

# GRADE 3

**Name of Unit: Cooperative Learning**

Grade Level: 3

Lessons: 6

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS (G)                      S4.E1.3 – Exhibits personal responsibility in teacher-directed activities. S4.E3.3 – Accepts and implements specific corrective feedback from the teacher.                      S4.E4.3a – Works cooperatively with others.                      S4.E4.3b – Praises others for their success in movement performance. S4.E5.3 – Recognizes the role of rules and etiquette in physical activity with peers.                      S4.E6.3 – Works independently and safely in physical activity settings. S5.E4 – Describes the positive social interactions that come when engaged with others in physical activity.</p> <p><b>Common Core Standard(s)</b>                      N/A</p> <p><b>Social Justice Standards:</b>  <b>Action 20</b> I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.  <b>Identity 1</b> I know and like who I am and can talk about my family and myself and describe our various group identities.</p>	<b>Transfer (T)</b>	
	Students will be able to participate safely while applying knowledge toward being a cooperative member of the learning community by the end of the unit.	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>Cooperating with others makes learning enjoyable and helps lead to success</p> <p>Following expectations helps keep everyone safe.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>Why is safety important?</p> <p>Why is being a positive community member important? How does cooperation enhance learning?</p> <p>How should you treat others?</p>
	<b>Acquisition (A)</b>	
	<p><b>Knowledge (K)</b></p> <p>Students will know . . .</p> <p>Classroom protocols.</p> <p>What cooperation means in PE</p> <p>That participating in cooperative activities is fun. What safety means in PE</p> <p>Encouraging others positively impacts the whole classroom community.</p> <p>How to collaborate constructively with others in large and small group games.</p>	<p><b>Skills (S)</b></p> <p>Students will be able to . . .</p> <p>Practice classroom protocols</p> <p>Model being a cooperative community member.</p> <p>Participate cooperatively with others.</p> <p>Safely travel and move with others</p> <p>Recognize the role of rules and etiquette in physical activity with peers.</p> <p>Describe the positive social interactions that occur when participating cooperatively.</p> <p>Acknowledge the success of others.</p>

<b>Stage 2 Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Standards Based:	
<b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	
OTHER EVIDENCE:	
<b>Stage 3 Learning Plan</b>	

**LESSONS:**

Lesson 1 – Focus: Establishing a Positive Learning Environment.

Standards – S4.E1.3 Exhibits personal responsibility in teacher-directed activities.

Activity – Teacher Designed Lesson: Main Activity – Review Rules/Names/Expectations.

Lesson 2 – Focus: Communication

Standards – S4.E4.3b Praises others for their success in movement performance.

Activity – Teacher Designed Lesson: Main Activity – Cooperative Activity Based On Communication.

Lesson 3 – Focus: Problem Solving

Standards – S4.E4.3a Works cooperatively with others, S4.E3.3 Accepts and implements specific corrective feedback from the teacher

Activity – Teacher Designed Lesson: Main Activity – Cooperative Activity Based On Problem Solving.

Lesson 4 – Focus: Trust

Standards – S4.E4.3a Works cooperatively with others.

Activity – Teacher Designed Lesson: Main Activity – Cooperative Activity Based On Trust.

Lesson 5 – Focus: Teamwork

Standards – S4.E3.3 Accepts and implements specific corrective feedback from the teacher, S4.E5.3 Recognizes the role of rules and etiquette in physical activity with peers.

Activity – Teacher Designed Lesson: Main Activity – Cooperative Activity Based On Teamwork.

Lesson 6 – Focus: Culminating Activity

Standards – S5.E4 Describes the positive social interactions that come when engaged with others in physical activity.

Activity – Teacher Designed Lesson: Main Activity – Cooperative Activities.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Provide lesson-based visuals if verbal communication is required (stop/go cards), provide teacher model and skill break-down if activities include multi-step instructions, use floor lines or poly spots as color-based guide during activities, provide break space/ cool-down corner to support students requiring time to adjust to a large learning environment.

**PD Modifications:** Include ample space and time during activities and transitions, have easy to access chairs for students that may not be able to sit on the floor/ include chairs for able-bodied students to see how their classmates with different abilities might participate in activities, include upper body and lower body options during teamwork games.

Visuals: basic PE communication cards, stop/go cards

**Name of Unit: Locomotor Movements**

Grade Level: 3

Lessons: 2

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS (G)            S1.E1.3 – Leaps using a mature pattern            S1.E2.3 – Travels showing differentiation between sprinting and running            S1.E3.3. – Jumps and lands in the horizontal and vertical planes using a mature pattern.            S1.E6.3 – Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.            S2.E2.3 – Recognizes locomotor skills specific to a wide variety of physical activities.</p> <p><b>Common Core Standard(s)</b>            N/A</p> <p><b>Social Justice Standards:</b>  <b>Identity 4</b> I can feel good about my identity without making someone else feel badly about who they are.</p>	<b>Transfer (T)</b>	
	Students will be able to safely implement locomotor movements into physical activities as well as large and small group games by the end of the unit.	
	<b>Meaning (M)</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>Traveling under control keeps you safe.</p> <p>That movement is something to be enjoyed.</p> <p>That it is important to be aware of what is happening in your environment.</p> <p>Locomotor skills are applied in everyday movement.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>Why is movement enjoyable when you are safe? What are different ways that your body can move? How can I improve my physical performance?</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>Traveling under control keeps you safe.</p> <p>That movement is something to be enjoyed.</p> <p>That it is important to be aware of what is happening in your environment.</p> <p>Locomotor skills are applied in everyday movement.</p>
<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>Traveling under control keeps you safe.</p> <p>That movement is something to be enjoyed.</p> <p>That it is important to be aware of what is happening in your environment.</p> <p>Locomotor skills are applied in everyday movement.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>Why is movement enjoyable when you are safe? What are different ways that your body can move? How can I improve my physical performance?</p>	
<b>Acquisition (A)</b>		

	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>How to move through their environment with control and awareness.</p> <p>How physical activity can help you stay healthy.</p> <p>Different ways to use locomotor movements in order to successfully perform activities.</p> <p>Differentiate between sprinting and running.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Leap using a mature pattern.</p> <p>Demonstrate the difference between sprinting and running. Jump and land in horizontal and vertical planes.</p> <p>Apply locomotor movements during group activities and games.</p>
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**Stage 2 Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	

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OTHER EVIDENCE:

**Stage 3 Learning Plan**

LESSONS:

Lesson 1 – Focus: Review Locomotor Movements, Running and Sprinting.

Standards – S1.E6.3 Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. S2.E2.3 Recognizes locomotor skills specific to a wide variety of physical activities. S1.E2.3 Travels showing differentiation between sprinting and running

Activity – Teacher Designed Lesson: Main Activity – Review All Locomotor Movements, Running & Sprinting.

Lesson 2 – Focus: Leaping, Jumping, & Landing

Standards – S1.E1.3 Leaps using a mature pattern, S1.E3.3. Jumps and lands in the horizontal and vertical planes using a mature pattern.

Activity – Teacher Designed Lesson: Main Activity – Leaping, Jumping, & Landing.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Visual supports for different movements, teacher model provided before each movement is introduced, use floor markings for steps (alternating poly spots for skipping, poly spots 1 foot away from each other for hopping)

**PD Modifications:** Encourage using walls during balance activities if able to stand and require additional support, if seated provide alternative balance activities (balance a yarn ball on the knuckle side of your hand, hold your foot out and try to keep it as still as possible), alternative locomotor options below.

Please use your discretion and discuss with your school Physical Therapist and students' guardians for additional input on the following options.

Jumping activities- if approved, encourage students to put their brakes on and place feet on ground and unbuckle seatbelt. Students can practice jumping movements in their wheelchair/ seat while the teacher is positioned in front of their body to prevent any falls. Remember to ensure the student's seatbelt is clipped and secure following activities.

Hopping- encourage hopping near a wall for additional support if required, try steering wheelchair with only one hand to imitate moving on one side of the body

Skipping, galloping, sliding- encourage similar movements if using a wheelchair- long pushes for skipping, long then short for galloping, long then stop for sliding.

Visuals: locomotor- skip, run, hop, gallop, slide, wheelchair accessible movements

**Name of Unit: Intro To Fitness Assessment**

Grade Level: 3

Lessons: 4

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS (G)            S3.E1.3b – Identifies physical activity benefits as a way to become healthier. S3.E2.3 – Engages in the activities of physical education class without teacher prompting.            S3.E3.3 – Describes the concept of fitness and provides examples of physical activity to enhance fitness.            S3.E4.3 – Recognizes the importance of warm-up &amp; cool-down relative to vigorous physical activity.            S3.E5.3 – Demonstrates, with teacher direction, the health-related fitness components.            S5.E1.3 – Discusses the relationship between physical activity and good health.            S5.E3.3 – Reflects on the reasons for enjoying selected physical activities.</p> <p><b>Common Core Standard(s)</b>            N/A</p> <p><b>Social Justice Standards:</b>  <b>Identity 4</b> I can feel good about my identity without making someone else feel badly about who they are.  <b>Action 16</b> I pay attention to how people (including myself ) are treated, and I try to treat others how I like to be treated.</p>	<b>Transfer (T)</b>	
	Students will be able to practice the FitnessGram assessments and explain the health benefits of participation by the end of this unit.	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>Physical activity helps you become physically fit Being physically fit contributes to being healthy</p> <p>There are many ways to become a physically fit person</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>In what ways does physical activity help you feel good? What can you learn from fitness testing?</p> <p>How do you improve your physical fitness?</p> <p>Why is it important to stay healthy?</p>
	<b>Acquisition (A)</b>	

	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The connection between being physically fit</p> <p>Identify way to improve fitness</p> <p>How to recognize the way your body feels before, during and after physical activity.</p> <p>The components and health benefits of the FitnessGram assessments.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Participate in FitnessGram activities.</p> <p>Perform proper skill cues during FitnessGram assessments.</p>
<b>Stage 2 Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
Standards Based:		
<b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>		
OTHER EVIDENCE:		
<b>Stage 3 Learning Plan</b>		

**LESSONS:**

Lesson 1 – Focus: Exploring Fitness with Aerobic Exercise  
Standards - S3.E1.3b Identifies physical activity benefits as a way to become healthier, S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.  
Activity – Teacher Designed Lesson: Main Activity – Exploring Fitness with Aerobic Exercise (PACER Test).

