

GRADE 5

Name of Unit: Cooperative Learning

Grade Level: 5

Lessons: 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S4.E1.5 Engages in physical activity with responsible interpersonal behavior. S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity. S4.E3.5 Gives corrective feedback respectfully to peers. S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. S4.E5.5 Critiques the etiquette involved in rules of various game activities. S4.E6.5 Applies safety principles with age-appropriate physical activities. S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. S5.E4.5 Describes the social benefits gained from participating in physical activity.</p> <p>Common Core Standard(s) N/A</p> <p>Social Justice Standards: 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. 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>	Transfer (T)	
	Students will be able to participate constructively in a variety of group cooperative learning and problem solving activities.	
	Meaning (M)	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Cooperation is important in the classroom and as a life skill.</p> <p>Recognizing and tolerating differences helps you to learn and be successful.</p> <p>There are strategies and concepts that are necessary for effective participation in games and activities.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>What makes a good teammate?</p> <p>What makes a good leader?</p> <p>How will working together improve learning?</p> <p>Why is cooperation an important life skill?</p>
	Acquisition (A)	
<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The importance of cooperative learning. What it means to be tolerant of others.</p> <p>How to give and receive feedback in physical activity settings.</p>	<p>Skills (S)</p> <p>Students will be able to ...</p> <p>Adhere to classroom expectations and protocols.</p> <p>Participate constructively in a variety of small and large group cooperative activities and problem solving challenges.</p> <p>Collaborate with and display tolerance of all members of the learning community.</p>	
Stage 2 Evidence		

Evaluative Criteria	Assessment Evidence
Standards Based Differentiated Assessment for ELL, Special Needs, or Advanced Learners:	

OTHER EVIDENCE:	
<p style="text-align: center;">Stage 3 Learning Plan</p> <p>LESSONS:</p> <p>Lesson 1 – Focus: Intro to PE Standard – S4.E1.5 Engages in physical activity with responsible interpersonal behavior, S4.E6.5 Applies safety principles with age-appropriate physical activities. Activity – Teacher Designed Lesson: Main Activity – Rules, Expectations, Protocols.</p> <p>Lesson 2 – Focus: Small Group Cooperative Learning Activities. Standard – S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects, S4.E6.5 Applies safety principles with age-appropriate physical activities. Activity – Teacher Designed Lesson: Main Activity – Small Group Cooperative Learning Activities</p> <p>Lesson 3 – Focus: Large Group Cooperative Learning Activities. Standard – S4.E3.5 Gives corrective feedback respectfully to peers, S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects, Activity – Teacher Designed Lesson: Main Activity – Large Group Cooperative Learning Activities.</p> <p>Lesson 4 – Focus: Problem Solving/Trust Challenges. Standard – S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity, S4.E5.5 Critiques the etiquette involved in rules of various game activities. Activity – Teacher Designed Lesson: Main Activity – Problem Solving/Trust Challenges.</p> <p>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</p>	

Name of Unit: Literacy & Manipulative Skills/ Team & Individual/ Dual Concepts – Utilization

Grade Level: 5

Lessons: 14

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G)</p> <p><i>Throwing</i></p> <p>S1.E13.5a Throws underhand using a mature pattern in a non-dynamic environment with different sizes and types of objects.</p> <p>S1.E13.5b Throws underhand to a large target with accuracy.</p> <p>S1.E14.5a Throws overhand using a mature pattern in non-dynamic environments with different sizes and types of objects.</p> <p>S1.E14.5b Throws overhand to a large target with accuracy.</p> <p>S1.E15.5a Throws with accuracy in partners and while moving.</p> <p>S1.E15.5b Throws with reasonable accuracy in dynamic, small-sided practice tasks.</p> <p><i>Catching</i></p>	Transfer (T)	
	Students will be able to apply a variety of manipulative skills during practice tasks and game-like situations.	
	Meaning (M)	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Using the equipment correctly will help you to play better and safer.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>What is the correct way to use equipment?</p> <p>What is good sportsmanship?</p>

<p>S1.E16.5a Catches a batted ball above the head, at chest or waist level, and along the group using a mature pattern in a non-dynamic environment. S1.E16.5b Catches with accuracy both in partners and moving S1.E16.5c Catches with reasonable accuracy in dynamic, small-sided practice tasks.</p> <p><i>Dribbling</i></p> <p>S1.E17.5 Combines hand dribbling with other skills during 1v1 practice tasks.</p> <p>S1.E18.5 Combines foot dribbling with other skills in 1v1 practice tasks. S1.E20.5 Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.</p> <p><i>Passing</i></p> <p>S1.E19.5a Passes with the feet using a mature pattern as both partners travel.</p> <p>S1.E19.5b Receives a pass with the foot using a mature pattern as both partners travel.</p> <p><i>Kicking</i></p> <p>S1.E21.5 Demonstrates mature patterns in kicking and punting in</p>	<p>Using a strategy will help your team.</p> <p>Teammates support each other, opponents respect each other.</p>	
	Acquisition (A)	

<p>small sided practice task environments.</p> <p><i>Volley</i> S1.E22.5 Applies the skill of volleying underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). S1.E23.5 Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.</p> <p><i>Striking</i> S1.E24.5 Strikes an object consecutively with a partner using a short handled implement over a net or against a wall in either a competitive or cooperative game environment. S1.E25.5a Strikes a pitched ball with a bat using a mature pattern. S1.E25.5b Combines striking with a long-handled implement with receiving and traveling skills in small-sided game.</p> <p><i>Execution</i> S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).</p> <p>Common Core Literacy Standard(s) CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis of skills in decoding words.</p> <p>Social Justice Standards: Justice 14 I know that life is easier for some people and harder for others based on who they are and where they were born. Action 16 I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.</p>	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>How to manipulate various objects safely, and effectively with hands or feet to perform specific skills such as: Throwing, dribbling, kicking, volleying, or striking.</p> <p>Team concepts and strategies that can be used in various situations.</p> <p>How to give and receive feedback in physical activity settings.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Perform a variety of manipulative skills in practice tasks and game-like settings.</p> <p>Describe and model good sportsmanship.</p> <p>Recognize personal accomplishments and the derived level of enjoyment when participating in physical activity.</p> <p>Discover ways to utilize group strategies.</p>
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Stage 2 Evidence

