golf club, bat), demonstrating three of the five critical elements of a mature pattern for the implement in practice tasks (e.g., grip, stance, body orientation, swing plane and follow-through	PE.S1.E21.5 A. Strike a dynamic object with a long handled implement using a mature pattern in small sided games. B. Combine striking with a long handled implement (e.g., bat, hockey stick) with receiving and traveling skills in small-sided games.
	Jumping Rope	PE.S1.E22 Jumping Rope	PE.S1.E22.3 Perform intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.	PE.S1.E22.4 Create and perform a jump rope routine with either a short or long rope.	PE.S1.E22.5 Create and perform a jump rope routine with a partner using either a long or short rope.
	Outdoor Pursuits/				

	Adventure Activities	PE.S1.E23 Outdoor Pursuits/ Adventure Activities	PE.S1.E23.3 Demonstrate at least three critical skills needed to perform teacher directed activity.	PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacher directed activity.	PE.S1.E23.5 Demonstrate five or more critical skills needed to perform a teacher directed activity.
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY, GRADE LEVEL PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	Movement Concepts	Learning Priority	3rd	4th	5th
		PE.S2.E1 Movement Concepts: Space	PE.S2.E1.3 Recognize and create open space in various physical activities.	PE.S2.E1.4 A. Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). B. Apply the concept of closing spaces in small-sided practice tasks. C. Dribble in general space with changes in direction and speed.	PE.S2.E1.5 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and small-sided games, including those from other cultures.
		PE.S2.E2 Movement Concepts: Pathways, Shapes, and Levels	PE.S2.E2.3 Recognize and perform locomotor skills specific to a wide variety of physical activities.	PE.S2.E2.4 Combine movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments.	PE.S2.E2.5 Combine movement concepts with skills in small-sided games, including those from other cultures, gymnastics, and dance with self direction.
		PE.S2.E3 Movement Concepts: Speed, Direction, and Force	PE.S2.E3.3 Combine movement concepts (e.g., direction, level, force, time) with skills as directed by the teacher.	PE.S2.E3.4 A. Apply the movement concepts of speed, endurance, and pacing for running. B. Apply the concepts of direction and force when striking an object (e.g., hands, short-handled	PE.S2.E3.5 A. Apply movement concepts to strategy in small sided game situations, including those from other cultures. B. Apply the concepts of direction and force to strike an object (e.g., hands,

				implement), sending it toward a designated target.	long-handled implement) in small-sided games. C. Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, and extensions) in small-sided game environments including those from other cultures, dance, and gymnastics.
		<b>PE.S2.E4 Movement Concepts: Strategy and Tactics</b>	PE.S2.E4.3 A. Apply simple strategies and tactics in chasing activities. B. Apply simple strategies and tactics in fleeing activities.	PE.S2.E4.4 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of invasion/fielding, net/wall, target, and fielding/striking activities.	PE.S2.E4.5 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided invasion/fielding, net/wall, target, and fielding/striking games, including those from other cultures.
<b>UNIT PRIORITY STANDARDS:</b>	<b>LEARNING PRIORITY CATEGORY</b>	<b>LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:</b>			
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	Safety	<b>Learning Priority</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
	Social Awareness	PE.S4.E1 Safety	PE.S4.E1.3 Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders. (WSELC 22)	PE.S4.E1.4 Apply safety practices with peers and equipment in a variety of physical activity settings.	PE.S4.E1.5 Independently choose to apply safety practices with peers and equipment in a variety of physical activity settings.