Lesson 2 – Focus: Applying Muscular Strength & Endurance During Exercise  
Standards - S3.E1.3b Identifies physical activity benefits as a way to become healthier, S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.  
Activity – Teacher Designed Lesson: Main Activity – Muscular Strength & Endurance (Curl-Ups).

Lesson 3 – Focus: Applying Muscular Strength & Endurance During Exercise  
Standards - S3.E1.3b Identifies physical activity benefits as a way to become healthier, S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.  
Activity – Teacher Designed Lesson: Main Activity – Muscular Strength & Endurance (Push-Ups).

Lesson 4 – Focus: Developing Flexibility Through Exercise  
Standards - S3.E1.3b Identifies physical activity benefits as a way to become healthier, S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.  
Activity – Teacher Designed Lesson: Main Activity –Flexibility (Sit & Reach and Height/Weight).

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Provide teacher/student model for each activity, provide step-by-step instruction for strength and flexibility exercises using familiar language/ body part ID (example: “first, touch your knees, then touch your toes” for sit and reach)

**PD Modifications:** Provide alternative, seated options for increasing and decreasing heart rate, if student uses chest strap provide alternative ways to check your heart beat using wrist or neck, encourage all push-ups if students are unable to lower their body to the floor, provide seated option for sit and reach/other flexibility assessments.

Visuals- seated flexibility assessments/ aerobic exercises

**Name of Unit: Math & Manipulative Skills/Skill Development-Precontrol/Control**

Grade Level: 3

Lessons 12

<b>Stage 1 Desired Results</b>		
<p><b>ESTABLISHED GOALS (G)</b>                      S1.E13.3 – Throws underhand to a partner or target with reasonable accuracy.                      S1.E14.3 – Throws overhand, demonstrates 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 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                      S1.E18.3 – Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.                      S1.E19.3 – Passes &amp; receives ball with the insides of the feet to a stationary partner, “giving” on the reception before returning the pass                      S1 E21.3a – Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of 5 critical elements of a mature pattern for each.                      S1.E22.3 – 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. S1.E23.3a – Strikes an object with a short-handed implement, sending it forward over a low net or to a wall.                      S1.E25.3 – Strikes a ball with a long-handed implement, sending it forward, while using proper grip for the implement.</p> <p><b>Social Justice Standards:</b>  <b>Justice 14</b> I know that life is easier for some people and harder for others based on who they are and where they were born.</p>	<b>Transfer (T)</b>	
	Students will be able to perform gross motor skills with increasing complexity such as throwing, catching, kicking, dribbling, volleying, and striking by the end of the unit.	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b>                      Students will understand that . . .                      Skills improve with practice                      It is important to try new movements and skills It takes time to learn a new skill.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b>                      Why is it important to keep trying?                      Why is it important to be in control of your body? What are ways to improve your skills?                      Where can you use these skills?</p>
	<b>Acquisition (A)</b>	
	<p><b>Knowledge (K)</b>                      Students will know . . .                      The critical elements to performing manipulative skills.                      When it is appropriate to use each skill.</p>	<p><b>Skills (S)</b>                      Students will be able to . . .                      Throw underhand with accuracy.                      Throw overhand demonstrate stepping with opposition, “L shape” with throwing arm, and follow through.</p>



<p><b>Diversity 9</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p> <p><b>Common Core Math Standard(s)</b>          CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i></p>	<p>The safety considerations associated with specific manipulative skills.</p> <p>The value of being a good teammate.</p>	<p>Catch a tossed hand-sized ball from a partner.</p> <p>Dribbles with hands while traveling at a medium speed with control.</p> <p>Dribbles with feet while traveling at a medium speed with control.</p> <p>Passes &amp; receives a ball with the inside of the feet.</p> <p>Kicks a ball into the air and along the ground while running.</p> <p>Volleys an object forward in the air using an underhand or sidearm striking pattern.</p>
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		<p>Strikes an object forward in the air using a short-handed and long-handed implement.</p>

Evaluative Criteria	Assessment Evidence
<p>Standards Based:</p> <p><b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b></p>	
<p>OTHER EVIDENCE:</p>	

**LESSONS:**

**Lesson 1 – Focus: Underhand Throwing**

Standards – S1.E13.3 – Throws underhand to a partner or target with reasonable accuracy.

Math Standards – CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

Activity – Teacher Designed Lesson: Main Activity – Underhand Throwing.

**Lesson 2 – Focus: Overhand Throwing**

Standards – S1.E14.3 – Throws overhand, demonstrates 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force Math Standards

– CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.* Activity –

Teacher Designed Lesson: Main Activity – Investigating Overhand Throwing

Lesson 3 – Focus: Catching and Receiving

Standards – S1.E16.3 – Catches a gently tossed hand-sized ball from a partner demonstrating 4 of 5 critical elements of a mature pattern.

Math Standards – CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

Activity – Teacher Designed Lesson: Main Activity – Investigating Catching and Receiving

Lesson 4 – Focus: Combining Overhand Throwing & Catching/Receiving

Standards – S1.E16.3 – Catches a gently tossed hand-sized ball from a partner demonstrating 4 of 5 critical elements of a mature pattern.

Math Standards – CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

Activity – Teacher Designed Lesson: Main Activity – Combining Overhand Throwing & Catching/Receiving

Lesson 5 – Focus: Controlled Hand Dribbling

Standards – S1.E17.3 – Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.

Math Standards – CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

Activity – Teacher Designed Lesson: Main Activity – Controlled Hand Dribbling

Lesson 6 – Focus: Controlled Hand Dribbling

Standards – S1.E17.3 – Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.

Math Standards – CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

Activity – Teacher Designed Lesson: Main Activity – Controlled Hand Dribbling

Lesson 7 – Focus: Controlled Foot Dribbling

Standards – S1.E18.3 – Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.

Math Standards – CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

Activity – Teacher Designed Lesson: Main Activity – Controlled Foot Dribbling

Lesson 8 – Focus: Passing & Receiving with Feet

Standards – S1.E19.3 – Passes & receives ball with the insides of the feet to a stationary partner, “giving” on the reception before returning the pass Math Standards –

CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.* Activity – Teacher

Designed Lesson: Main Activity – Passing & Receiving with Feet

Lesson 9 – Focus: Kicking

Standards – S1.E21.3a – Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of 5 critical elements of a mature pattern for each.

Math Standards – CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

Activity – Teacher Designed Lesson: Main Activity – Kicking (into air and along ground)

Lesson 10 – Focus: Volleying

Standards – S1.E22.3 – 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.

Math Standards – CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

Activity – Teacher Designed Lesson: Main Activity – Volleying

Lesson 11 – Focus: Striking With Short-Handle Implements

Standards – S1.E23.3a – Strikes an object with a short-handed implement, sending it forward over a low net or to a wall.

Math Standards – CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

Activity – Teacher Designed Lesson: Main Activity – Striking With Short-Handle Implements

Lesson 12 – Focus: Striking With Long-Handle Implements

Standards – S1.E25.3 – Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement.

Math Standards – CCSS.MATH.CONTENT.3.OA.B.6 – Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

Activity – Teacher Designed Lesson: Main Activity – Striking With Long-Handle Implements

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Provide teacher/student model for each movement, provide larger ball for ball skills, provide larger target when working on aim, use beach ball during volley/ short-handed implement activities for longer periods for response times.

**PD Modifications:** Provide ramps for rolling activities (can layer gymnastics mats on top of each other for ramp option), provided equipment support for throwing activities if grasp is too tight/ too loose (velcro handle that wraps around hand if grip is too loose to catch, upside down milk jug with cut bottom if grip is too tight to release while throwing), elevate ball using cone during stationary kicking activities, provide baseball tee or tall cone for striking activities.

**Visuals:** kicking, throwing, catching

**Name of Unit: Creative & Rhythmic Movement**

Grade Level: 3

Lessons: 9

<b>Stage 1 Desired Results</b>	
ESTABLISHED GOALS (G) S1.E5.3 – Performs teacher-selected and developmentally appropriate dance steps and movement patterns. S1.E7.3 – Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. S1.E8.3 – Transfers weight from feet to hands for momentary weight support S1.E10.3 – Moves into and out of gymnastics balance with curling, twisting, & stretching actions.	<b>Transfer (T)</b>
	Students will be able to combine creative and rhythmic movement patterns in order to perform independent and small group routines by the end of this unit.
	<b>Meaning (M)</b>

<p>S1.E11.3 – Combines locomotor skills and movement concepts to create and perform a dance.  S1.E12.3 – Combines balance and weight transfer with movement concepts to create and perform a dance  S4.E5.3 – Recognizes the role of rules and etiquette in physical activity with peers</p> <p><b>Social Justice Standards:</b>  <b>Diversity 9</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.  <b>Diversity 8</b> I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.</p>	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Creative and rhythmic movement is universal. It is important to be open to new experiences. Your body can move in different ways.</p> <p>Rhythm is important.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>Why is it important to be creative?</p> <p>What is rhythm?</p> <p>How can music be helpful when you move?</p> <p>Can movement affect the way you feel?</p> <p>What are creative ways your body can move?</p> <p>Why is body awareness important?</p>
<p><b>Common Core Standard(s)</b>  N/A</p>	<b>Acquisition (A)</b>	
	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The fundamental concepts in creative and rhythmic movement.</p> <p>The importance of weight transfer and balance when performing different movements.</p> <p>The connection between rhythm and movement.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Balances on different bases of support with muscular tension and extensions.</p> <p>Transfers weight from feet to hands.</p> <p>Demonstrate curling, twisting, &amp; stretching through gymnastic balances.</p> <p>Perform rhythmic-sequential movement patterns</p> <p>Perform creative and rhythmic movement as an individual and with a group.</p>

**Stage 2 Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
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Standards Based  <b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	
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OTHER EVIDENCE:

LESSONS:

Lesson 1 – Focus: Balance

Standards – S1.E7.3 – Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

Activity – Teacher Designed Lesson: Main Activity – Balance With Bases of Support, Muscular Tensions, & Extensions of Body Parts.