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

OTHER EVIDENCE:
Stage 3 Learning Plan
LESSONS:

Lesson 1 – Focus: Throwing & Catching

Standard – S1.E13.5a Throws underhand using a mature pattern in a non-dynamic environment with different sizes and types of objects, S1.E13.5b Throws underhand to a large target with accuracy, S1.E14.5a Throws overhand using a mature pattern in non-dynamic environments with different sizes and types of objects, S1.E16.5a Catches a batted ball above the head, at chest or waist level, and along the group using a mature pattern in a non-dynamic environment.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Throwing & Catching

Lesson 2 – Focus: Throwing & Catching

Standard – S1.E14.5b Throws overhand to a large target with accuracy, S1.E15.5a Throws with accuracy in partners and while moving, S1.E15.5b Throws with reasonable accuracy in dynamic, small-sided practice tasks, S1.E16.5b Catches with accuracy both in partners and moving, S1.E16.5c Catches with reasonable accuracy in dynamic, small-sided practice tasks, S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Throwing & Catching

Lesson 3 – Focus: Dribbling with Hands

Standard – S1.E17.5 Combines hand dribbling with other skills during 1v1 practice tasks.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Dribbling with Hands

Lesson 4 – Focus: Dribbling with Hands

Standard – S1.E20.5 Dribbles with hand or feet with mature patterns in a variety of small-sided game forms, S2.E1.5 Combines spatial concepts with locomotor and non-locomotor movements for small groups in . . . games environments.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Dribbling with Hands

Lesson 5 – Focus: Dribbling & Kicking with Feet

Standard – S1.E18.5 Combines foot dribbling with other skills in 1v1 practice tasks, 1.E19.5a Passes with the feet using a mature pattern as both partners travel, S1.E19.5b Receives a pass with the foot using a mature pattern as both partners travel, S2.E1.5 Combines spatial concepts with locomotor and non-locomotor movements for small groups in . . . games environments.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Dribbling & Kicking with Feet

Lesson 6 – Focus: Dribbling, Passing, & Kicking with Feet

Standard – S1.E21.5 Demonstrates mature patterns in kicking and punting in small-sided practice task environments, S1.E20.5 Dribbles with hand or feet with mature patterns in a variety of small-sided game forms, S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Dribbling, Passing, & Kicking with Feet

Lesson 7 – Focus: Volleying with Hands

Standard – S1.E22.5 Applies the skill of volleying underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball), S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball), S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Volleying with Hands

Lesson 8 – Volleying with hands

Standard – S1.E23.5 Volleys a ball using a 2-hand overhead pattern, sending it upward to a target, S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Volleying with Hands

Lesson 9 – Focus: Striking with Short-Handled Implements

Standard – S1.E24.5 Strikes an object consecutively with a partner using a short-handled implement over a net or against a wall in either a competitive or cooperative game environment, S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Striking with Short-Handled Implements

Lesson 10 – Focus: Striking with Short-Handled Implements

Standard – S1.E24.5 Strikes an object consecutively with a partner using a short-handled implement over a net or against a wall in either a competitive or cooperative game environment, S2.E1.5 Combines spatial concepts with locomotor and non-locomotor movements for small groups in . . . games environments, S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Striking with Short-Handled Implements

Lesson 11– Focus: Striking with Long-Handled Implements

Standard – S1.E25.5b Combines striking with a long-handled implement with receiving and traveling skills in small-sided game, S2.E3.5b Applies the concepts of direction and force to strike an object with a long-handled implement.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Striking with Long-Handled Implements

Lesson 12– Focus: Striking with Long-Handled Implements

Standard – S1.E25.5b Combines striking with a long-handled implement with receiving and traveling skills in small-sided game, S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball), S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Striking with Long-Handled Implements

Lesson 13 – Focus: Use as discretion to extend a previous lesson

Standard – Based on chosen lesson content.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Teacher Choice

Lesson 14 – Focus: Use as discretion to extend a previous lesson

Standard – Based on chosen lesson content.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Teacher Choice

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, slower spinning during jump rope activities for longer periods for response times. Provide concrete game rules, break down of games using step-by-step instructions.

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), using cut jump rope and alternative movements (hands up rather than jumping), elevate ball using cone during stationary kicking activities. Use beach balls/ inflated latex-free gloves for striking activities to provide slower moving objects, provide alternative handle wraps and support for students working on fine motor skill development.

Visuals: kicking, throwing, catching, game rules

Name of Unit: Science of the Body/Nutrition

Grade Level: 5

Lessons: 7

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S1.E2.5 Uses appropriate pacing for a variety of running distances. S3.E5.5a Analyzes results of fitness assessments, comparing results to fitness components for good health. S3.E5.5b Designs a fitness plan to address ways to use physical activity to enhance fitness. S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth sports and personal health. S5.E1.5 Compares the health benefits of participating in selected physical activities. S5.E2.5 Expresses the enjoyment and/or challenge of participating in a favorite physical activity. S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. S5.E4.5 Describes the social benefits gained from participating in physical activity.</p> <p>Social Justice Standards: Identity 4 I can feel good about my identity without making someone else feel badly about who they are. Justice 12 I know when people are treated unfairly, and I can give examples of prejudiced words, pictures, and rules.</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.</p>	Transfer (T)	
	Students will be able to identify basic functions of selected systems of the body and illustrate activities to keep these body systems healthy.	
	Meaning (M)	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS (U) Students will understand that . . . There needs to be a balance between food intake and physical activity levels. We are responsible for keeping our bodies healthy.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS (Q) How does a healthy diet contribute to overall health? How does physical fitness contribute to overall health?</p> </td> </tr> </table>	<p>UNDERSTANDINGS (U) Students will understand that . . . There needs to be a balance between food intake and physical activity levels. We are responsible for keeping our bodies healthy.</p>
<p>UNDERSTANDINGS (U) Students will understand that . . . There needs to be a balance between food intake and physical activity levels. We are responsible for keeping our bodies healthy.</p>	<p>ESSENTIAL QUESTIONS (Q) How does a healthy diet contribute to overall health? How does physical fitness contribute to overall health?</p>	
Acquisition (A)		