		<b>PE.S4.E2</b> <b>Social Awareness:</b> <b>Procedures and</b> <b>Protocols</b>	PE.S4.E2.3 Demonstrate positive behavior as established by procedures and protocols in the learning environment. (WSEL C 21)	PE.S4.E2.4 Apply the procedures and protocols in the learning environment.	PE.S4.E2.5 Independently choose to apply the procedures and protocols in various learning environments.
		<b>PE.S4.E3</b> <b>Social Awareness</b>	PE.S4.E3.3 Demonstrate respect of individual differences without teacher guidance. (WSEL C 14)	PE.S4.E3.4 Praise the performance of others.	PE.S4.E3.5 Recognizes differences and includes others.
	Self-Management	<b>PE.S4.E4</b> <b>Self-management:</b> <b>Goal Setting</b>	PE.S4.E4.3 Identify simple goals for improvement of personal well-being. (WSEL C 10)	PE.S4.E4.4 Create and implement an action plan towards meeting a goal.	PE.S4.E4.5 Assess level of engagement in their own learning for the achievement of personal goals. (WSEL C 10)
		<b>PE.S4.E5</b> <b>Relationship Skills:</b> <b>Feedback</b>	PE.S4.E5.3 Accept and implement specific feedback from peers to adapt performance with teacher guidance.	PE.S4.E5.4 Independently adapt performance based on peer feedback. (WSEL C 17)	PE.S4.E5.5 Independently and respectfully offers and responds appropriately to feedback.
	Relationship Skills	<b>PE.S4.E6</b> <b>Relationship Skills: Conflict Resolution</b>	PE.S4.E6.3 Identify and explain others perspectives during conflicts. (WSEL C 19)	PE.S4.E6.4 Identify basic conflict resolution strategies for resolving conflict constructively/ civilly.	PE.S4.E6.5 Identify cause and effect of a conflict and implement basic strategies to constructively/ civilly resolve differences with teacher guidance. (WSEL C 19)
		<b>PE.S4.E7</b> <b>Decision-making</b>	PE.S4.E7.3 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance.	PE.S4.E7.4 Evaluate possible choices and the consequences of those choices with teacher guidance.	PE.S4.E7.5 Evaluate possible choices, the consequences of those choices, and demonstrate a constructive choice with teacher guidance. (WSEL C 20)
	Decision-Making				

UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression , and social interaction.	Self- awareness & Self- Management	PE.S5.E2 Self-awareness and Self-management: Challenge and Growth Mindset	PE.S5.E2.3 Persist toward reaching a goal despite setbacks with minimal teacher guidance. (WSEL C 11)	.PE.S5.E2.4 Identify strategies to persist and maintain motivation when challenged. (WSEL C 11)	PE.S5.E2.5 Apply strategies to persist and maintain motivation when challenged.
	Self- expression, Social Interaction, & Enjoyment	PE.S5.E3 Self-expression, Social Interaction, and Enjoyment	PE.S5.E3.3 Reflect on the reasons for enjoying selected physical activities.	PE.S5.E3.4 Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities.	PE.S5.E3.5 Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment.

## ASSESSMENT EVIDENCE

### ***Performance-Based Task Description(s):***

- Manipulative skill assessment (skill specific, ex: volleyball serve, basketball dribbling, balance exercises.)
- Demonstrates rhythmic patterns (Dance, jump rope, tumbling)
- Leadup Game Rules and Skills Established - students adhere to these (apply skills)
- Demonstrates spatial awareness while participating

### ***Success Criteria Rubrics***

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.
- [Example Rubric](#)
  - ◆ [Third Grade Rubric | Standards & Indicators](#)
  - ◆ [Fourth Grade Rubric | Standards & Indicators](#)
  - ◆ [Fifth Grade Rubric | Standards & Indicators](#)

### ***Key Assessment Strategies to Inform Feedback & Instruction:***

- Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills
- Feedback targeted to skill student is working toward (example: dribbling soccer ball - now keep your head up)
- Self-assessment, peer assessment (watch peer skip, provide feedback)

→ *Small group or individual skill work as needed*

→ *Positive reinforcement to application of feedback, redirection when application does not occur.*

***Strategies for Varied Level Learners***

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:

***Extensions***

## Unit 2: Cooperatives

**UNIT TOPICS:** *In this unit, students will engage in activities that focus on...*

### Cooperative Activities and Games

Students focus on building relationships, enhancing communication skills, developing leadership qualities and expressing encouragement to others while participating in group physical activities. Students will participate in a variety of cooperative games and challenges.