Lesson 2 – Focus: Jumping & Landing Skills

Standards – S1.E3.3 – Jumps & lands in the horizontal & vertical planes using a mature pattern, S1.E11.3 – Combines locomotor skills and movement concepts to create and perform a dance.

Activity – Teacher Designed Lesson: Main Activity – Jumping & Landing Skills

Lesson 3 – Focus: Jumping & Landing Skills

Standards – S1.E3.3 – Jumps & lands in the horizontal & vertical planes using a mature pattern, S1.E11.3 – Combines locomotor skills and movement concepts to create and perform a dance.

Activity – Teacher Designed Lesson: Main Activity – Jumping & Landing Skills

Lesson 4 – Focus: Weight Transfer

Standards – S1.E8.3 – Transfers weight from feet to hands for momentary weight support.

Activity – Teacher Designed Lesson: Main Activity – Weight Transfer

Lesson 5 – Focus: Weight Transfer

Standards – S1.E8.3 – Transfers weight from feet to hands for momentary weight support

Activity – Teacher Designed Lesson: Main Activity – Weight Transfer

Lesson 6 – Focus: Partner Stunts & Challenges

Standards – S1.E7.3 – Balances on different bases of support, demonstrating muscular tension and extensions of free body parts, S1.E12.3 – Combines balance and weight transfer with movement concepts to create and perform a dance.

Activity – Teacher Designed Lesson: Main Activity – Partner Stunts & Challenges

Lesson 7 – Focus: Partner Stunts & Challenges

Standards – S1.E7.3 – Balances on different bases of support, demonstrating muscular tension and extensions of free body parts, S1.E12.3 – Combines balance and weight transfer with movement concepts to create and perform a dance.

Activity – Teacher Designed Lesson: Main Activity – Partner Stunts & Challenges

Lesson 8 – Focus: Culminating Practice: Practice Rhythmic Sequence

Standards – S1.E5.3 – Performs teacher-selected and developmentally appropriate dance steps and movement patterns, S1.E10.3 – Moves into and out of gymnastics balance with curling, twisting, & stretching actions, S1.E11.3 – Combines locomotor skills and movement concepts to create and perform a dance, S1.E12.3 – Combines balance and weight transfer with movement concepts to create and perform a dance.

Activity – Teacher Designed Lesson: Main Activity – Practice Rhythmic Sequence

Lesson 9 – Focus: Culminating Performance: Perform Rhythmic Sequence

Standards – S1.E5.3 – Performs teacher-selected and developmentally appropriate dance steps and movement patterns, S1.E10.3 – Moves into and out of gymnastics balance with curling, twisting, & stretching actions, S1.E11.3 – Combines locomotor skills and movement concepts to create and perform a dance, S1.E12.3 – Combines balance and weight transfer with movement concepts to create and perform a dance.

Activity – Teacher Designed Lesson: Main Activity – Practice Rhythmic Sequence

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Visual supports for different movements, teacher model provided before each movement is introduced, use floor markings for steps (alternating poly spots for landing on 1 foot/2 feet, etc.), color-coded visuals for feet and hand transfers (stand on blue, hands touch yellow, finish on blue)

**PD Modifications:** Encourage using walls during balance activities if able to stand and require additional support, if seated provide alternative balance activities (balance a yarn ball on the knuckle side of your hand, hold your foot out and try to keep it as still as possible), include seated stunts for partner challenges so all students can experience seated options (balance hockey stick with one hand while sitting, baton twirling, etc.), Provide alternative, seated options if needed, provide gymnastics mat if student is comfortable and approved to attempt movements without their chair/walker, use pool noodle for soft impact to imitate jumping during obstacle courses, alternative locomotor options below.

*Please use your discretion and discuss with your school Physical Therapist and students' guardians for additional input on the following options.*

Jumping activities- if approved, encourage students to put their brakes on and place feet on ground and unbuckle seatbelt. Students can practice jumping movements in their wheelchair/ seat while the teacher is positioned in front of their body to prevent any falls. Remember to ensure the student's seatbelt is clipped and secure following activities.

Hopping- encourage hopping near a wall for additional support if required, try steering wheelchair with only one hand to imitate moving on one side of the body

Skipping, galloping, sliding- encourage similar movements if using a wheelchair- long pushes for skipping, long then short for galloping, long then stop for sliding.

**Visuals:** locomotor- balance, upper body stunts, wheelchair accessible movements

**Name of Unit: Science of the Body/Nutrition**

Grade Level: 3

Lessons: 8

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS (G)                      S3.E3.3 – Identifies the components of health-related fitness S3.E5.3 – Demonstrates, with teacher direction, the health-related fitness components                      S3.E6.3 – Identifies foods that are beneficial for before and after physical activity                      S5.E1.3 – Discusses the relationship between physical activity and good health</p> <p>National Health Standards                      1.5.1 – Describe the relationship between healthy behaviors and personal health.                      2.5.3 – Identify how peers can influence healthy and unhealthy behaviors. 5.5.5 – Choose a healthy option when making a decision.                      8.5.2 – Encourage others to make positive health choices.</p> <p><b>Social Justice Standards:</b>  <b>Identity 4</b> I can feel good about my identity without making someone else feel badly about who they are.</p>	<b>Transfer (T)</b>	
	Students will be able to demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity, fitness, and nutrition.	
	<b>Meaning (M)</b>	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Eating healthy helps keep you healthy.</p> <p>There are many ways to become physically fit.</p> <p>Knowing how your body works helps you to make healthier decisions.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>How does the food you eat affect the way your body performs?</p> <p>How do different systems of the body function?</p> <p>Why is it important to stay healthy?</p>

<b>Action 16</b> I pay attention to how people (including myself ) are treated, and I try to treat others how I like to be treated.	<b>Acquisition (A)</b>	
	<b>Knowledge (K)</b> Students will know . . .  The components of health-related fitness.  The importance of eating healthy.  The effect physical activity has on the body. How different systems of the body function.  Identify foods that are beneficial before and after physical activity.	<b>Skills (S)</b> Students will be able to . . .  Implement ways to improve their overall nutrition.  Perform activities that demonstrate how the body functions.  Perform the components of health-related fitness.

<b>Stage 2 Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Standards Based  <b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	
*	OTHER EVIDENCE:
<b>Stage 3 Learning Plan</b>	

**LESSONS:**

Lesson 1 – Focus: Introduction to Components of Health-Related Fitness/Cardiorespiratory Endurance

Standards – S3.E3.3 – Identifies the components of health-related fitness, S3.E5.3 – Demonstrates, with teacher direction, the health-related fitness components.

Health Standards – 1.5.1 – Describe the relationship between healthy behaviors and personal health.

Activity – Teacher Designed Lesson: Main Activity – Introduction to Components of Health-Related Fitness/Cardiorespiratory Endurance

Lesson 2 – Focus: Muscular Strength

Standards – S3.E5.3 – Demonstrates, with teacher direction, the health-related fitness components.

Health Standards – 1.5.1 – Describe the relationship between healthy behaviors and personal health.

Activity – Teacher Designed Lesson: Main Activity – Muscular Strength

Lesson 3 – Focus: Muscular Endurance

Standards – S3.E5.3 – Demonstrates, with teacher direction, the health-related fitness components.

Health Standards – 1.5.1 – Describe the relationship between healthy behaviors and personal health.

Activity – Teacher Designed Lesson: Main Activity – Muscular Endurance

Lesson 4 – Focus: Flexibility

Standards – S3.E5.3 – Demonstrates, with teacher direction, the health-related fitness components, S5.E1.3 – Discusses the relationship between physical activity and good health.

Health Standards – 1.5.1 – Describe the relationship between healthy behaviors and personal health.

Activity – Teacher Designed Lesson: Main Activity – Flexibility

Lesson 5 – Focus: Balanced Meals/Healthy Snacks

Standards – S3.E6.3 – Identifies foods that are beneficial for before and after physical activity.

Health Standards – 5.5.5 – Choose a healthy option when making a decision.

Activity – Teacher Designed Lesson: Main Activity – Balanced Meals/Healthy Snacks

Lesson 6 – Focus: Fruits/Vegetables

Standards – S3.E6.3 – Identifies foods that are beneficial for before and after physical activity.

Health Standards – 8.5.2 – Encourage others to make positive health choices. Activity – Teacher Designed Lesson: Main Activity – Fruits/Vegetables

Lesson 7 – Focus: Grains/Proteins

Standards – S3.E6.3 – Identifies foods that are beneficial for before and after physical activity.

Health Standards – 2.5.3 – Identify how peers can influence healthy and unhealthy behaviors.

Activity – Teacher Designed Lesson: Main Activity – Grains/Proteins

Lesson 8 – Focus: Dairy/Healthy Fats – Closure on Balanced Meals

Standards – S5.E1.3 – Discusses the relationship between physical activity and good health.