<p>2.5.4 – Describe how the school and community can support personal health practices and behaviors.</p> <p>5.5.5 – Choose a healthy option when making a decision.</p> <p>7.5.2 – Demonstrate a variety of healthy practices and behavior to maintain or improve personal health.</p> <p>8.5.2 – Encourage others to make positive health choices.</p>	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The basic functions of the skeletal, muscular, cardiovascular, nervous, and digestive systems.</p> <p>The health benefits of participating in selected physical activities.</p> <p>How food choices relate to physical activity and health.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Perform the FitnessGram Pacer Run, Push-up, Curl-up, Sit and Reach, and Body Mass Index measurement.</p> <p>Analyze the results of fitness pre-assessments and design a fitness plan to address areas of need.</p> <p>Describe the value of life-long physical activity and a healthy diet.</p>
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Stage 2 Evidence

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

OTHER EVIDENCE:

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Throwing & Catching

Standard – S1.E13.5a Throws underhand using a mature pattern in a non-dynamic environment with different sizes and types of objects, S1.E13.5b Throws underhand to a large target with accuracy, S1.E14.5a Throws overhand using a mature pattern in non-dynamic environments with different sizes and types of objects, S1.E16.5a Catches a batted ball above the head, at chest or waist level, and along the group using a mature pattern in a non-dynamic environment.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Throwing & Catching

Lesson 2 – Focus: Throwing & Catching

Standard – S1.E14.5b Throws overhand to a large target with accuracy, S1.E15.5a Throws with accuracy in partners and while moving, S1.E15.5b Throws with reasonable accuracy in dynamic, small-sided practice tasks, S1.E16.5b Catches with accuracy both in partners and moving, S1.E16.5c Catches with reasonable accuracy in dynamic, small-sided practice tasks, S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Throwing & Catching

Lesson 3 – Focus: Dribbling with Hands

Standard – S1.E17.5 Combines hand dribbling with other skills during 1v1 practice tasks.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Dribbling with Hands

Lesson 4 – Focus: Dribbling with Hands

Standard – S1.E20.5 Dribbles with hand or feet with mature patterns in a variety of small-sided game forms, S2.E1.5 Combines spatial concepts with locomotor and non-locomotor movements for small groups in . . . games environments.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Dribbling with Hands

Lesson 5 – Focus: Dribbling & Kicking with Feet

Standard – S1.E18.5 Combines foot dribbling with other skills in 1v1 practice tasks, 1.E19.5a Passes with the feet using a mature pattern as both partners travel, S1.E19.5b Receives a pass with the foot using a mature pattern as both partners travel, S2.E1.5 Combines spatial concepts with locomotor and non-locomotor movements for small groups in . . . games environments.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Dribbling & Kicking with Feet

Lesson 6 – Focus: Dribbling, Passing, & Kicking with Feet

Standard – S1.E21.5 Demonstrates mature patterns in kicking and punting in small-sided practice task environments, S1.E20.5 Dribbles with hand or feet with mature patterns in a variety of small-sided game forms, S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Dribbling, Passing, & Kicking with Feet

Lesson 7 – Focus: Volleying with Hands

Standard – S1.E22.5 Applies the skill of volleying underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball), S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball), S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Volleying with Hands

Lesson 8 – Volleying with hands

Standard – S1.E23.5 Volleys a ball using a 2-hand overhead pattern, sending it upward to a target, S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Volleying with Hands

Lesson 9 – Focus: Striking with Short-Handled Implements

Standard – S1.E24.5 Strikes an object consecutively with a partner using a short-handled implement over a net or against a wall in either a competitive or cooperative game environment, S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Striking with Short-Handled Implements

Lesson 10 – Focus: Striking with Short-Handled Implements

Standard – S1.E24.5 Strikes an object consecutively with a partner using a short-handled implement over a net or against a wall in either a competitive or cooperative game environment, S2.E1.5 Combines spatial concepts with locomotor and non-locomotor movements for small groups in . . . games environments, S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Striking with Short-Handled Implements

Lesson 11– Focus: Striking with Long-Handled Implements

Standard – S1.E25.5b Combines striking with a long-handled implement with receiving and traveling skills in small-sided game, S2.E3.5b Applies the concepts of direction and force to strike an object with a long-handled implement.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Striking with Long-Handled Implements

Lesson 12– Focus: Striking with Long-Handled Implements

Standard – S1.E25.5b Combines striking with a long-handled implement with receiving and traveling skills in small-sided game, S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball), S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Striking with Long-Handled Implements

Lesson 13 – Focus: Use as discretion to extend a previous lesson

Standard – Based on chosen lesson content.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Teacher Choice

Lesson 14 – Focus: Use as discretion to extend a previous lesson

Standard – Based on chosen lesson content.

ELA Standard – CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skill in decoding words.