## UNIT DESIRED RESULTS

**UNIT ESSENTIAL QUESTION:** *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY, GRADE LEVEL PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.	Manipulative Skills	PE.S1.E10 Manipulative: Underhand Throw; Underhand Roll	PE.S1.E10.3 Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy.	PE.S1.E10.4 Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects.	PE.S1.E10.5 A. Roll or throw underhand using a mature pattern in environments with different sizes and types of objects. B. Throw underhand to a large target with accuracy
		PE.S1.E11 Manipulative:	PE.S1.E11.3 A. Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non dynamic environments for distance or force.	PE.S1.E11.4 A. Throw overhand using a mature pattern with accuracy in non dynamic environments. B. Throw overhand to a moving partner with reasonable accuracy.	PE.S1.E11.5 A. Throw overhand with accuracy with both partners moving. B. Throw overhand with reasonable accuracy in dynamic small sided games.

				<p>C. Combine traveling and throwing overhand in a teacher- or student designed small sided practice task environment.</p> <p>D. Throw backhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments.</p>	<p>C. Combine traveling and throwing overhand for execution to a target during small-sided practice tasks and in game environments including those from other cultures.</p> <p>D. Throw backhand, demonstrating four out of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.</p>
		PE.S1.E12 Manipulative: Passing (with hands)		PE.S1.E12.4 Pass to a moving partner with reasonable accuracy in a non dynamic environment.	PE.S1.E12.5 Pass with accuracy with both partners moving. Pass with reasonable accuracy in dynamic, small sided practice games.
		PE.S1.E13 Manipulative: Catching	PE.S1.E13.3 Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern.	<p>PE.S1.E13.4</p> <p>A. Catch a thrown object above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment.</p> <p>B. Combine traveling and catching in a teacher- or student designed small sided practice task environment.</p>	PE.S1.E13.5 Catch with reasonable accuracy in dynamic, small sided practice games.
		PE.S1.E14 Manipulative: Dribbling (with hands)	PE.S1.E14.3 Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.	<p>PE.S1.E14.4</p> <p>A. Dribble in self space with both the preferred and nonpreferred hand using a mature pattern.</p> <p>B. Dribble in general space with control of ball and</p>	PE.S1.E14.5 Dribble with hands using a mature pattern in a variety of small-sided games.

				body while increasing and decreasing speed in teacher- or student designed small sided practice task environment. C. Dribble with hands in combination with other skills (e.g., passing, receiving, shooting).	
		<b>PE.S1.E15 Manipulative: Kicking</b>	PE.S1.E15.3 A. Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. B. Use a continuous running approach to kick a stationary object for accuracy.	PE.S1.E15.4 Kick along the ground and in the air and punt using mature patterns in practice task environments.	PE.S1.E15.5 Demonstrate mature patterns in kicking and punting in small-sided game environments.
		<b>PE.S1.E16 Manipulative: Dribbling (with feet)</b>	PE.S1.E16.3 Dribble an object in general space at slow to moderate jogging speed, demonstrating four of the five critical elements of a mature pattern.	PE.S1.E16.4 A. Dribble an object in general space with control of object and body while increasing and decreasing speed and changing directions. B. Dribble an object in combination with other skills (e.g., passing, receiving, shooting).	PE.S1.E16.5 Dribble an object using a mature pattern in a variety of small-sided games.
		<b>PE.S1.E17 Manipulative: Passing and Receiving (with feet)</b>	PE.S1.E17.3 Pass and receive an object with the insides of the feet to and from a stationary partner, "giving" on reception before returning the pass.	PE.S1.E17.4 A. Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment. B. Pass and receive an object with the outsides	PE.S1.E17.5 A. Pass with the feet using a mature pattern as both partners travel. B. Receive a pass with the feet using a mature pattern as both partners travel.