Health Standards – 1.5.1 – Describe the relationship between healthy behaviors and personal health.

Activity – Teacher Designed Lesson: Main Activity – Dairy/Healthy Fats – Closure on Balanced Meals

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Provide teacher/student model for how to find your heart beat, include different activities for slow, medium, fast heart beat, use visuals or tangible materials to identify different types of food (visuals, food toys, food bean bags)

**PD Modifications:** Provide alternative, seated options for increasing and decreasing heart rate (upper body jumping jacks, bean bags as weights for tricep/bicep exercises), if student uses chest strap provide alternative ways to check your heart beat using wrist or neck, provide high level options if using food toys during floor-based games.

Visuals- food groups, where to find your heart beat



**Name of Unit: Literacy & Movement Concepts**

Grade Level: 3

Lessons: 10

<b>Stage 1 Desired Results</b>	
ESTABLISHED GOALS (G) S2.E1.3 – Recognizes the concept of open spaces in a movement context. S2.E2.3 – Recognizes locomotor skills specific to a wide variety of physical activities.	<i>Transfer (T)</i>

<p>S2.E3.3 – Combines movement concepts with skills as directed by the teacher.</p> <p>S2.E5.3a – Applies simple strategies &amp; tactics in chasing activities. S2.E5.3b – Applies simple strategies in fleeing activities.</p> <p>S4.E4.3a – Works cooperatively with others.</p> <p>S4.E4.3b – Praises others for their success in movement performance. S4.E5.3 – Recognizes the role of rules and etiquette in teacher-designed physical activities.</p> <p><b>Social Justice Standards:</b></p> <p><b>Diversity 9</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p> <p><b>Action 18</b> I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone’s words or behavior.</p> <p><b>Common Core Literacy Standard(s)</b></p> <p>CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Students will be able to apply movement concepts through a variety of small and large group activities while incorporating offensive and defensive strategies/tactics by the end of the unit.</p>	
	<p><b>Meaning (M)</b></p>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>Movement concepts require fair play and inclusion.</p> <p>Using strategies and tactics make activities more dynamic.</p> <p>That having good sportsmanship is important</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>Why is it important to play fair?</p> <p>Why is it important to stay in control of your emotions? What is resiliency?</p> <p>Why is a plan important?</p>
	<p><b>Acquisition (A)</b></p>	
<p><b>Knowledge (K)</b></p> <p>Students will know . . .</p> <p>Offensive and defensive strategies and tactics in game play.</p> <p>The importance of being a good teammate.</p> <p>How to participate safely during group activities and games.</p> <p>How to recognize the enjoyment that comes from large and small group activities and games.</p> <p>The characteristics of sportsmanship.</p>	<p><b>Skills (S)</b></p> <p>Students will be able to . . .</p> <p>Employ self-control.</p> <p>Move to open space in a game.</p> <p>Recognize the concept of open spaces</p> <p>Demonstrate good sportsmanship</p> <p>Implement a variety of simple strategies and tactics during game play.</p> <p>Demonstrate resiliency.</p>	
<p><b>Stage 2 Evidence</b></p>		
<p><b>Evaluative Criteria</b></p>	<p><b>Assessment Evidence</b></p>	

<b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	
OTHER EVIDENCE:	
<b>Stage 3 Learning Plan</b>	

LESSONS:

Lesson 1 – Focus: Spatial Awareness in Offensive/Defensive Strategies

Standards – S2.E1.3 – Recognizes the concept of open spaces in a movement context.

ELA Standards – CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Activity – Teacher Designed Lesson: Main Activity – Spatial Awareness in Offensive & Defensive Strategies.

Lesson 2 – Focus: Pathways in Offensive/Defensive Strategies

Standards – S2.E3.3 – Combines movement concepts with skills as directed by the teacher.

ELA Standards – CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Activity – Teacher Designed Lesson: Main Activity – Pathways in Offensive/Defensive Strategies

Lesson 3 – Focus: Comparing Force and Speed During Games

Standards – S2.E3.3 – Combines movement concepts with skills as directed by the teacher, S2.E2.3 – Recognizes locomotor skills specific to a wide variety of physical activities. ELA

Standards – CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Activity – Teacher Designed Lesson: Main Activity – Comparing Force and Speed During Games

Lesson 4 – Focus: Tactics of Chasing and Fleeing During Invasion Games

Standards – S2.E5.3a – Applies simple strategies & tactics in chasing activities, S2.E5.3b – Applies simple strategies in fleeing activities.

ELA Standards – CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Activity – Teacher Designed Lesson: Main Activity – Tactics of Chasing and Fleeing During Invasion Games .

Lesson 5 – Focus: Tactics of Chasing and Fleeing During Invasion Games

Standards – S2.E5.3a – Applies simple strategies & tactics in chasing activities, S2.E5.3b – Applies simple strategies in fleeing activities.

ELA Standards – CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Activity – Teacher Designed Lesson: Main Activity – Tactics of Chasing and Fleeing During Invasion Games.

Lesson 6 – Focus: Tactics of Dodging and Faking During Invasion Games

Standards – S2.E5.3a – Applies simple strategies & tactics in chasing activities, S2.E5.3b – Applies simple strategies in fleeing activities.

ELA Standards – CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Activity – Teacher Designed Lesson: Main Activity – Tactics of Dodging and Faking During Invasion Games.

Lesson 7 – Focus: Applying Offensive Strategies During Invasion Games

Standards – S2.E1.3 – Recognizes the concept of open spaces in a movement context, S2.E5.3a – Applies simple strategies & tactics in chasing activities, S2.E5.3b – Applies simple strategies in fleeing activities.

ELA Standards – CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Activity – Teacher Designed Lesson: Main Activity – Applying Offensive Strategies During Invasion Games.

Lesson 8 – Focus: Applying Offensive Strategies During Invasion Games

Standards – S2.E5.3a – Applies simple strategies & tactics in chasing activities, S2.E5.3b – Applies simple strategies in fleeing activities.

ELA Standards – CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Activity – Teacher Designed Lesson: Main Activity – Applying Offensive Strategies During Invasion Games.

Lesson 9 – Focus: Applying Defensive Strategies During Invasion Games

Standards – S2.E5.3a – Applies simple strategies & tactics in chasing activities, S2.E5.3b – Applies simple strategies in fleeing activities.

ELA Standards – CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Activity – Teacher Designed Lesson: Main Activity – Applying Defensive Strategies During Invasion Games.

Lesson 10 – Focus: Applying Defensive Strategies During Invasion Games

Standards – S2.E5.3a – Applies simple strategies & tactics in chasing activities, S2.E5.3b – Applies simple strategies in fleeing activities.

ELA Standards – CCSS.ELA-LITERACY.L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Activity – Teacher Designed Lesson: Main Activity – Applying Defensive Strategies During Invasion Games.

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**IDD Modifications:** Visual supports for different movements within the learning environment, provide teacher/student model at the beginning of each activity, provide color-based start and finish (green poly spot to go, red poly spot to stop), provide stationary objects to dodge prior to moving objects to establish understanding of dodging.

**PD Modifications:** Provide ample space and time during activities and transitions, include alternative activities that continue to include spatial awareness and pathways (examples below), provide teacher/student model of alternative options for able-bodied students to see how their classmates with different abilities might participate in activities.

*Alternative activities/ equipment:*

Activities within hula-hoop, use jump rope or poly-spot for lower impact

Activities with levels, up/down directions, use upper body movements if unable to safely move lower body, use volleyball net as elevated “under” option for students that can not safely crawl IF students are comfortable and parents/guardians have approved, support their movement- add padded mat under crawl tunnels/ on floor, provide ample time for floor-based activities

Visuals: pathways, stop/go,

**Name of Unit: Orienteering**

Grade Level: 3

Lessons: 4

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS (G)            S4.E1.3 – Exhibits personal responsibility in teacher-directed activities. S4.E4.3a – Works cooperatively with others.            S4.E4.3b – Praises others for their success in movement performance. S4.E5.3 – Recognizes the role of rules and etiquette in teacher-designed physical activities.            S5.E2.3 – Discusses the challenge that comes from learning a new physical activity.            S5.E3.3 – Reflects on reasons for enjoying selected physical activities. S5.E4.3 – Describes the positive social interactions that come when engaged with others in physical activity.</p> <p><b>Common Core Standard(s)</b>            N/A</p> <p><b>Social Justice Standards:</b>  <b>Diversity 9</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.  <b>Diversity 6</b> I like knowing people who are like me and different from me, and I treat each person with respect.  <b>Identity 4</b> I can feel good about my identity without making someone else feel badly about who they are.  <b>Diversity 8</b> I want to know about other people and how our lives and experiences are the same and different.</p>	<b>Transfer (T)</b>	
	Students will be able to explore outdoor adventure activities through the use of navigation tools and by cooperating in small and large group activities by the end of the unit	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>It is important to be open to new experiences.</p> <p>Engaging with others makes learning enjoyable and helps lead to success</p> <p>It is important to be aware of your surroundings to stay safe.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>Why is safety important?</p> <p>Why is being a positive community member important? How does cooperation enhance learning?</p> <p>Why is learning about outdoor activity important?</p>
	<b>Acquisition (A)</b>	
<p><b>Knowledge (K)</b></p> <p>Students will know . . .</p> <p>The importance of outdoor safety.</p> <p>How to recognize the enjoyment that comes from participating in outdoor activities.</p> <p>The different parts and symbols of a map used to navigate.</p>	<p><b>Skills (S)</b></p> <p>Students will be able to ...</p> <p>Employ the ability to read a map.</p> <p>Apply basic navigation skills.</p> <p>Participate in large group and small group cooperative activities.</p>	

**Stage 2 Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Standards Based:  <b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	
OTHER EVIDENCE:	

**Stage 3 Learning Plan**

LESSONS:

Lesson 1 – Focus: Boundary and Gathering

Standards – S4.E4.3a – Works cooperatively with others, S5.E4.3 – Describes the positive social interactions that come when engaged with others in physical activity.

