In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

**Course Description** - This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

**State Standards** - Students will be introduced to the following areas: movement, movement concepts, physical activity, fitness and personal/social responsibilities.
### National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a **physically literate individual**:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
### Curriculum Map

#### Physical Education Grades 3 - 5

- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**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 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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**Diamond Conceptual Framework: A K-12 Road Map for Physical Education**

The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical education.
physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.
SCS Elementary Physical Education Curriculum Map

This curriculum map has been developed and reviewed by SCS Elementary Physical Educators. The objective of the plan is to provide direction to ensure cohesion and full implementation of the Tennessee State Physical Education Standards across the district. Standards 1 and 2 are skill and activity specific and are divided into units within this plan. Standards 3-6 covers a variety of topics for both inside and outside physical education/activity. These standards include fitness, safety/procedures, as well as social/emotional wellness and should be implemented daily throughout the course of the year.

**Standard 3:** A physically educated person participates regularly in physical activity.
- These SPI’s focus on activity outside of physical education. The teacher should support and encourage this with students throughout the year.

**Standard 4:** A physically educated person achieves and maintains a health enhancing level of physical fitness.
- Fitness SPI’s should be incorporated into each lesson. This can be accomplished through a warm-up activity or in the overall activity.

**Standard 5:** A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity.
- These SPI’s focus on thoughts, feelings and behaviors in physical education and should be implemented and reinforced throughout the year.

**Standard 6:** A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- These SPI’s focus on enjoyment and personal value of physical education and should be implemented and reinforced throughout the year.

When implementing this curriculum map, each physical educator should strive to:
- Be actively engaged in the instructional process whether in the role of lead or assisting teacher.
- Use a variety of assessment techniques when determining mastery of the SPI's/Outcomes. This can be accomplished using a combination of formal, informal, peer, and/or self-assessment, video performances, skill rubrics or cognitive assessment measures.
- Use best practices when introducing a new skill which includes demonstrating the skill, identifying the critical elements/common mistakes, and then allowing for student practice in static situations. This process should be accompanied by timely and specific feedback.
- Use appropriate culminating activities to allow the students to combine multiple skills in game-like situations. This should allow the students to take their skill development to a higher level by allowing them to apply the skills in dynamic situations.
- Use appropriate classroom management techniques in order to maximize "tasks" and strive to keep the students active for a majority of the lesson.
- This can be accomplished by minimizing wait-time, planning for smooth/efficient transitions, and creative use of equipment.
- Engage in reflective analysis of instruction and frequently collaborate with others.
What Does The Curriculum Map Contain?

**EXAMPLE**

<table>
<thead>
<tr>
<th>Unit of Instruction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PreK-2 SPIs</strong></td>
<td>These are the activities that are suggested to use while teaching these SPIs.</td>
</tr>
<tr>
<td><strong>Kindergarten Outcomes</strong></td>
<td>These are the K-2 Student Performance Indicators for the TN State PE Standards</td>
</tr>
<tr>
<td><strong>Grade 1 Outcomes</strong></td>
<td>These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes &amp; Arizona State Physical Education Standards (2015). We believe that inserting the words &quot;I Can&quot; in front of each outcome will create a grade specific &quot;I Can&quot; Statement/Clear Target.</td>
</tr>
<tr>
<td><strong>Grade 2 Outcomes</strong></td>
<td>These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes &amp; Arizona State Physical Education Standards (2015). We believe that inserting the words &quot;I Can&quot; in front of each outcome will create a grade specific &quot;I Can&quot; Statement/Clear Target.</td>
</tr>
</tbody>
</table>

**Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills**

<table>
<thead>
<tr>
<th>Cumulative Progress</th>
<th>Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concepts</td>
<td>Skills</td>
</tr>
</tbody>
</table>

Academic Vocabulary:
## ORIENTATION

<table>
<thead>
<tr>
<th>Grades 3-5 SPIs</th>
<th>Suggested Activities</th>
<th>Resources/Connections/Assessments</th>
</tr>
</thead>
</table>
| • Demonstrate an understanding of classroom rules, procedures, and safe practices  
  • Work on assigned tasks individually or with others in a productive manner | 1.2.9 Identify and apply safety principles in all activity situations  
  • Apply classroom rules, procedures and safe practices within physical education and at recess  
  • Complete assigned tasks individually or with others in a productive manner | Rules/procedures, playground safety, safety drills, warm-ups, line-up, discipline policy, classroom expectations, stop signals, etc. |

<table>
<thead>
<tr>
<th>Grade 3 Outcomes</th>
<th>Grade 4 Outcomes</th>
<th>Grade 5 Outcomes</th>
</tr>
</thead>
</table>
| • Follow directions with prompts  
  • Demonstrate safe practices and procedures | • Follow directions with few prompts  
  • Demonstrate safe practices and procedures | • Follows directions with minimal prompts  
  • Demonstrate safe practices and procedures |
## UNIT 1: LOCOMOTOR & NON-LOCOMOTOR MOVEMENT CONCEPTS

### Unit Objectives/Enduring Understandings
Students will participate in gymnastics stunts, using different parts of their body to balance. Students will work cooperatively with their partners on gymnastics mats to complete balancing activities.