				and insides of the feet to and from a stationary partner, "giving" on reception before returning the pass.	
		<b>PE.S1.E18 Manipulative: Volley Underhand</b>	PE.S1.E18.3 Volley 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 four of the five critical elements of a mature pattern.	PE.S1.E18.4 Volley underhand using a mature pattern during practice tasks, demonstrating a mature pattern.	PE.S1.E18.5 Volley underhand using a mature pattern during small-sided games.
		<b>PE.S1.E19 Manipulative: Volley Overhead</b>		PE.S1.E19.4 Volley an object with a two-hand overhead pattern, sending it upward, demonstrating three of the five critical elements of a mature pattern during practice tasks.	PE.S1.E19.5 Volley an object using a two-hand pattern, sending it upward to a target during small-sided games.
		<b>PE.S1.E20 Manipulative Striking with Shorthanded Implement</b>	PE.S1.E20.3 A. Strike an object with a short-handled implement, sending it forward over a low net or to a wall, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E20.4 A. Strike an object with a short handled implement, demonstrating a mature pattern. B. Strike an object with a short handled implement alternating hits with a partner over a low net or against a wall.	PE.S1.E20.5 Strike an object consecutively with a partner using a short-handled implement over a net or against a wall, in either a competitive or cooperative game environment including those from other cultures.
		<b>PE.S1.E21 Manipulative Striking with Long-handled Implement</b>	PE.S1.E21.3 Strike an object with a long handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the	PE.S1.E21.4 Strike an object with a long-handled implement (e.g., hockey stick, golf club, bat), demonstrating three of the five critical elements of a	PE.S1.E21.5 A. Strike a dynamic object with a long handled implement using a mature pattern in small sided games.

			implement. Note: Use a batting tee or object tossed by the teacher.).	mature pattern for the implement in practice tasks (e.g., grip, stance, body orientation, swing plane and follow-through	B. Combine striking with a long handled implement (e.g., bat, hockey stick) with receiving and traveling skills in small-sided games.
	Outdoor Pursuits/ Adventure Activities	PE.S1.E23 Outdoor Pursuits/ Adventure Activities	PE.S1.E23.3 Demonstrate at least three critical skills needed to perform teacher directed activity.	PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacher directed activity.	PE.S1.E23.5 Demonstrate five or more critical skills needed to perform a teacher directed activity.
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY, GRADE LEVEL PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	Movement Concepts	Learning Priority	3rd	4th	5th
		PE.S2.E1 Movement Concepts: Space	PE.S2.E1.3 Recognize and create open space in various physical activities.	PE.S2.E1.4 A. Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). B. Apply the concept of closing spaces in small-sided practice tasks. C. Dribble in general space with changes in direction and speed.	PE.S2.E1.5 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and small-sided games, including those from other cultures.
		PE.S2.E2 Movement Concepts: Pathways, Shapes, and Levels	PE.S2.E2.3 Recognize and perform locomotor skills specific to a wide variety of physical activities.	PE.S2.E2.4 Combine movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments.	PE.S2.E2.5 Combine movement concepts with skills in small-sided games, including those from other cultures, gymnastics, and dance with self direction.
		PE.S2.E3	PE.S2.E3.3 Combine movement concepts (e.g., direction, level, force, time)	PE.S2.E3.4 A. Apply the movement concepts of speed,	PE.S2.E3.5 A. Apply movement concepts to strategy in

		<b>Movement Concepts: Speed, Direction, and Force</b>	with skills as directed by the teacher.	endurance, and pacing for running. B. Apply the concepts of direction and force when striking an object (e.g., hands, short-handled implement), sending it toward a designated target.	small sided game situations, including those from other cultures. B. Apply the concepts of direction and force to strike an object (e.g., hands, long-handled implement) in small-sided games. C. Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, and extensions) in small-sided game environments including those from other cultures, dance, and gymnastics.
		<b>PE.S2.E4 Movement Concepts: Strategy and Tactics</b>	PE.S2.E4.3 A. Apply simple strategies and tactics in chasing activities. B. Apply simple strategies and tactics in fleeing activities.	PE.S2.E4.4 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of invasion/fielding, net/wall, target, and fielding/striking activities.	PE.S2.E4.5 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided invasion/fielding, net/wall, target, and fielding/striking games, including those from other cultures.
<b>UNIT PRIORITY STANDARDS:</b>	<b>LEARNING PRIORITY CATEGORY</b>	<b>LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:</b>			
Standard 4: The student will exhibit responsible personal and	Safety	<b>Learning Priority</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
		PE.S4.E1 Safety	PE.S4.E1.3 Describe and demonstrate safe practices with peers and equipment in	PE.S4.E1.4 Apply safety practices with peers and	PE.S4.E1.5 Independently choose to apply safety practices with peers and