Activity – Teacher Designed Lesson: Main Activity – Boundary and Gather

Lesson 2 – Focus: Navigating with a Map

Standards – S4.E1.3 – Exhibits personal responsibility in teacher-directed activities, S5.E2.3 – Discusses the challenge that comes from learning a new physical activity.

Activity – Teacher Designed Lesson: Main Activity – Animal-O

Lesson 3 – Focus: Using an Isometric Map

Standards – S4.E1.3 – Exhibits personal responsibility in teacher-directed activities, S5.E3.3 – Reflects on reasons for enjoying selected physical activities.

Activity – Teacher Designed Lesson: Main Activity – Checkpoint Puzzle

Lesson 4 – Focus: Orienteering

Standards – S4.E4.3b – Praises others for their success in movement performance, S4.E5.3 – Recognizes the role of rules and etiquette in teacher-designed physical activities.

Activity – Teacher Designed Lesson: Main Activity – Simplified Orienteering Course

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

**DD Modifications:** Visual supports for different movements, teacher model provided before each movement is introduced, use visual supports (animals, color-coding with poly spots) for map ID

**PD Modifications:** Provide appropriate courses and pathways that are accessible for all students (no stairs, if using public space be aware of longer distances) provide additional time for students to transition between each location.

**Visuals:** Alternative maps for students with IDD who may succeed with multiple maps containing individual locations for a step-by-step approach.



**CAMBRIDGE**  
PUBLIC SCHOOLS

**HEALTH, PHYSICAL EDUCATION,  
AND WELLNESS DEPARTMENT**

# **3-5 PHYSICAL EDUCATION CURRICULUM GUIDE**

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# Unit: Manipulative Skills

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
*Link to learning resources*				
<p><b>SHAPE America:</b></p> <p><b>Standard 1</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p><b>3rd:</b> Students will be able to perform gross motor skills with increasing complexity such as throwing, catching, kicking, dribbling, volleying, and striking by the end of the unit.</p>	<p><b>3rd:</b> A broad representation of people engaged in manipulative skills that are reflective of “people who share my identities and those who have other identities.”</p>	<p><b>3rd:</b> Students and teachers: manipulative skills vocabulary (Throwing, catching, kicking, etc.)</p> <p>Positive affirmations</p>	<p><b>3rd:</b> Work cooperatively with others. (S4.E4.3a)</p> <p>Praise others for their success in movement performance. (S4.E4.3b)</p>
	<p><b>4th:</b> Students will be able to demonstrate utilization of gross motor skills such as throwing, catching, kicking, dribbling, volleying, and striking by the end of the unit.</p>	<p><b>4th:</b> A broad representation of people engaged in manipulative skills that are reflective of “people who share my identities and those who have other identities.”</p>	<p><b>4th:</b> Students and teachers: Manipulative skills vocabulary (Throwing, catching, kicking, etc.)</p> <p>Positive affirmations</p>	<p><b>4th:</b> Praise movement performance of others both more skilled and less skilled. (S4.E4.4a)</p> <p>Accept players of all skill levels into the physical activity. (S4.E4.4b)</p>
	<p><b>5th:</b> Students will be able to apply a variety of manipulative skills during practice tasks and game-like situations.</p>	<p><b>5th:</b> A broad representation of people engaged in manipulative skills that are reflective of “people who share my identities and those who have other identities.”</p>	<p><b>5th:</b> Students and teachers: Manipulative skills vocabulary (Throwing, catching, kicking, etc.)</p> <p>Positive affirmations</p>	<p><b>5th:</b> Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Justice 14</b> I know that life is easier for some people and harder for others based on who they are and where they were born.</p>	<p><b>3rd:</b> <u>Diversity 9</u> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p><b>3rd:</b> Holistic representation of people engaged in physical activity, representative of school’s population (e.g. ability, size, age, race, gender, etc. engaged in rec. activities, play, exercise, team and individual sport, etc.)</p>	<p><b>3rd:</b> Students and teacher engaged in critical conversations about access</p> <p><u>Access:</u> the right or ability to approach, enter, or use something</p>	<p><b>3rd:</b> Participate in relevant cultural aspects of movement based on personal survey data.</p> <p>Examine accessibility to activities within their community.</p>
	<p><b>4th:</b> <u>Identity 5</u> I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school, and other places that matter to me.</p>	<p><b>4th:</b> Holistic representation of people engaged in physical activity, representative of school’s population (e.g. ability, size, age, race, gender, etc. engaged in rec. activities, play, exercise, team and individual sport, etc.)</p>	<p><b>4th:</b> Students and teacher engaged in critical conversations about access</p> <p>Students sharing games, sports, and dances they learned from their family, culture, religion, or home life.</p>	<p><b>4th:</b> Examine diversity (or lack of) within specific athletic programs (in their school, community, nation, and world).</p> <p>Discuss the “why?”.</p>
	<p><b>5th:</b> <u>Action 16</u> I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.</p>	<p><b>5th:</b> Holistic representation of people engaged in physical activity, representative of school’s population (e.g. ability, size, age, race, gender, etc. engaged in rec. activities, play, exercise, team and individual sport, etc.)</p>	<p><b>5th:</b> Students and teacher engaged in critical conversations about access.</p> <p>“What does it mean to have access or not have access?”</p>	<p><b>5th:</b> Provide problem-solving solutions addressing accessibility in physical activity and sport in their school and/or larger community.</p>



# Unit: Science of the Body & Nutrition/Fitness Assessment (Grades 4 and 5)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
*Link to learning resources*				
<p><b>SHAPE America:</b></p> <p><b>Standard 3:</b>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>3rd:</b> Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity, fitness, and nutrition.</p>	<p><b>3rd:</b> Students moving in various ways</p> <p>Visuals: People enjoying movement (various shapes/sizes, identities, etc),</p> <p>Visuals: Healthy meals from various cultures</p>	<p><b>3rd:</b> Encouraging, non-judgemental language by teacher and students</p> <p>“What does it mean to be healthy?”</p>	<p><b>3rd:</b> Participate in fitness tests focusing on benefits of exercise; Analyze how fitness tests can have different impacts on each individual</p> <p>Assess a variety of movement and fitness activities based on what makes them feel best</p>
	<p><b>4th:</b> Students will be able to explore activities that improve fitness and identify how exercise/fitness/proper nutrition keeps you healthy by the end of the unit.</p>	<p><b>4th:</b> Students moving in various ways</p> <p>Visuals: People enjoying movement (various shapes/sizes, identities, etc),</p> <p>Visuals: Healthy meals from various cultures</p>	<p><b>4th:</b> Encouraging, non-judgemental language by teacher and students</p> <p>Students discussing, “What does it mean to be healthy?”</p>	<p><b>4th:</b> Participate in fitness tests focusing on benefits of exercise; Analyze how fitness tests can have different impacts on each individual</p> <p>Assess a variety of movement and fitness activities based on what makes them feel best</p>
	<p><b>5th:</b> Students will be able to identify basic functions of selected systems of the body and illustrate activities to keep these body systems healthy.</p>	<p><b>5th:</b> Students moving in various ways</p> <p>Visuals: People enjoying movement (various shapes/sizes, identities, etc),</p> <p>Visuals: Healthy meals from various cultures</p>	<p><b>5th:</b> Encouraging, non-judgemental language by teacher and students</p> <p>Students led discussions around, “What does it mean to be healthy?”</p>	<p><b>5th:</b> Participate in and critique fitness assessment; Assess movement and fitness activities based on what feels good</p> <p>Develop a personal movement plan that is physically beneficial and enjoyable</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Identity 4:</b> I can feel good about my identity without making someone else feel badly about who they are.</p>	<p><b>3rd: Action 16:</b> I pay attention to how people (including myself ) are treated, and I try to treat others how I like to be treated.</p>	<p><b>3rd:</b> Positive representation of all body sizes - including instructional visuals</p> <p>Examples of anti-fat bias in the media and pop culture</p>	<p><b>3rd:</b> Stories and first-hand accounts of anti-fat bias and discrimination (especially in fitness industry)</p> <p>What is a diet? What is a fad diet?</p> <p>Why do we exercise?</p>	<p><b>3rd:</b> Think critically about the fitness industry and how some groups of people may be left out</p> <p>Create a personal movement assessment to determine which movements feel best (physically and emotionally)</p>
	<p><b>4th:</b> Identity 3: I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.</p>	<p><b>4th:</b> Positive representation of all body sizes - including instructional visuals</p> <p>Examples of anti-fat bias in the media and pop culture</p>	<p><b>4th:</b> Discussions of anti-fat bias and discrimination (especially in fitness industry)</p> <p>What is a diet? What is a fad diet?</p> <p>Why do we exercise? What can discourage an overweight person from exercising?</p>	<p><b>4th:</b> Brainstorm solutions to anti-fat bias in the fitness and wellness industry</p> <p>Create a personal movement assessment to determine which movements feel best (physically and emotionally)</p>
	<p><b>5th: Justice 12:</b> I know when people are treated unfairly, and I can give examples of prejudiced words, pictures, and rules.</p>	<p><b>5th:</b> Positive representation of all body sizes - including instructional visuals</p> <p>Examples of anti-fat bias in the media and pop culture</p>	<p><b>5th:</b> Discussions of anti-fat bias and discrimination (especially in fitness industry)</p> <p>What is a diet? What is a fad diet?</p> <p>Student-led discussion: How to make movement enjoyable for all people (all sizes)</p>	<p><b>5th:</b> Community extension- Anti-fat bias at school. Create ways for school to be a safe/ comfortable place for all shapes and sizes</p> <p>Create a personal movement assessment to determine which movements feel best (physically and emotionally)</p>