Activity – Teacher Designed Lesson: Main Activity – Teacher Choice

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: Fitness Assessment

Grade Level: 5

Lessons: 4

Stage 1 Desired Results

ESTABLISHED GOALS (G)
S1.E2.5 Uses appropriate pacing for a variety of running distances.
S3.E5.5a Analyzes results of fitness assessments, comparing results

Transfer (T)

<p>to fitness components for good health. S5.E1.5 Compares the health benefits of participating in selected physical activities.</p> <p>Social Justice Standards: Identity 4 I can feel good about my identity without making someone else feel badly about who they are. Justice 12 I know when people are treated unfairly, and I can give examples of prejudiced words, pictures, and rules.</p> <p>Common Core Standard(s) N/A</p>		Students will be able to explore activities that improve fitness and identify how exercise/fitness keeps you healthy by the end of the unit.	
		Meaning (M)	
		<p>UNDERSTANDINGS (U)</p> <p>Students will understand that....</p> <p>Being fit keeps you healthy.</p> <p>Fitness is for everyone.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>Why is fitness important?</p> <p>How does activity make you happy?</p> <p>Why is there fitness testing?</p> <p>Why is it important to stay healthy?</p>
		Acquisition (A)	
		<p>Knowledge (K)</p> <p>Students will know...</p> <p>Activities that improve fitness.</p> <p>What makes fitness fun.</p> <p>How their body feels before, during, and after exercise.</p>	<p>Skills (S)</p> <p>Students will be able to...</p> <p>Explore activities that improve fitness.</p> <p>Demonstrate proper form for all tests that comprise Fitnessgram testing.</p>
Stage 2 Evidence			
Evaluative Criteria	Assessment Evidence		
Standards Based			
Differentiated Assessment for ELL, Special Needs, or Advanced Learners:			
OTHER EVIDENCE:			
Stage 3 Learning Plan			

LESSONS:

Lesson 1 – Focus: Pacer introduction and **Cardiovascular** enhancing tag games

Standard – S1.E2.5 Uses appropriate pacing for a variety of running distances, S3.E5.5a Analyzes results of fitness assessments, comparing results to fitness components for good health.

Activity – Teacher Designed Lesson: Main Activity – Pacer & Cardiovascular Games

Lesson 2 – Focus: Push up progressions and other exercises for **Upper body strength**

Standard – S3.E5.5a Analyzes results of fitness assessments, comparing results to fitness components for good health, S5.E1.5 Compares the health benefits of participating in selected physical activities.

Activity – Teacher Designed Lesson: Main Activity – Push Ups & Upper Body Strength Exercises

Lesson 3 – Focus: Curl up introduction and games incorporating **Core Strength**

Standard – S3.E5.5a Analyzes results of fitness assessments, comparing results to fitness components for good health, S5.E1.5 Compares the health benefits of participating in selected physical activities.

Activity – Teacher Designed Lesson: Main Activity – Curl Up & Core Strength Activities

Lesson 4 – Focus: Sit and Reach/Trunk lift introductions with emphasis on **Flexibility**. Height/Weight

Standard – S3.E5.5a Analyzes results of fitness assessments, comparing results to fitness components for good health, S5.E1.5 Compares the health benefits of participating in selected physical activities.

Activity – Teacher Designed Lesson: Main Activity – Sit & Reach, Trunk Lift, Flexibility, & 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, INSTRUCTIONAL VIDEOS

Name of Unit: Math & Movement Concepts/Team Sports

Grade Level: 5

Lessons: 7

Stage 1 Desired Results

ESTABLISHED GOALS (G)

Concepts/Principles/Tactics

S1.E26.5 – Combines manipulative skills and traveling for execution

Transfer (T)

<p>to a target (e.g., scoring in soccer, hockey and basketball). S2.E1.5 – Combines spatial concepts with locomotor and non-locomotor movements for small groups in . . . games environments. S2.E2.5 – Combines movement concepts with skills in small-sided practice tasks in game environments . . . with self-direction. S2.E3.5a – Applies movement concepts to strategy in game situations. S2.E3.5c – Analyzes movement situations and applies movement concepts in small-sided practice tasks in game environments . . . S2.E5.5a – Applies basic offensive and defensive strategies in invasion small-sided practice tasks.</p>	<p>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>Meaning (M)</p>	
	<p>UNDERSTANDINGS (U)</p> <p>Using strategies and tactics makes activities dynamic.</p> <p>Why having a plan is important.</p> <p>Having good sportsmanship is important.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>Why is having a plan important?</p> <p>How can you implement and execute a plan with a team? How can you be resilient?</p>

<p>S2.E5.5b – Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. S2.E3.5c – Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments...</p> <p>S4.E1.5 Engages in physical activity with responsible interpersonal behavior. S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity.</p> <p>Social Justice Standards: 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. 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>Common Core Math Standard(s) CCSS.MATH.CONTENT.5.OA.B.3 – Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding</p>	<p>What is a positive way to display your emotions?</p>
	<p>Acquisition (A)</p>

<p>terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p>	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>Offensive/defensive strategies and tactics through game play.</p> <p>How to apply movement concepts through striking.</p> <p>How to participate safely in large and small groups games.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Demonstrate resiliency.</p> <p>Apply the concept of moving to open spaces during a game</p> <p>Describe how working together and being a good teammate allows for success.</p> <p>Recognize personal accomplishments and derived level of enjoyment when participating in invasion games/sports.</p> <p>Participate in a variety of activities that incorporate chasing, fleeing, and dodging.</p>
Stage 2 Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Standards Based:</p> <p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>		
OTHER EVIDENCE:		
Stage 3 Learning Plan		

LESSONS:

Teacher Selected Activity

Lesson 1 – Focus: Safety, Rules, Etiquette of Game Play

Standard – S4.E1.5 Engages in physical activity with responsible interpersonal behavior, S4.E2.5a Participates with responsible personal behavior in a variety of physical activity

contexts, environments and facilities, S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity. Math Standard – CCSS.MATH.CONTENT.5.OA.B.3 – Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs

Standard – S2.E3.5a – Applies movement concepts to strategy in game situations.

Math Standard – CCSS.MATH.CONTENT.5.OA.B.3 – Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs

consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Activity – Teacher Designed Lesson: Main Activity – Review of Offensive/Defensive Strategy

Lesson 2 – Review of Offensive/Defensive Strategy

Standard – S2.E3.5a – Applies movement concepts to strategy in game situations.