social behavior that respects self and others.			a variety of physical activity settings without teacher reminders. (WSEL C 22)	equipment in a variety of physical activity settings.	equipment in a variety of physical activity settings.
	Social Awareness	PE.S4.E2 Social Awareness: Procedures and Protocols	PE.S4.E2.3 Demonstrate positive behavior as established by procedures and protocols in the learning environment. (WSEL C 21)	PE.S4.E2.4 Apply the procedures and protocols in the learning environment.	PE.S4.E2.5 Independently choose to apply the procedures and protocols in various learning environments.
		PE.S4.E3 Social Awareness	PE.S4.E3.3 Demonstrate respect of individual differences without teacher guidance. (WSEL C 14)	PE.S4.E3.4 Praise the performance of others.	PE.S4.E3.5 Recognize differences and includes others.
	Self-Management	PE.S4.E4 Self-management: Goal Setting	PE.S4.E4.3 Identify simple goals for improvement of personal well-being. (WSEL C 10)	PE.S4.E4.4 Create and implement an action plan towards meeting a goal.	PE.S4.E4.5 Assess level of engagement in their own learning for the achievement of personal goals. (WSEL C 10)
		PE.S4.E5 Relationship Skills: Feedback	PE.S4.E5.3 Accept and implement specific feedback from peers to adapt performance with teacher guidance.	PE.S4.E5.4 Independently adapt performance based on peer feedback. (WSEL C 17)	PE.S4.E5.5 Independently and respectfully offers and responds appropriately to feedback.
	Relationship Skills	PE.S4.E6 Relationship Skills: Conflict Resolution	PE.S4.E6.3 Identify and explain others perspectives during conflicts. (WSEL C 19)	PE.S4.E6.4 Identify basic conflict resolution strategies for resolving conflict constructively/ civilly.	PE.S4.E6.5 Identify cause and effect of a conflict and implement basic strategies to constructively/ civilly resolve differences with teacher guidance. (WSEL C 19)
		Decision-Making			

		<b>PE.S4.E7 Decision-making</b>	PE.S4.E7.3 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance.	PE.S4.E7.4 Evaluate possible choices and the consequences of those choices with teacher guidance.	PE.S4.E7.5 Evaluate possible choices, the consequences of those choices, and demonstrate a constructive choice with teacher guidance. (WSEL C 20)
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UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
<b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression , and social interaction.	<b>Self-awareness &amp; Self-Management</b>	<b>PE.S5.E2 Self-awareness and Self-management: Challenge and Growth Mindset</b>	PE.S5.E2.3 Persist toward reaching a goal despite setbacks with minimal teacher guidance. (WSEL C 11)	PE.S5.E2.4 Identify strategies to persist and maintain motivation when challenged. (WSEL C 11)	PE.S5.E2.5 Apply strategies to persist and maintain motivation when challenged.
	<b>Self-expression, Social Interaction, &amp; Enjoyment</b>	<b>PE.S5.E3 Self-expression, Social Interaction, and Enjoyment</b>	PE.S5.E3.3 Reflect on the reasons for enjoying selected physical activities.	PE.S5.E3.4 Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities.	PE.S5.E3.5 Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment.