# Unit: Movement Concepts (3 & 4), Math & Movement Concepts (5)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
*Link to learning resources*				
<p><b>SHAPE America:</b></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p><b>3rd:</b> Students will be able to apply movement concepts through a variety of small and large group activities while incorporating offensive and defensive strategies/tactics</p>	<p><b>3rd:</b> Students applying simple tactics in fleeing and dodging activities &amp; combining locomotor skills and movement patterns to move safely</p> <p>Peer/teacher modeling: strategies and rules</p>	<p><b>3rd:</b> Vocabulary: dodge, flee, spirit</p> <p>Peer/teacher feedback and cues for successful movement attempts</p> <p>Student collaboration when working in groups</p>	<p><b>3rd:</b> Practice different movement strategies</p> <p>Discuss why spirit is important in teamwork</p> <p>Demonstrate different ways to work and move as a team</p>
	<p><b>4th:</b> Students will be able to apply movement concepts, as well as simple offensive and defensive strategies, while in small and large group activities.</p>	<p><b>4th:</b> Students practicing movement concepts with manipulative skills as part of a small or large group</p> <p>Peer/teacher modeling: strategies and rules</p>	<p><b>4th:</b> Vocabulary: dodge, flee, spirit</p> <p>Peer/teacher feedback and cues for successful movement attempts</p> <p>Students planning with teams; trial and error</p>	<p><b>4th:</b> Practice different movement strategies</p> <p>Discuss why planning is important for a team</p> <p>Student-made lists of what made their team successful/unsuccessful during the activity</p>
	<p><b>5th:</b> Students will be able to apply movement concepts, as well as simple offensive and defensive strategies, while in small and large group activities</p>	<p><b>5th:</b> Students applying movement concepts, manipulative skills, and aiming towards a target as part of a small or large group</p> <p>Peer/teacher modeling: strategies and rules</p>	<p><b>5th:</b> Vocabulary: directional cues*, spirit</p> <p>Peer feedback and cues for movement attempts within a team using positive language</p>	<p><b>5th:</b> Practice different movement strategies before/during activities</p> <p>Discuss why planning is important for a team</p> <p>Student-made lists: ways to demonstrate good spirit in physical activity</p>
<p><b>Social Justice Anchor:</b></p> <p>Diversity 9: I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p><b>3rd:</b> Action 18: I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior.</p>	<p><b>3rd:</b> Students working in groups with diverse ability levels</p> <p>Peer/teacher examples of how to show respect even if you disagree with someone</p> <p>Student use of conflict corner or assigned break space during times of disagreement</p>	<p><b>3rd:</b> Vocabulary: respect, teamwork</p> <p>Why is it important to stay in control of your emotions? How can emotions impact a team?</p> <p>Student discussions in conflict corner, if needed</p>	<p><b>3rd:</b> Practice working with different groups of peers than students may usually choose</p> <p>Student-made lists of ways to respectfully disagree with someone</p>
	<p><b>4th:</b> Justice 11: I try to get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p>	<p><b>4th:</b> Students working in groups with diverse ability levels</p> <p>Visual representation of groups with various identities working together as a team</p>	<p><b>4th:</b> Vocabulary: individuals, resilience</p> <p>What is a positive way to display your emotions if you feel something is unfair?</p> <p>Have you ever felt that you were treated a certain way because of your identity group? (gender, age, race, height, weight)</p>	<p><b>4th:</b> Discuss what resilience means and how it can impact you alone? With a team?</p> <p>Describe how someone you typically do not work with impressed you with their contribution to your team</p>
	<p><b>5th:</b> Action 20: I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p>	<p><b>5th:</b> Students working in groups with diverse ability levels</p> <p>Visual representation of groups with various identities working together as a team or community to achieve a common goal</p>	<p><b>5th:</b> Vocabulary: team, resilience</p> <p>How can you make a plan with your team to Include every person on the team?</p>	<p><b>5th:</b> Practice working individually and as a team to achieve a team-oriented goal.</p> <p>Discuss why it is important to cooperate with other people to achieve goals.</p>

# Unit: Cooperative Learning

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b></p> <p><b>Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>3rd:</b> Students will be able to participate safely while applying knowledge toward being a cooperative member of the learning community by the end of the unit.</p>	<p><b>3rd:</b> Teacher/Peer modeling of classroom expectations and group activities; positive examples of cooperative learning</p> <p>Positive and inclusive communication (non-verbal)</p>	<p><b>3rd:</b> Vocabulary: cooperation, teamwork, communication</p> <p>Positive and inclusive communication (verbal); students communicating with team</p>	<p><b>3rd:</b> Practice ways to be a contributing member of the community.</p> <p>Practice various modes of communication and in small and large group activities.</p>
	<p><b>4th:</b> Students will be able to exhibit personal responsibility while working cooperatively with others by the end of the unit.</p>	<p><b>4th:</b> Teacher/Peer modeling of classroom expectations and group activities; positive examples of cooperative learning</p> <p>Positive and inclusive communication (non-verbal)</p>	<p><b>4th:</b> Vocabulary: cooperation, responsibility, teamwork, communication</p> <p>Positive and inclusive communication (verbal); students communicating with team and taking personal responsibility</p>	<p><b>4th:</b> Practice ways to be a contributing member of the community.</p> <p>Practice participating with responsibility and as a cohesive unit in group activities.</p>
	<p><b>5th:</b> Students will be able to participate constructively in a variety of group cooperative learning and problem-solving activities.</p>	<p><b>5th:</b> Teacher/Peer modeling of classroom expectations and group activities; positive examples of cooperative learning</p> <p>Positive and inclusive communication (non-verbal)</p>	<p><b>5th:</b> Vocabulary: problem-solving, teamwork, cooperation, responsibility, communication.</p> <p>Directions being given for various group challenges and tasks.</p>	<p><b>5th:</b> Practice ways to be a contributing member of the community.</p> <p>Practice problem solving in small and large group activities.</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Action 20</b> I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p>	<p><b>3rd: Identity 1</b> I know and like who I am and can talk about my family and myself and describe our various group identities.</p>	<p><b>3rd:</b></p> <p>A wide representation of identities and cultures portrayed in images and visuals.</p> <p>Various forms of positive and inclusive communication (non-verbal).</p>	<p><b>3rd:</b> Vocabulary: Communication, respect</p> <p>Peer experiences and backgrounds in relation to group activities.</p> <p>Various forms of positive and inclusive communication (verbal)</p>	<p><b>3rd:</b> Think critically and discuss the variety of group identities within the class. How does it impact the group dynamic and how we are successful as a group?</p>
	<p><b>4th: Diversity 6</b> I like knowing people who are like me and different from me, and I treat each person with respect.</p>	<p><b>4th:</b></p> <p>Wide representation of identities and cultures portrayed in images and visuals.</p> <p>Various forms of positive and inclusive communication (non-verbal).</p>	<p><b>4th:</b> Vocabulary: difference, respect</p> <p>Peer experiences and backgrounds in relation to group activities.</p> <p>Various forms of positive and inclusive communication (verbal)</p>	<p><b>4th:</b> Think critically and discuss:</p> <ul style="list-style-type: none"> <li>- What brings us together? What makes us unique?</li> <li>- How can being similar and having differences help us be successful as a group?</li> </ul>
	<p><b>5th: Diversity 9</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p><b>5th:</b></p> <p>Wide representation of identities and cultures portrayed in images and visuals.</p> <p>Various forms of positive and inclusive communication (non-verbal).</p>	<p><b>5th:</b> Vocabulary: cooperation, equality</p> <p>About their peers' experiences and backgrounds in relation to group activities.</p> <p>Various forms of positive and inclusive communication (verbal)</p>	<p><b>5th:</b> Think critically and discuss what it means to have equality. How can we ensure that we create an environment of equality within our space?</p>

# Unit: Creative Movement (*Grade 3 & 4 Only*)

Standard(s)	Unit Outcomes What will students know? What will students be able to do?	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
<b>SHAPE America:</b>  <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  <b>Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	<b>3rd:</b> Students will be able to combine creative and rhythmic movement patterns in order to perform independent and small group routines by the end of this unit.	<b>3rd:</b> Visuals of modern and traditional creative movement representing a variety of different identities (videos if possible); visuals of safety protocols  Teacher modeling of activities and safe/ appropriate behavior	<b>3rd:</b> Vocabulary: rhythm, beat  Music from a variety of cultures  Rhythms created by students (jump ropes, drum sticks, tinkling poles, jump bands, feet)	<b>3rd:</b> Practice keeping a 4/4 rhythm using a variety of equipment  Challenge by choice - balancing and rolling activities  Create a movement routine with a partner
	<b>4th:</b> Students will be able to combine creative and rhythmic movement patterns in order to perform independent and small group routines by the end of this unit.	<b>4th:</b> Visuals of modern and traditional creative movement representing a variety of different cultures - with video examples if possible  Teacher modeling of activities and safe/ appropriate behavior	<b>4th:</b> Vocabulary: rhythm, beat  Music from a variety of different cultures  Rhythms created by students (jump ropes, drum sticks, tinkling poles, jump bands, feet)  Traditional and student created jump rope rhymes	<b>4th:</b> Compare different rhythmic patterns (4/4, 3/4, 3/3) while participating in creative movement activities  Create a movement routine with a partner or small group  Create a jump rope rhyme about a chosen topic
<b>Social Justice Anchor:</b>  <b>Diversity 9</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.	<b>3rd: Diversity 8:</b> I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.	<b>3rd:</b> Visuals of modern and traditional creative movement representing a variety of different cultures - with video examples if possible	<b>3rd:</b> Stories and traditions of different creative and rhythmic movement activities from different cultures  Respectful and non-judgemental questions and conversations surrounding movement traditions of many cultures	<b>3rd:</b> Discuss their own family experiences with rhythmic and creative movement and learn about the experiences of classmates  Encourage one another while performing difficult activities involving body control
	<b>4th: Identity 5:</b> I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.	<b>4th:</b> Visuals of modern and traditional creative movement representing a variety of different cultures - with video examples if possible	<b>4th:</b> Stories and traditions of different creative and rhythmic movement activities from different cultures  Respectful and non-judgemental questions and conversations surrounding movement traditions of many cultures	<b>4th:</b> Discuss their own family experiences with rhythmic and creative movement and learn about the experiences of classmates  Learn about other cultures by participating in creative and rhythmic movement activities