Math Standard – CCSS.MATH.CONTENT.5.OA.B.3 – Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Activity – Teacher Designed Lesson: Main Activity – Review of Offensive/Defensive Strategy

Lesson 3 – Review of Offensive/Defensive Strategy

Standard – S2.E5.5a – Applies basic offensive and defensive strategies in invasion small-sided practice tasks, S2.E5.5b – Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.

Math Standard – CCSS.MATH.CONTENT.5.OA.B.3 – Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Activity – Teacher Designed Lesson: Main Activity – Review of Offensive/Defensive Strategy

Lesson 4 – Moving to Open Space

Standard – S2.E1.5 – Combines spatial concepts with locomotor and non-locomotor movements for small groups in . . . games environments.

Math Standard – CCSS.MATH.CONTENT.5.OA.B.3 – Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Activity – Teacher Designed Lesson: Main Activity – Moving to Open Space

Lesson 5 – Moving to Open Space

Standard – S2.E1.5 – Combines spatial concepts with locomotor and non-locomotor movements for small groups in . . . games environments.

Math Standard – CCSS.MATH.CONTENT.5.OA.B.3 – Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Activity – Teacher Designed Lesson: Main Activity – Moving to Open Space

Lesson 6 – Transitioning Quickly in Game Play

Standard – S2.E3.5c – Analyzes movement situations and applies movement concepts in small-sided practice tasks in game environments . . .

Math Standard – CCSS.MATH.CONTENT.5.OA.B.3 – Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Activity – Teacher Designed Lesson: Main Activity – Transitioning Quickly in Game Play

Lesson 7 – Transitioning Quickly in Game Play.

Standard – S2.E3.5c – Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments...

Math Standard – CCSS.MATH.CONTENT.5.OA.B.3 – Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Activity – Teacher Designed Lesson: Main Activity – Transitioning Quickly in Game Play.

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, slower spinning during jump rope activities for longer periods for response times. Provide teacher/student model for activities, provide stationary objects to dodge prior to moving objects to establish understanding of dodging. Provide visual support for game rules and step-by-step instructions for game and skill progression.

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), using cut jump rope and alternative movements (hands up rather than jumping), elevate ball using cone during stationary kicking activities. Provide ample space for dodging, if using flag belts can attach to arm or more accessible area if waist is not an option due to seated position, use noodles attached to chair/walker for chasing activities to reduce risk of colliding.

Visuals: dodging- stationary cones, cones with balls on top, balls on floor, kicking, throwing, catching, game rules.

Name of Unit: Recreation Games

Grade Level: 5

Lessons: 2

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S5.E1.5 Compares the health benefits of participating in selected physical activities. S5.E2.5 Expresses the enjoyment and/or challenge of participating in a favorite physical activity. S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. S5.E4.5 Describes the social benefits gained from participating in physical activity.</p> <p>Social Justice Standards: 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>	Transfer (T)	
	Students will be able to experience recreational games and describe how recreational games can contribute to life-long wellness.	
	Meaning (M)	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Recreational games are for everyone.</p> <p>Recreational games can help build friendships.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS (Q)</p> <p>How can recreational games contribute to life-long wellness?</p> </td> </tr> </table>	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Recreational games are for everyone.</p> <p>Recreational games can help build friendships.</p>
<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Recreational games are for everyone.</p> <p>Recreational games can help build friendships.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>How can recreational games contribute to life-long wellness?</p>	

	Acquisition (A)	
	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The health and social benefits of participating in recreational games.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Describe the value of life-long physical activity.</p> <p>Identify the impact playing recreational games can have on building friendships.</p>

Stage 2 Evidence	
Evaluative Criteria	Assessment Evidence

Standards Based: Differentiated Assessment for ELL, Special Needs, or Advanced Learners:	
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OTHER EVIDENCE:

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Teacher Selected Activities.
Standards – S5.E1.5 Compares the health benefits of participating in selected physical activities, S5.E2.5 Expresses the enjoyment and/or challenge of participating in a favorite physical activity. Activity – Teacher Designed Lesson: Main Activity – Teacher Choice

Lesson 2 – Focus: Teacher Selected Activities.
Standards – S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response, S5.E4.5 Describes the social benefits gained from participating in physical activity.
Activity – Teacher Designed Lesson: Main Activity – Teacher Choice

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 visuals containing step-by-step instructions and game rules. Continue to use visual support for space markers (poly spots, arrows) and floor lines/ cones as game space markers.
PD Modifications: Provide accessible options for all students, continue to use adaptations for equipment (stationary ball on cone for kickball, ball on batting tee for baseball, provide short/long handled implement for 4 square, etc.)

Visuals- Game rules, instructional videos to preview games prior to lessons.

Name of Unit: Ballroom Dance

Grade Level: 5

Lessons: 14

Stage 1 Desired Results	
ESTABLISHED GOALS (G) S1.E1.5a Demonstrates mature patterns of locomotor skills in . . . gymnastics and dance. S1.E5.5 Combines locomotor skills in cultural as well as creative dance with correct rhythm and pattern. S1.E7.5 Combines balance and transferring weight in a	Transfer (T)
	Students will be able to perform dance sequences to a variety of rhythms with a partner.
	Meaning (M)

<p>gymnastics sequence or dance with a partner. S1.E8.5 Transfers weight in gymnastics and dance environments. S1.E10.5 Performs curling, twisting and stretching actions with correct application in dance, gymnastics . . . S1.E11.5 Combines locomotor skills and movement concepts to create and perform a dance with a group. S2.E1.5 Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance . . . S2.E2.5 Combines movement concepts with skills in small-sided practice tasks in . . . gymnastics and dance with self-direction. S2.E3.5c Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. S4.E1.5 Engages in physical activity with responsible interpersonal behavior. S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity. S4.E3.5 Gives corrective feedback respectfully to peers. S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. S5.E4.5 Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).</p> <p>Social Justice Standards: Diversity 7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities 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>UNDERSTANDINGS (U)</p> <p>Students will understand that...</p> <p>Dance has meaning beyond being a physical activity.</p> <p>Cooperating shows that you respect others.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>What is etiquette?</p> <p>What skills can dance help you to develop?</p>
	Acquisition (A)	
	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>How to model respect toward dance partners and instructors.</p> <p>The cultural relevance of selected dances.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Combine movement concepts and skills into a variety of dance sequences.</p> <p>Demonstrate appropriate etiquette with all dance partners.</p>
Stage 2 Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Standards Based:</p> <p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>		
OTHER EVIDENCE:		