## ASSESSMENT EVIDENCE

### *Performance-Based Task Description(s):*

- Leadup Game Rules and Skills Established - students adhere to these (apply skills)
- Demonstrates spacial awareness while participating
- Demonstrates agility with a variety of teacher directed partnerships
- Engages with team building activities (cooperation, building relationships, communication, leadership qualities)

### *Success Criteria Rubrics*

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.
- [Example Rubric](#)

- ◆ [Third Grade Rubric | Standards & Indicators](#)
- ◆ [Fourth Grade Rubric | Standards & Indicators](#)
- ◆ [Fifth Grade Rubric | Standards & Indicators](#)

**Key Assessment Strategies to inform Feedback & Instruction:**

- Coaching students during activity (whole group, small group, individual) - sportsmanship, respect for differences, team work
- Feedback targeted to how student is working with a variety of peers, focusing on the goal of the lesson (example: parachute - all kids have to work collaboratively)
- Self-reflection (What did you bring to the team, what might you do differently - thumbs up/down on how you rate yourself today)
- Positive reinforcement to application of feedback, redirection when application does not occur.

**Strategies for Varied Level Learners**

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:

**Extensions**

## Unit 3: Fitness Development

**UNIT TOPICS:** *In this unit, students will engage in activities that focus on...*

### **Fitness Assessment**

Students will be participating in a variety of assessments to evaluate their current level of fitness. Students will engage in different forms of fitness assessments.

#### **Flexibility**

Students will participate in a variety of exercises that measure the range of motion of the different joints in the body.

#### **Muscular Strength**

Students will participate in a variety of exercises that measure the ability of different muscles to exert force.

#### **Muscular Endurance**

Students will participate in a variety of exercises that measure the ability of different muscles to exert force for a sustained period of time.

#### **Nutrition**

Students will identify healthy ways to provide essential nutrients and hydration that will fuel their bodies.

### **Cardiovascular Training**

Students will participate in a variety of moderate to vigorous activities that challenge them to improve their overall fitness.

## UNIT DESIRED RESULTS

**UNIT ESSENTIAL QUESTION:** *In this unit, students will keep considering...*

- How will practicing skills improve my physical performance?
- Why should I be physically active?
- How will physical activity make me a healthy person?
- How does participating in a variety of physical activities keep me healthy?
- Why is it important to be respectful of others and our differences?
- How will physical activity help me emotionally and socially?

**UNIT  
PRIORITY  
STANDARDS:**

**LEARNING  
PRIORITY  
CATEGORY**

**LEARNING PRIORITY  
PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:**

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	Physical Activity Knowledge	Learning Priority	3rd	4th	5th
		PE.S3.E1 Physical Activity Knowledge	PE.S3.E1.3 A. Identify risks associated with physical inactivity. B. Understand the physical activity recommendations for youth.	PE.S3.E1.4 Identify factors that motivate or deter daily participation in physical activity.	PE.S3.E1.5 Describe how daily physical activity recommendations lead to a healthy body.
	Fitness Knowledge	PE.S3.E2 Fitness Knowledge: Cardiorespiratory Endurance	PE.S3.E2.3 A. Uses the rate of Perceived Exertion (RPE) scale to distinguish between moderate and vigorous heart rate. B. Identify where and how to find and count heart rate.	PE.S3.E2.4 A. Identify target heart rate zone for moderate-to-vigorous intensity activities (60%-80%). B. Categorizes cardiorespiratory endurance as one component of health-related fitness.	PE.S3.E2.5 A. Compare personal heart rate or Moderate to Vigorous Physical Activity (MVPA) effort with age appropriate target heart rate zone. B. Analyze personal fitness levels/data for cardiorespiratory endurance and determine strategies for improvement. C. Differentiate and illustrate examples of cardiorespiratory endurance.
		PE.S3.E3 Fitness Knowledge: Muscular Strength and Endurance	PE.S3.E3.3 Define the concepts of muscular endurance and muscular strength and provide examples of physical activities that enhance these components.	PE.S3.E3.4 A. Identify which exercise (or fitness assessment) corresponds with measuring muscular strength and endurance. B. Categorize muscular strength and endurance as one component of health-related fitness.	PE.S3.E3.5 A. Analyze personal fitness levels/data for muscular strength and endurance and determine strategies for improvement. B. Differentiate and illustrate examples of muscular strength and endurance.
		PE.S3.E4	PE.S3.E4.3 Demonstrate warmup and cool-down activities that	PE.S3.E4.4 A. Explain why a particular	PE.S3.E4.5 A. Analyze personal fitness