### Guiding Questions:
- How is walking different from running? Hopping from jumping? Galloping from skipping? Leaping from galloping? Sliding from galloping? Hopping from skipping?
- How can one perform a skill without thinking about it?
- What can I do to improve my personal best scores on my fitness/skill assessments?

### Discussion
- Discuss the need to maintain equilibrium in developing opposing muscles.
- Discuss the need for safety precautions to prevent over stretching and to promote proper bending technique.
- Discuss injuries that may occur when stretching is done improperly.

### Connections
- **English Language Arts Standards:** Speaking and listening
- **Mathematics:** Number and Quantity
  - CCSS K.CC.1 Count to 100 by ones and by tens.
  - CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20
  - CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- **Social Studies**
- **Science**

### Technology Implementation/ video camera/ Smart Board/ software
- **Science**
- **Social Studies**

### Grade 3-5 SPIs

### Suggested Activities

### Resources/Connections/Assessments

### Grade 3 Outcomes

### Grade 4 Outcomes

### Grade 5 Outcomes

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

### Cumulative Progress
- Demonstrate a variety and combinations of non-locomotor skills to improve flexibility and range of movement (over time).

### Content Objectives
- **Concepts**
  - Identifies concepts related to space, time, force, and body
  - Applies concepts of space and

### Skills
- **Fundamental Skills**
  - Maintains a steady beat from a non-locomotor position (e.g., swing, sway, and patting thighs)

### Instructional Actions
- **Activities/Strategies**
  - Devise a fitness routine to improve range of motion in selected body joints and that links bending, swaying, twisting

### Assessment
- **Question/Discussion**
- **Skill Test**
- **Teacher Observation Peer Assessment Group Work**
**Curriculum Map**

<table>
<thead>
<tr>
<th>UNIT 1: LOCOMOTOR &amp; NON-LOCOMOTOR MOVEMENT CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of how non-locomotor skills benefit muscles</td>
</tr>
<tr>
<td>Demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength and balance</td>
</tr>
<tr>
<td>Identify how stretching, balance and efficient turning contribute to performance</td>
</tr>
</tbody>
</table>

**Academic Vocabulary:** Flexibility, balance, injury, prevention, swaying, movement, joints, strength, performance

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will be able to apply concepts of space and movement control to travel in different directions without falling or bumping</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity</td>
</tr>
<tr>
<td>• Flexibility and stretching should be connected to injury prevention during participation in physical activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary: Flexibility, balance, injury, prevention, swaying, movement, joints, strength, performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Grades 3 - 5</td>
</tr>
<tr>
<td>and curling motions.</td>
</tr>
<tr>
<td>Identify muscle groups that benefit from stretching</td>
</tr>
<tr>
<td>In pairs, use mats to perform teacher-guided non-locomotor activities such as bending, stretching, balancing, and twisting.</td>
</tr>
<tr>
<td>Students will create routines with variety of non-locomotor skills that target many muscle groups.</td>
</tr>
<tr>
<td>Student Discussion</td>
</tr>
</tbody>
</table>

| movement control to travel in different directions without falling or bumping |
| Travels using basic locomotor movements (i.e., walk, run, jump, slide, gallop twist, turn, bend, balance, swaying) demonstrating proper technique |
| Maintains a steady beat from a non-locomotor position (e.g., swing, sway, and patting thighs while seated) |
| Jumps and leaps a slowly moving stick or a rope |
| Bending: in the tuck, pike and squat positions; and forward and backward roll. Stretching exercises to improve flexibility in different muscles groups in warm-ups and cool-downs. |
| Static balancing*: 1-part to 4-part base, and in gymnastics routines. |
| Dynamic balancing: shoulder roll and cart wheel. |
### UNIT 2: STRIKING CONCEPTS

**Unit Objectives/Enduring Understandings**

Striking is an essential element of many games and activities. The skill of striking involves using a part of the body or piece of equipment to strike a ball or other object, causing it to move through the air or along the ground. A ball can be struck from either side of the body and from different levels using a one-handed or two-handed action. With practice, the striking action can be used with wide variation to impart spin, add power, for placement and to improve control of the ball.