Stage 3 Learning Plan

LESSONS:

Lesson 1 – Focus: Meringue

Standard – S4.E1.5 Engages in physical activity with responsible interpersonal behavior.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Meringue

Lesson 2 – Focus: Meringue

Standard – S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Meringue

Lesson 3 – Focus: Waltz

Standard – S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Waltz

Lesson 4 – Focus: Waltz

Standard – S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Waltz

Lesson 5 – Focus: Waltz

Standard – S4.E3.5 Gives corrective feedback respectfully to peers.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Waltz

Lesson 6 – Focus: Salsa

Standard – S2.E1.5 Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance . . .

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Salsa

Lesson 7 – Focus: Salsa

Standard – S2.E2.5 Combines movement concepts with skills in small-sided practice tasks in . . . gymnastics and dance with self-direction.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Salsa

Lesson 8 – Focus: Salsa

Standard – S2.E3.5c Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Salsa

Lesson 9 – Focus: Swing

Standard – S5.E4.5 Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Swing

Lesson 10 – Focus: Swing

Standard – S1.E1.5a Demonstrates mature patterns of locomotor skills in . . . gymnastics and dance.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Swing

Lesson 11 – Focus: Swing

Standard – S2.E3.5c Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Swing

Lesson 12 – Focus: Tango

Standard – S2.E2.5 Combines movement concepts with skills in small-sided practice tasks in . . . gymnastics and dance with self-direction.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Tango

Lesson 13 – Focus: Tango

Standard – S2.E1.5 Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance . . .

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Tango

Lesson 14 – Focus: Tango

Standard – S1.E5.5 Combines locomotor skills in cultural as well as creative dance with correct rhythm and pattern.

Activity – Kid’s Ballroom Dance Program of Massachusetts Designed Lesson: Main Activity – Tango

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 foot placement (start on blue line, step with right/left foot to green spot, back to line), provide alternative dance moves using large body movements to reduce the amount of transitions and processing of information.

PD Modifications: Provide alternative, seated options, with a focus on upper body movements (instead of stepping to the side, move the entire body to the right using a walker/wheelchair/ just the foot if the student is more comfortable sitting in a chair). Preview videos below to show other ballroom dancers using wheelchairs and other mobility equipment.

Visuals- Ballroom dance videos- meringue, waltz, salsa, swing, tango



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>SHAPE America:</p> <p>Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p>3rd: 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>3rd: 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>3rd: Students and teachers: manipulative skills vocabulary (Throwing, catching, kicking, etc.)</p> <p>Positive affirmations</p>	<p>3rd: Work cooperatively with others. (S4.E4.3a)</p> <p>Praise others for their success in movement performance. (S4.E4.3b)</p>
	<p>4th: 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>4th: 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>4th: Students and teachers: Manipulative skills vocabulary (Throwing, catching, kicking, etc.)</p> <p>Positive affirmations</p>	<p>4th: 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>5th: Students will be able to apply a variety of manipulative skills during practice tasks and game-like situations.</p>	<p>5th: 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>5th: Students and teachers: Manipulative skills vocabulary (Throwing, catching, kicking, etc.)</p> <p>Positive affirmations</p>	<p>5th: Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)</p>
<p>Social Justice Anchor:</p> <p>Justice 14 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>3rd: <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>3rd: 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>3rd: 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>3rd: Participate in relevant cultural aspects of movement based on personal survey data.</p> <p>Examine accessibility to activities within their community.</p>
	<p>4th: <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>4th: 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>4th: 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>4th: Examine diversity (or lack of) within specific athletic programs (in their school, community, nation, and world).</p> <p>Discuss the “why?”.</p>
	<p>5th: <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>5th: 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>5th: Students and teacher engaged in critical conversations about access.</p> <p>“What does it mean to have access or not have access?”</p>	<p>5th: 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		
SHAPE America: Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	3rd: Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity, fitness, and nutrition.	3rd: Students moving in various ways Visuals: People enjoying movement (various shapes/sizes, identities, etc), Visuals: Healthy meals from various cultures	3rd: Encouraging, non-judgemental language by teacher and students “What does it mean to be healthy?”	3rd: Participate in fitness tests focusing on benefits of exercise; Analyze how fitness tests can have different impacts on each individual Assess a variety of movement and fitness activities based on what makes them feel best
	4th: 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.	4th: Students moving in various ways Visuals: People enjoying movement (various shapes/sizes, identities, etc), Visuals: Healthy meals from various cultures	4th: Encouraging, non-judgemental language by teacher and students Students discussing, “What does it mean to be healthy?”	4th: Participate in fitness tests focusing on benefits of exercise; Analyze how fitness tests can have different impacts on each individual Assess a variety of movement and fitness activities based on what makes them feel best
	5th: Students will be able to identify basic functions of selected systems of the body and illustrate activities to keep these body systems healthy.	5th: Students moving in various ways Visuals: People enjoying movement (various shapes/sizes, identities, etc), Visuals: Healthy meals from various cultures	5th: Encouraging, non-judgemental language by teacher and students Students led discussions around, “What does it mean to be healthy?”	5th: Participate in and critique fitness assessment; Assess movement and fitness activities based on what feels good Develop a personal movement plan that is physically beneficial and enjoyable
Social Justice Anchor: Identity 4: I can feel good about my identity without making someone else feel badly about who they are.	3rd: Action 16: I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.	3rd: Positive representation of all body sizes - including instructional visuals Examples of anti-fat bias in the media and pop culture	3rd: Stories and first-hand accounts of anti-fat bias and discrimination (especially in fitness industry) What is a diet? What is a fad diet? Why do we exercise?	3rd: Think critically about the fitness industry and how some groups of people may be left out Create a personal movement assessment to determine which movements feel best (physically and emotionally)
	4th: 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.	4th: Positive representation of all body sizes - including instructional visuals Examples of anti-fat bias in the media and pop culture	4th: Discussions of anti-fat bias and discrimination (especially in fitness industry) What is a diet? What is a fad diet? Why do we exercise? What can discourage an overweight person from exercising?	4th: Brainstorm solutions to anti-fat bias in the fitness and wellness industry Create a personal movement assessment to determine which movements feel best (physically and emotionally)
	5th: Justice 12: I know when people are treated unfairly, and I can give examples of prejudiced words, pictures, and rules.	5th: Positive representation of all body sizes - including instructional visuals Examples of anti-fat bias in the media and pop culture	5th: Discussions of anti-fat bias and discrimination (especially in fitness industry) What is a diet? What is a fad diet? Student-led discussion: How to make movement enjoyable for all people (all sizes)	5th: Community extension- Anti-fat bias at school. Create ways for school to be a safe/ comfortable place for all shapes and sizes Create a personal movement assessment to determine which movements feel best (physically and emotionally)