# Unit: Recreation Games (*Grade 5 Only*)

Standard(s)	Unit Outcomes What will students know? What will students be able to do?	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
<p><b>SHAPE America:</b></p> <p><b>Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>5th:</b> Students will be able to experience recreational games and describe how recreational games can contribute to life-long wellness.</p>	<p><b>5th:</b> Students participating in and keeping score of a variety of recreational “yard” games</p> <p>Students playing fair and respectfully solving conflict</p> <p>Visuals of rules and “how to play” a variety of games</p>	<p><b>5th:</b> Respectful conversation and conflict resolution</p> <p>Students relaxed and enjoying themselves while participating in activities</p>	<p><b>5th:</b> Describe the social benefits gained from participating in physical activity.</p> <p>Analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.</p>
<p><b>Social Justice Anchor:</b></p> <p><u>Diversity 9</u> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p><b>5th: Diversity 9</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree</p>	<p><b>5th:</b> Groups and pairings including all students</p> <p>A variety of games enabling all students to be successful</p>	<p><b>5th:</b> Non-judgemental language</p> <p>Students demonstrating “good spirit” while winning or losing</p> <p>Students getting to know one another while participating in games</p>	<p><b>5th:</b> Form partners or groups based on common interests</p> <p>Run activities and teach others how to play</p> <p>Find enjoyment playing with all students in the class</p> <p>Solve conflict by respectful, non-judgemental conversations with classmates</p>

# Unit: Cycle Kids (Grade 4 Only)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b>  <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	Students will exhibit etiquette and adherence to rules in a variety of physical activities	<p><b>Introductory Lesson:</b>                      Helmets, Bikes, Workbooks</p>	<p><b>Introductory Lesson:</b></p> <ul style="list-style-type: none"> <li>- ABC's of Bike Safety</li> <li>- Safety reminders</li> </ul>	<p><b>Introductory Lesson:</b></p> <ul style="list-style-type: none"> <li>- ABC Checks</li> <li>- Helmet Fittings</li> </ul>
	Students will be able to analyze opportunities for participating in physical activity outside physical education class.	<p><b>Riding:</b></p> <ul style="list-style-type: none"> <li>- Various levels of riding</li> <li>- Peer Teaching</li> <li>- Different riding patterns</li> <li>- Hand signals</li> </ul>	<p><b>Riding:</b></p> <ul style="list-style-type: none"> <li>- Others riding bikes</li> <li>- New vocabulary</li> <li>- Rules of the road</li> </ul>	<p><b>Riding:</b></p> <ul style="list-style-type: none"> <li>- Work collaboratively with others while riding bikes</li> <li>- Ride bikes</li> </ul>
	Students will be able to examine the health benefits of participating in physical activities	<p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>- Reflect on riding experience</li> </ul>	<p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>- Reflect on riding experience</li> </ul>	<p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>- Reflect on riding experience</li> </ul>
<p><b>Social Justice Anchor:</b></p> <p><b>Identity 4</b> I can feel good about my identity without making someone else feel badly about who they are.</p>	<p><b>Action 20</b> I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p>	<p><b>Introductory Lesson:</b></p> <ul style="list-style-type: none"> <li>- Students interacting with one another</li> <li>- Students helping one another with helmets and ABC Checks</li> </ul>	<p>Introductory Lesson:</p> <ul style="list-style-type: none"> <li>- Peer feedback</li> <li>- Polite words</li> </ul>	<p>Introductory Lesson:</p> <ul style="list-style-type: none"> <li>- Discuss access to bikes throughout the city</li> </ul>
	<p><b>Diversity 6</b> I like knowing people who are like me and different from me, and I treat each person with respect.</p>	<p><b>While Riding:</b></p> <ul style="list-style-type: none"> <li>- Various levels of riding</li> </ul>	<p><b>While Riding:</b></p> <ul style="list-style-type: none"> <li>- Discuss various reasons why they ride bikes (Transportation, exercise, etc.)</li> </ul>	<p><b>While Riding:</b></p> <ul style="list-style-type: none"> <li>- Assist peers who need support riding</li> <li>- Discuss methods for how to access bike riding (bike rentals, where a safe place to ride would be,</li> </ul>
	<p><b>Diversity 8</b> I want to know about other people and how our lives and experiences are the same and different.</p>	<p><b>Closing:</b>                      Exit ticket- Where are some safe places I can practice riding a bike? What opportunities do I have to ride a bicycle that others may not have? What options are available to those who may not own their own bicycle?</p>	<p><b>Closing:</b>                      Exit ticket- Where are some safe places I can practice riding a bike? What opportunities do I have to ride a bicycle that others may not have? What options are available to those who may not own their own bicycle?</p>	<p><b>Closing:</b>                      Exit ticket- Where are some safe places I can practice riding a bike? What opportunities do I have to ride a bicycle that others may not have? What options are available to those who may not own their own bicycle?</p>

# Unit: Swimming (*Grade 4 Only*)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b> <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>Introductory Lesson:</b> Safety precautions to take around water.</p>	<p><b>Introductory Lesson:</b> Visuals representing pool and water safety protocols</p> <p>Bus and pool expectations</p>	<p><b>Introductory Lesson:</b> Swimming unit and pool protocols, what to bring, safety precautions around water</p> <p>Bus and pool expectations</p>	<p><b>Introductory Lesson:</b> Turn in permission slips</p> <p>Ask questions about protocols and safety</p>
	<p><b>Swim:</b> Students will be able to confidently enter the water and swim by the end of the unit.</p>	<p><b>Swim:</b> - Varied levels of swimming - Instructional Aids (pool noodles, kickboards) - Peer collaboration - Teacher and Peer Demonstrations</p>	<p><b>Swim:</b> Vocabulary (Strokes, float, cues, etc.) Water safety and facility safety</p>	<p><b>Swim:</b> Swim level aligned swim tasks: <u>Beginners</u>- Introductions and modifications/skill breakdown for varied strokes <u>Intermediate/Advanced</u>- Skill breakdown and refining skill performance</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Justice 3</b> I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p>	<p><b>Introductory Lesson:</b> N/A</p>	<p><b>Introductory Lesson:</b> Visuals representing different identities and backgrounds swimming (race, gender, body type, etc.)</p>	<p><b>Introductory Lesson:</b> Vocabulary: access, racism, body image, body shaming, stereotypes</p> <p>Student examples (personal or seen/heard) of access, body shaming, racism in swimming</p>	<p><b>Introductory Lesson:</b> Brainstorm swimming issues impacting your community (e.g. racism, access, body shaming and body image, bullying based on ability)</p> <p>Acknowledge issues as ongoing.</p>
	<p><b>Bus Conversations:</b></p> <p><b>Action 16</b> I pay attention to how people (including myself ) are treated, and I try to treat others how I like to be treated.</p>	<p><b>Bus Conversations:</b> Visuals representing different identities and backgrounds swimming (race, gender, body type, etc.)</p>	<p><b>Bus Conversations:</b> Vocabulary: access, racism, body image, body shaming, stereotypes</p> <p>Student examples (personal or seen/heard) of access, body shaming, racism in swimming</p>	<p><b>Bus Conversations:</b> Student-driven critical conversations: swimming issues impacting your community (e.g. racism, access, body shaming and body image, bullying based on ability), Turn and talks, group discussions</p> <p>How can we begin to fix these issues?</p>
	<p><b>Closing:</b></p> <p><b>Action 20</b> I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p>	<p><b>Closing:</b> Vocabulary: access, racism, body image, body shaming, stereotypes</p>	<p><b>Closing:</b> Vocabulary: access, racism, body image, body shaming, stereotypes</p>	<p><b>Closing:</b> Exit ticket- What power do I have as a student to make positive changes in my school or community?</p>