		<b>Fitness Knowledge: Flexibility</b>	enhance muscle flexibility and recognize the value of increased flexibility when participating in physical activity.	stretch is appropriate preparation for a specific physical activity. B. Identify flexibility as a component of health-related fitness.	levels/data for flexibility and determine strategies for improvement. B. Differentiate and illustrate examples of flexibility.
		<b>PE.S3.E5 Fitness Knowledge: Body Composition</b>	PE.S3.E5.3 Demonstrate the basic concept of body composition (eating well + being active = healthy body composition).	PE.S3.E5.4 A. Describe the effect of sustained physical activity and the body's ability to burn calories (energy in=energy out). B. Identify body composition as a component of health related fitness.	PE.S3.E5.5 Describe the short- and long term benefits of maintaining a healthy body composition.
		<b>PE.S3.E6 Fitness Knowledge: Skill-related Fitness</b>		PE.S3.E6.4 Identify the components of skill-related fitness.	PE.S3.E6.5 Define skill-related and health-related fitness.
	<b>Knowledge Application</b>	<b>PE.S3.E7 Knowledge Application</b>	PE.S3.E7.3 Apply knowledge of physical activity and fitness as listed above to evaluate (RPE, MVPA, heart rate) their engagement of the five components of fitness.	PE.S3.E7.4 Apply knowledge of physical activity and fitness as listed above to understand and demonstrate the connections between Health Related Fitness components and various fitness activities.	PE.S3.E7.5 Apply knowledge of physical activity and fitness as listed above to analyze personal development in the health-related fitness components and recognize what activities will help to perform in a healthy fitness zone.
	<b>Assessment &amp; Program Planning</b>	<b>PE.S3.E8 Assessment and Program Planning</b>	PE.S3.E8.3 Demonstrate, with teacher guidance, the	PE.S3.E8.4	PE.S3.E8.5

			health-related fitness components.	A. Complete fitness assessments (pre and post). B. Identify areas of needed remediation from personal assessment with teacher guidance. C. Identify strategies for progress in areas for remediation.	A. Analyze results of fitness assessment (pre and post), comparing results to fitness components for good health. B. Design a fitness plan to address ways to use physical activity to enhance fitness.
	Nutrition	PE.S3.E9 Nutrition	PE.S3.E9.3 Identify foods that are nutrient-dense.	PE.S3.E9.4 Discuss the importance of proper hydration.	PE.S3.E9.5 Identify the components on 'My Plate' and how they contribute to overall well-being.
UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:			
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	Safety				
		Learning Priority	3rd	4th	5th
		PE.S4.E1 Safety	PE.S4.E1.3 Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders. (WSEL C 22)	PE.S4.E1.4 Apply safety practices with peers and equipment in a variety of physical activity settings.	PE.S4.E1.5 Independently choose to apply safety practices with peers and equipment in a variety of physical activity settings.
	Social Awareness	PE.S4.E2 Social Awareness: Procedures and Protocols	PE.S4.E2.3 Demonstrate positive behavior as established by procedures and protocols in the learning environment. (WSEL C 21)	PE.S4.E2.4 Apply the procedures and protocols in the learning environment.	PE.S4.E2.5 Independently choose to apply the procedures and protocols in various learning environments.
		PE.S4.E3 Social Awareness	PE.S4.E3.3 Demonstrate respect of individual	PE.S4.E3.4 Praise the performance of others.	PE.S4.E3.5 Recognize differences and includes others.

