

Elementary District Curriculum Document

This is to be created at the district level using teacher teams

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of Student Achievement Targets / Priority Standards/)
<p>1. Jump rope Jump rope is a manipulative skill that combines rhythm with complex movements. <i>What are the components that make a good jump? How do turners affect the success of the jumper? When do you enter/exit a long jump rope?</i></p> <p>2. Underhand Throwing Throwing with accuracy is a lifelong skill that can be used in a variety of recreational activities. <i>How does the force and release point affect the accuracy of a throw?</i></p> <p>3. Kicking Kicking is a specialized skill that combines lower body control and coordination. <i>How does kicking with the different parts of your foot affect the flight of the ball? How does high, middle, and low foot contact affect the height of a kick?</i></p>	<p>1. Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, and educational gymnastics). (3-5.PE.1.1.1) Jump rope, underhand throwing, and kicking</p> <p>*State standards indicate application of skills. National standards indicate a varying degree of proficiency to include emerging, maturing, and application. Both documents have been used to guide the creation of this document.</p>	<p><u>In this unit, you will:</u></p> <p>1. Perform jump rope skills for long rope. (e.g. variety of tricks, running in and out of a long rope)</p> <p>Perform jump rope skills for short rope. (e.g. a variety of tricks)</p> <p>2. Throw underhand to a partner or target with accuracy.</p> <p>3. Run to, and kick a stationary ball for accuracy.</p>
Supporting Standards		
<p>1. Demonstrate emerging mature movement patterns using varying levels of intensity, relationships, and body and space awareness (e.g., dodging, weight transfer, offensive and defensive tactics and strategies). (3-5.PE.1.1.2)</p> <p>2. Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling). (3-5.PE.1.1.3)</p>		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: Apply, perform</p> <p>Content: Short rope, long rope, enter, exit, single bounce, double bounce, rhythm, timing, turners, jumper, tricks (skier, bell, crisscross, single foot, etc.), force, release point, rainbow, plant foot (to the side and behind)</p>		

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<p>1. Demonstrating knowledge of specific cues for individual skills leads to better understanding and performance.</p> <p>Jump Rope <i>What are the cues for entering/exiting a long jump rope? What are the cues for jumping a short rope?</i></p> <p>Underhand Throwing <i>What are the cues for underhand throwing?</i></p> <p>Kicking <i>What are the cues for kicking a stationary ball?</i></p>	<p>1. Demonstrate knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., speed, agility, effort, opposition, balance, follow through, self and peer checklist). (3-5.PE.2.1.1) Identify cues for jumping rope, underhand throwing, and kicking.</p>	<p><u>In this unit, you will:</u></p> <ol style="list-style-type: none"> 1. Identify the cues for jumping with a long rope. 2. Identify the cues for jumping with a short rope. 3. Identify the cues for underhand throwing. 4. Identify the cues for entering/exiting a long jump rope. 5. Identify the cues for kicking a stationary ball.
Supporting Standards		
<ol style="list-style-type: none"> 1. Transfer concepts to new skills/games (e.g., offensive and defensive strategies, center of gravity and stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy,). (3-5.PE.2.1.2) 2. Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback). (3-5.PE.2.1.3) 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: Demonstrate knowledge, identify, cues</p> <p>Content:</p> <p><u>Jump rope:</u> Short rope - Elbows in, wrists to turn, knees bent, balls of feet, small springy jump, look straight ahead Long rope – jump in the middle, run in as the rope passes the nose</p> <p><u>Underhand Throwing:</u> Face target, arm back in preparation (tick), step with opposite foot as throwing arm moves forward (tock), release ball between knees and waist, follow through to target</p> <p><u>Kicking</u> Arms forward, contact with laces, instep, or top of foot, follow through toward target</p>		

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<ol style="list-style-type: none"> Regular participation in physical activity is important for overall health. <i>What are the differences between low, moderate, and vigorous activities? Can you name some moderate to vigorous activities?</i> Following rules and procedures help create a respectful and safe environment. <i>Why is it important to follow the rules in physical education class?</i> Participating in moderate to vigorous physical activity will maintain or improve overall health. <i>What are some ways to keep track of your daily fitness?</i> 	<ol style="list-style-type: none"> Regularly participate in moderate-to-vigorous physical activity that improves physical fitness (e.g., physical education class, home/school/ community programs). (3-5.PE.3.1.2) Regularly participates in moderate to vigorous physical activity Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, and accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness). (3-5.PE.4.1.1) Identify rules procedures and practices Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute). (3-5.PE.5.1.1) 50% moderate to vigorous physical activity of class time. 	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> Be active and engaged during class time. Identify PE classroom rules. Follow the rules and expectations in physical education class. Participate in your physical education class at least half of the time.
Supporting Standards		
<ol style="list-style-type: none"> Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component). (3-5.PE.3.1.1) With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results). (3-5.PE.3.1.3) Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building 		

challenges, create task cards, provide assistance to the teacher and other students). (3-5.PE.4.1.2)

4. Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others). (3-5.PE.4.1.3)
5. Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs). (3-5.PE.5.1.2)
6. Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity). (3-5.PE.5.1.3)

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: Regularly, identify, participate, follow, apply,

Content: moderate, vigorous, rules, procedures, expectations