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>SHAPE America:</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p>3rd: 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>3rd: Students applying simple tactics in fleeing and dodging activities & combining locomotor skills and movement patterns to move safely</p> <p>Peer/teacher modeling: strategies and rules</p>	<p>3rd: 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>3rd: 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>4th: 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>4th: 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>4th: 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>4th: 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>5th: 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>5th: 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>5th: Vocabulary: directional cues*, spirit</p> <p>Peer feedback and cues for movement attempts within a team using positive language</p>	<p>5th: 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>Social Justice Anchor:</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>3rd: 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>3rd: 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>3rd: 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>3rd: 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>4th: 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>4th: Students working in groups with diverse ability levels</p> <p>Visual representation of groups with various identities working together as a team</p>	<p>4th: 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>4th: 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>5th: 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>5th: 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>5th: Vocabulary: team, resilience</p> <p>How can you make a plan with your team to Include every person on the team?</p>	<p>5th: 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>SHAPE America:</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>3rd: 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>3rd: Teacher/Peer modeling of classroom expectations and group activities; positive examples of cooperative learning</p> <p>Positive and inclusive communication (non-verbal)</p>	<p>3rd: Vocabulary: cooperation, teamwork, communication</p> <p>Positive and inclusive communication (verbal); students communicating with team</p>	<p>3rd: 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>4th: Students will be able to exhibit personal responsibility while working cooperatively with others by the end of the unit.</p>	<p>4th: Teacher/Peer modeling of classroom expectations and group activities; positive examples of cooperative learning</p> <p>Positive and inclusive communication (non-verbal)</p>	<p>4th: Vocabulary: cooperation, responsibility, teamwork, communication</p> <p>Positive and inclusive communication (verbal); students communicating with team and taking personal responsibility</p>	<p>4th: 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>5th: Students will be able to participate constructively in a variety of group cooperative learning and problem-solving activities.</p>	<p>5th: Teacher/Peer modeling of classroom expectations and group activities; positive examples of cooperative learning</p> <p>Positive and inclusive communication (non-verbal)</p>	<p>5th: Vocabulary: problem-solving, teamwork, cooperation, responsibility, communication.</p> <p>Directions being given for various group challenges and tasks.</p>	<p>5th: Practice ways to be a contributing member of the community.</p> <p>Practice problem solving in small and large group activities.</p>
<p>Social Justice Anchor:</p> <p>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>3rd: Identity 1 I know and like who I am and can talk about my family and myself and describe our various group identities.</p>	<p>3rd:</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>3rd: 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>3rd: 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>4th: Diversity 6 I like knowing people who are like me and different from me, and I treat each person with respect.</p>	<p>4th:</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>4th: 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>4th: Think critically and discuss:</p> <ul style="list-style-type: none"> - What brings us together? What makes us unique? - How can being similar and having differences help us be successful as a group?
	<p>5th: 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>5th:</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>5th: 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>5th: 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
SHAPE America: Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.	3rd: 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.	3rd: 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	3rd: Vocabulary: rhythm, beat Music from a variety of cultures Rhythms created by students (jump ropes, drum sticks, tinkling poles, jump bands, feet)	3rd: 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
	4th: 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.	4th: 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	4th: 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	4th: 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
Social Justice Anchor: 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.	3rd: Diversity 8: 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.	3rd: Visuals of modern and traditional creative movement representing a variety of different cultures - with video examples if possible	3rd: 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	3rd: 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
	4th: Identity 5: 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.	4th: Visuals of modern and traditional creative movement representing a variety of different cultures - with video examples if possible	4th: 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	4th: 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>SHAPE America:</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>5th: Students will be able to experience recreational games and describe how recreational games can contribute to life-long wellness.</p>	<p>5th: 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>5th: Respectful conversation and conflict resolution</p> <p>Students relaxed and enjoying themselves while participating in activities</p>	<p>5th: 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>Social Justice Anchor:</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>5th: 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>5th: Groups and pairings including all students</p> <p>A variety of games enabling all students to be successful</p>	<p>5th: 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>5th: 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>SHAPE America: Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 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	Introductory Lesson: Helmets, Bikes, Workbooks	Introductory Lesson: <ul style="list-style-type: none"> - ABC's of Bike Safety - Safety reminders 	Introductory Lesson: <ul style="list-style-type: none"> - ABC Checks - Helmet Fittings
	Students will be able to analyze opportunities for participating in physical activity outside physical education class.	Riding: <ul style="list-style-type: none"> - Various levels of riding - Peer Teaching - Different riding patterns - Hand signals 	Riding: <ul style="list-style-type: none"> - Others riding bikes - New vocabulary - Rules of the road 	Riding: <ul style="list-style-type: none"> - Work collaboratively with others while riding bikes - Ride bikes
	Students will be able to examine the health benefits of participating in physical activities	Closing: <ul style="list-style-type: none"> - Reflect on riding experience 	Closing: <ul style="list-style-type: none"> - Reflect on riding experience 	Closing: <ul style="list-style-type: none"> - Reflect on riding experience
<p>Social Justice Anchor:</p> <p>Identity 4 I can feel good about my identity without making someone else feel badly about who they are.</p> <p>Diversity 6 I like knowing people who are like me and different from me, and I treat each person with respect.</p> <p>Diversity 8 I want to know about other people and how our lives and experiences are the same and different.</p>	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.	Introductory Lesson: <ul style="list-style-type: none"> - Students interacting with one another - Students helping one another with helmets and ABC Checks 	Introductory Lesson: <ul style="list-style-type: none"> - Peer feedback - Polite words 	Introductory Lesson: <ul style="list-style-type: none"> - Discuss access to bikes throughout the city
		While Riding: <ul style="list-style-type: none"> - Various levels of riding 	While Riding: <ul style="list-style-type: none"> - Discuss various reasons why they ride bikes (Transportation, exercise, etc.) 	While Riding: <ul style="list-style-type: none"> - Assist peers who need support riding - Discuss methods for how to access bike riding (bike rentals, where a safe place to ride would be,
		Closing: 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?	Closing: 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?	Closing: 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?