			differences without teacher guidance. (WSEL C 14)		
	Self-Management	PE.S4.E4 Self-management: Goal Setting	PE.S4.E4.3 Identify simple goals for improvement of personal well-being. (WSEL C 10)	PE.S4.E4.4 Create and implement an action plan towards meeting a goal.	PE.S4.E4.5 Assess level of engagement in their own learning for the achievement of personal goals. (WSEL C 10)
	Relationship Skills	PE.S4.E5 Relationship Skills: Feedback	PE.S4.E5.3 Accept and implement specific feedback from peers to adapt performance with teacher guidance.	PE.S4.E5.4 Independently adapt performance based on peer feedback. (WSEL C 17)	PE.S4.E5.5 Independently and respectfully offers and responds appropriately to feedback.
		PE.S4.E6 Relationship Skills: Conflict Resolution	PE.S4.E6.3 Identify and explain others perspectives during conflicts. (WSEL C 19)	PE.S4.E6.4 Identify basic conflict resolution strategies for resolving conflict constructively/ civilly.	PE.S4.E6.5 Identify cause and effect of a conflict and implement basic strategies to constructively/ civilly resolve differences with teacher guidance. (WSEL C 19)
	Decision-Making	PE.S4.E7 Decision-making	PE.S4.E7.3 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance.	PE.S4.E7.4 Evaluate possible choices and the consequences of those choices with teacher guidance.	PE.S4.E7.5 Evaluate possible choices, the consequences of those choices, and demonstrate a constructive choice with teacher guidance. (WSEL C 20)
	UNIT PRIORITY STANDARDS:	LEARNING PRIORITY CATEGORY	LEARNING PRIORITY PERFORMANCE LEVEL INDICATORS AND LEARNING TARGETS:		
	Standard 5: The student	Health and Well-Being	Learning Priority	3rd	4th
				5th	

will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		PE.S5.E1 Health and Well-being	PE.S5.E1.3 Recognize the value of balancing physical activity and well-being.	PE.S5.E1.4 Discuss the relationship between physical activity and well-being.	PE.S5.E1.5 Examine the health benefits of physical activity and well-being.
	Self-awareness & Self-Management	PE.S5.E2 Self-awareness and Self-management: Challenge and Growth Mindset	PE.S5.E2.3 Persist toward reaching a goal despite setbacks with minimal teacher guidance. (WSEL C 11)	PE.S5.E2.4 Identify strategies to persist and maintain motivation when challenged. (WSEL C 11)	PE.S5.E2.5 Apply strategies to persist and maintain motivation when challenged.
	Self-expression, Social Interaction, & Enjoyment	PE.S5.E3 Self-expression, Social Interaction, and Enjoyment	PE.S5.E3.3 Reflect on the reasons for enjoying selected physical activities.	PE.S5.E3.4 Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities.	PE.S5.E3.5 Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment.

## ASSESSMENT EVIDENCE

### **Performance-Based Task Description(s):**

- Elmbrook Fitness Assessment (Modeled off of Cooper Institute FitnessGram)
- Engages in class activity as directed by teacher (even when not an area of student interest)
- Demonstrates spatial awareness while participating

### **Success Criteria Rubrics**

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.
- [Example Rubric](#)
  - ◆ [Third Grade Rubric | Standards & Indicators](#)
  - ◆ [Fourth Grade Rubric | Standards & Indicators](#)
  - ◆ [Fifth Grade Rubric | Standards & Indicators](#)

### **Key Assessment Strategies to inform Feedback & Instruction:**

- Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills
- Feedback targeted to skill student is working toward (example: form during a pushup)

- *Peer feedback (example: pacer is being done with form that does not interfere with the performance of others)*
- *Self-assessment, peer assessment (watch peer skip, provide feedback)*
- *Small group or individual skill work as needed*
- *Positive reinforcement to application of feedback , redirection when application does not occur.*

***Strategies for Varied Level Learners***

<input type="checkbox"/> Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	<input type="checkbox"/> Vary activities and assessment methods.	<input type="checkbox"/> Vary the activity/exercise length of time or intensity.e.
<input type="checkbox"/> Vary level of prompting, communication method, or reflection questioning used.	<input type="checkbox"/> Vary goal creation, self assessments, and fitness plan.	<input type="checkbox"/> Establish clear expectations and vary reinforcement.
<input type="checkbox"/> Vary method of recording physical activity.	<input type="checkbox"/> Vary interactions and group makeup.	<input type="checkbox"/> Other:

***Extensions***