# Unit: Orienteering & Intro to Outdoor Adventure (*Grade 3 Only*)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America:</b></p> <p><b>Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, self-expression and/or social interaction.</p>	<p><b>Introductory Lesson:</b> Students exhibit personal responsibility in teacher-directed activities</p>	<p>Students demonstrating spatial awareness</p> <p>A variety of visuals representing locomotor movements and navigation techniques</p>	<p>Vocabulary: orienteering, navigate</p> <p>Peer/teacher feedback and teacher-provided directional cues and stop/go prompts</p>	<p>Demonstrate an understanding of teacher's instructions by following route provided</p> <p>Discuss why it is important to follow instructions during physical activities</p>
	<p><b>Orienteering: Timers</b> Students will be able to discuss the challenge that comes from learning a new physical activity.</p>	<p>Possible timers, tags, and other equipment specific to orienteering</p> <p>A variety of visuals representing locomotor movements and navigation techniques</p>	<p>Vocabulary: Orienteering, navigate, maps</p> <p>Peer/teacher feedback</p> <p>Peer collaboration for following navigation visuals</p>	<p>Discuss the challenge that comes with following navigation visuals</p> <p>Show different routes for navigating through the same locations (reverse order, start in the middle, etc.)</p>
	<p><b>Closing: Map Navigation-</b> Students will be able to explore outdoor adventure activities through the use of navigation tools and by cooperating in group activities.</p>	<p>Student collaboration to follow navigation visuals*</p> <p>A variety of visuals representing locomotor movements and navigation techniques</p>	<p>Vocabulary: Orienteering, navigate, maps, route</p> <p>Student discussion to follow their navigation visuals</p>	<p>Show different routes to navigate through the same locations (e.g.reverse order)</p> <p>Discuss route and maps that we complete every day (home to school)</p>
<p><b>Social Justice Anchor:</b></p> <p><b>Diversity 9</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p><b>Introductory Lesson:</b> <b>Diversity 6</b> I like knowing people who are like me and different from me, and I treat each person with respect.</p>	<p>Students demonstrating spatial awareness by waiting for their peers to move from different locations at their own speed</p>	<p>Vocabulary: respect, speed, spatial awareness</p> <p>Peer/teacher communication for movements</p> <p>Peer discussions regarding when to move/ turn-taking</p>	<p>Demonstrate respect for the lead teacher, even if they are new to you</p> <p>Discuss why people may move at different speeds during certain activities. Have you ever felt judged during an activity because of your speed?</p>
	<p><b>Orienteering: Timers Identity 4</b> I can feel good about my identity without making someone else feel badly about who they are.</p>	<p>Students demonstrating appropriate behavior around timer equipment</p> <p>Appropriate peer-provided stop/go cues</p>	<p>Vocabulary: respect, speed, focus</p> <p>Peer/teacher feedback</p> <p>A variety of finishing times for each student</p>	<p>Demonstrate the ability to work as a team to complete a task efficiently</p> <p>Discuss examples of unfair ways one could finish the course faster? What would happen if they were given a broken timer?</p>
	<p><b>Closing: Map Navigation Diversity 8</b> I want to know about other people and how our lives and experiences are the same and different.</p>	<p>Students following different maps within the same learning environment</p> <p>Students working together based on their map assignment</p>	<p>Vocabulary: respect, speed, focus</p> <p>Student collaboration to follow assigned maps</p>	<p>Discuss different routes and times. Would it be fair if you are given a longer route but expected to use the same time as everyone else?</p> <p>Discuss the areas you visited from your map, their similarities and differences.</p>



# Unit: Ballroom Dance (*Grade 5 Only*)

Standard(s)	Unit Outcomes	Anyone who enters the space will:		Students will:
		SEE	HEAR	DO
		*Link to learning resources*		
<p><b>SHAPE America: Standard 1.</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p><b>Standard 5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p><b>Introduction:</b> Students will be introduced to the ballroom dance unit, understand safety protocols, and review expectations.</p>	<p><b>Introduction:</b> Students participating in an instant activity.</p> <p>A professional ballroom dance instructor who will lead them through dances.</p>	<p><b>Introduction:</b> A brief intro to the unit, instructor, expectations, and purpose</p> <p>Vocabulary: rhythm, beat, names of dances, sequence</p>	<p><b>Introduction:</b> Participate in an instant activity.</p> <p>Get to know their new dance instructor.</p> <p>Listen attentively to rules and expectations.</p>
	<p><b>Dancing:</b> Students will be able to perform dance sequences to a variety of rhythms with a partner.</p>	<p><b>Dancing:</b> Instructor/Teacher demonstrating dance steps in simple forms.</p> <p>Peers participating with responsible interpersonal behaviors.</p>	<p><b>Dancing:</b> Verbal counting of the beat, verbal cues for dance steps; Music genres from various backgrounds</p> <p>Positive, specific, and constructive feedback</p>	<p><b>Dancing:</b> Learn and practice various dance styles.</p> <p>Participate with, encourage, and assist peers in a respectful and responsible manner.</p>
	<p><b>Closing:</b> Students will demonstrate an understanding of the unit and the purpose of the unit.</p>	<p><b>Closing:</b> An instructor and teacher who are providing a quick closure and check for understanding.</p>	<p><b>Closing:</b> Brief summary of lesson progress</p> <p>Prompting questions to check for understanding</p>	<p><b>Closing:</b> Answer check for understanding questions.</p> <p>Respond to exit tickets</p>
<p><b>Social Justice Anchor:</b></p> <p><u>Diversity 7</u> I have accurate, respectful words to describe how I am similar to and different from people who share my identities</p>	<p><b>Introduction:</b> N/A</p>	<p><b>Introduction:</b> Visuals/images of a wide representation of people dancing from various cultures.</p> <p>Visuals/images/videos of people dancing to specific dances students will learn</p>	<p><b>Introduction:</b> A brief history and introduction to the unit's dance styles</p> <ul style="list-style-type: none"> <li>● Ethnic and cultural origins</li> <li>● Where and why is the dance performed</li> <li>● What do dancers wear?</li> <li>● What does this dance represent?</li> </ul>	<p><b>Introduction:</b> Learn cultural origins and background for each dance they learn.</p> <p>Ask questions about dances and cultures.</p>
	<p><b>5th: Diversity 9:</b> I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree</p>	<p><b>Dancing:</b> Peers participating in assigned partner groups with respect and acceptance of one another.</p>	<p><b>Dancing:</b> Vocabulary: culture, represent, respect, responsible, names of dances</p> <p>Instructors and peers using culturally appropriate language to interact with one another.</p>	<p><b>Dancing:</b> Accept and welcome peers who are assigned to them as partners.</p> <p>Learn dance steps and sequences with respect and appreciation for the origin culture.</p>
	<p><b>Closing:</b> N/A</p>	<p><b>Closing:</b> The instructor and teachers appreciating the dances and cultures represented.</p> <p>The instructor and teachers holding students to high academic standards.</p>	<p><b>Closing:</b> Teachers asking critical questions about dance and culture and relating learning to their personal lives and enjoyment.</p> <p>The instructor and teachers holding students to high academic standards</p>	<p><b>Closing:</b> Respond critically to questions asked by teacher/instructor.</p> <p>Think critically about how dance and culture impact their own lives.</p>

# JK-5 PE Glossary

## Instructional Strategies and Information

**Challenge by Choice-** Challenge by Choice means that students can choose to physically take part in an activity or they can choose to not do so for physical, emotional, or personal reasons. Students decide on their own, without teacher or peer pressure, to take on a challenge. Varied challenges (e.g: allowing students to vary distances for tossing to a target) and varied methods (try it, teach it, explain it, etc.) Sometimes students are not prepared to try something and they have the opportunity to opt-out and try something else. Sitting out isn't a challenge by choice.

**Conflict Corner-** A dedicated space and method for students to solve conflict with one another independently  
[Conflict Corner](#)

**Directional cues-** Any prompt given to students to encourage movement in a different direction (up, down, left, right, forwards, backward, under, over, etc.)

**Diverse forms of assessment-** Incorporate and prioritize assessments within the social/emotional and affective domains; avoid an overreliance on psychomotor assessments. If we assess in many different ways, we provide all students the opportunity to show us how they learn best (e.g., learning journals, reflections, teaching a peer, explaining it, etc).

**Multiple Intelligences-** Varied methods of performing, explaining, teaching, assessing skills, etc.

**Navigation visuals (orienteering):** Maps, cards, letters, any visual used to represent a location featured within a student map

**Non-judgemental language:** Using words that do not use a positive or negative stance. Instead of using words like "good," "bad," "right," or "wrong," use more neutral and non-judgmental words to express that you are hearing the person, rather than judging what they say.

**Personal survey-** Get to know your students by collecting data. Upper elementary may use a digital or written survey. In JK-2, four corners/pick-a-side games can help you collect data (e.g. I can speak 1, 2, 3, 4+ languages, favorite way to move, do you have older/younger siblings, agree/disagree, identity questions).

**Safe spaces-** a safe space where students can calm down, take a timeout or resolve conflict (e.g. calming space, conflict corner, circle, or squad spots)

**Social Contract-** Students come up with agreed-upon rules and expectations for class with minimal teacher help and direction

**Spirit -** Alternative to "sportsmanship" - mutual respect and trust between opponents; communication and conflict resolution skills; and self-confidence – both on and off the field of play

**Wide Representation-** Visuals and examples of individuals with various identities: race, ethnicity gender, sex, class, sexual orientation, language, religion/spirituality, ability, culture, age, etc.

## Student Vocabulary

**Access-** Ability to participate in activities outside of school

**Adapting-** To change or adjust for a reason

**Availability-** Having access to equipment, resources, or facility to perform skills/activities

**Bias-** prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

**Challenge by Choice-** You get to make a decision about what challenge you do (option A or B) and how you try it (try with your body, explain it, teach a classmate, or another option).

**Challenge-** Something not impossible but not easy; something you think you can do safely but don't know if you can yet

**Choice-** You get to make a decision

**Diet-** What a person, animal, or community eats on a regular basis

**Diversity-** Differences. People can be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion

**Encouraging Language-** Using positive language and feedback to help motivate one another

**Equity-** fairness, Vocabulary: fair, justice, equity

**Fad Diet-** Trend diets; diets or plans sold as the best and fastest approach to losing weight and being healthy

**Fair-** everyone gets what they need; not the same as equal

**Inclusion-** Not leaving anyone out; making sure all of your peers have a turn in the activity, game, or lesson

**Justice-** Being fair and doing what is right; not always equal

**Spirit-** Demonstrating respect for one another and fair play during activities

**Value-** Something we care about