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>SHAPE America: Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Introductory Lesson: Safety precautions to take around water.</p>	<p>Introductory Lesson: Visuals representing pool and water safety protocols</p> <p>Bus and pool expectations</p>	<p>Introductory Lesson: Swimming unit and pool protocols, what to bring, safety precautions around water</p> <p>Bus and pool expectations</p>	<p>Introductory Lesson: Turn in permission slips</p> <p>Ask questions about protocols and safety</p>
	<p>Swim: Students will be able to confidently enter the water and swim by the end of the unit.</p>	<p>Swim: - Varied levels of swimming - Instructional Aids (pool noodles, kickboards) - Peer collaboration - Teacher and Peer Demonstrations</p>	<p>Swim: Vocabulary (Strokes, float, cues, etc.) Water safety and facility safety</p>	<p>Swim: 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>Social Justice Anchor:</p> <p>Justice 3 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>Introductory Lesson: N/A</p>	<p>Introductory Lesson: Visuals representing different identities and backgrounds swimming (race, gender, body type, etc.)</p>	<p>Introductory Lesson: 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>Introductory Lesson: 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>Bus Conversations:</p> <p>Action 16 I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.</p>	<p>Bus Conversations: Visuals representing different identities and backgrounds swimming (race, gender, body type, etc.)</p>	<p>Bus Conversations: 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>Bus Conversations: 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>Closing:</p> <p>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>Closing: Vocabulary: access, racism, body image, body shaming, stereotypes</p>	<p>Closing: Vocabulary: access, racism, body image, body shaming, stereotypes</p>	<p>Closing: 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>SHAPE America:</p> <p>Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, self-expression and/or social interaction.</p>	<p>Introductory Lesson: 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>Orienteering: Timers 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>Closing: Map Navigation- 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>Social Justice Anchor:</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>Introductory Lesson: Diversity 6 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>Orienteering: Timers Identity 4 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>Closing: Map Navigation Diversity 8 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>SHAPE America: Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Introduction: Students will be introduced to the ballroom dance unit, understand safety protocols, and review expectations.</p>	<p>Introduction: Students participating in an instant activity.</p> <p>A professional ballroom dance instructor who will lead them through dances.</p>	<p>Introduction: A brief intro to the unit, instructor, expectations, and purpose</p> <p>Vocabulary: rhythm, beat, names of dances, sequence</p>	<p>Introduction: Participate in an instant activity.</p> <p>Get to know their new dance instructor.</p> <p>Listen attentively to rules and expectations.</p>
	<p>Dancing: Students will be able to perform dance sequences to a variety of rhythms with a partner.</p>	<p>Dancing: Instructor/Teacher demonstrating dance steps in simple forms.</p> <p>Peers participating with responsible interpersonal behaviors.</p>	<p>Dancing: Verbal counting of the beat, verbal cues for dance steps; Music genres from various backgrounds</p> <p>Positive, specific, and constructive feedback</p>	<p>Dancing: Learn and practice various dance styles.</p> <p>Participate with, encourage, and assist peers in a respectful and responsible manner.</p>
	<p>Closing: Students will demonstrate an understanding of the unit and the purpose of the unit.</p>	<p>Closing: An instructor and teacher who are providing a quick closure and check for understanding.</p>	<p>Closing: Brief summary of lesson progress</p> <p>Prompting questions to check for understanding</p>	<p>Closing: Answer check for understanding questions.</p> <p>Respond to exit tickets</p>
<p>Social Justice Anchor:</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>Introduction: N/A</p>	<p>Introduction: 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>Introduction: A brief history and introduction to the unit's dance styles</p> <ul style="list-style-type: none"> ● Ethnic and cultural origins ● Where and why is the dance performed ● What do dancers wear? ● What does this dance represent? 	<p>Introduction: Learn cultural origins and background for each dance they learn.</p> <p>Ask questions about dances and cultures.</p>
	<p>5th: 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>Dancing: Peers participating in assigned partner groups with respect and acceptance of one another.</p>	<p>Dancing: Vocabulary: culture, represent, respect, responsible, names of dances</p> <p>Instructors and peers using culturally appropriate language to interact with one another.</p>	<p>Dancing: 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>Closing: N/A</p>	<p>Closing: The instructor and teachers appreciating the dances and cultures represented.</p> <p>The instructor and teachers holding students to high academic standards.</p>	<p>Closing: 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>Closing: 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