**Guiding Questions**

- How is hand-eye coordination important when striking?
- When is striking used in games and sports?
- What do I need to remember about using long or short handled implements when striking an object?
- What games have you played or watched that involve two-handed striking?
- What is used to strike the ball in these games?
- What is the purpose of striking in different games?
- How are the two-handed striking skills similar and how are they different in the various games identified?
- What do you know about this skill?
- What skills have you learned that are similar?

**Discussion**

Students discuss the games and activities they know that involve a two-handed strike. They consider the similarities and differences between striking skills used in different games.

**Connections**

- **English Language Arts Standards:** Speaking and listening, communication including the rules of conversation, listening a
- **Mathematics:** Number and Quantity
  - **CCSS K.CC.1** Count to 100 by ones and by tens.
  - **CCSS7.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20
  - **CCSS K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
  - **Social Studies**
  - **Science**

**Technology Implementation/Unit Objectives/Enduring Understandings**

Students will be able to understand that the proper mechanics of striking, development of eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit.

**Guiding Questions**

- How is hand-eye coordination important when striking?
- When is striking used in games and sports?
- What do I need to remember about using long or short handled implements when striking an object?

**Discussion**

Safety and comfort during activity.

**Purpose of Activities**

- Students will participate in striking activities stunts, using different parts of their body to
# UNIT 2: STRIKING CONCEPTS

**PreK-2 SPIs**
- 1.2.14 Strike an object repeatedly with a paddle or body parts
- 1.2.15 Consistently strike a ball with a bat from a tee or cone using a proper grip and side orientation
- 1.2.21 State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)
- 2.2.2 Identify and demonstrate selected critical elements of manipulative skills

**Suggested Activities**
- Students explore the basic body actions of the one-handed and two-handed strike by bouncing a ball and hitting it with their hands into a net or fence. Students try this activity with the right hand and the left hand.

**Resources/Connections/Assessments**
- Assessment-Portfolio
  - [http://openphysed.org/](http://openphysed.org/)
  - [http://www.shapeamerica.org/standards/pe/upload/GradeLevelOutcomes_K12PE.pdf](http://www.shapeamerica.org/standards/pe/upload/GradeLevelOutcomes_K12PE.pdf)
  - Practices: K-12 Physical Education, Reston, VA: Author. (*PIPEline Workshop*)

**Grade 3 Outcomes**
- Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)
- Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b)
- Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3)

**Grade 4 Outcomes**
- Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)
- Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)
- Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)

**Grade 5 Outcomes**
- Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a) Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)

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**Unit Assessment:** Teacher Observation, Skill Testing, Game Play, Progression of Skills

<table>
<thead>
<tr>
<th>Cumulative Progress</th>
<th>Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts</td>
<td>Skills</td>
<td>Activities/Strategies</td>
</tr>
</tbody>
</table>

_Sharkey County Schools 2016/2017_
### UNIT 2: STRIKING CONCEPTS

<table>
<thead>
<tr>
<th>Students develop the skill of two-handed striking and explore its use in different forms in many games.</th>
<th>Proper Mechanics of striking skills</th>
<th>Two Hand striking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate control in performing a two-handed strike in a range of modified games to achieve the identified goal of the game.</td>
<td>Eye-Hand Coordination Visual Tracking Balance</td>
<td>One handed strike</td>
</tr>
<tr>
<td>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</td>
<td>Interpersonal Skills, in particular, communication including the rules of conversation, listening and responding, cooperation, making decisions and solving problems</td>
<td>Badminton,</td>
</tr>
<tr>
<td>2.5.4.D.2 Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</td>
<td>Introduction</td>
<td>Tennis</td>
</tr>
<tr>
<td></td>
<td>The following core concepts, including fundamental movement skills.</td>
<td>Pickle ball</td>
</tr>
<tr>
<td></td>
<td>Safety</td>
<td>Bench Tennis</td>
</tr>
<tr>
<td></td>
<td>• Make sure all balls are properly inflated</td>
<td>Golf</td>
</tr>
<tr>
<td></td>
<td>• Never stand on any type of ball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Never throw or kick a ball at another student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using correct form to hold a racquet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Controlling a ball with a racquet</td>
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<tr>
<td></td>
<td>• Tossing and catching a ball with a racquet</td>
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<tr>
<td></td>
<td>• Dribbling a ball with a racquet. Performing a forehand stroke</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hitting to a wall without a partner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Performing a backhand stroke using two hands. Hitting to a wall without a partner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Alternating strokes while hitting against a wall</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Vocabulary:** accuracy, decision making, lever, back swing, extend, power, body, action, force, safely, communicate, goal sequences, control, implement, spin cooperate, levels strike

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**Physical Education**

**Grades 3 - 5**

- Question/Discussion
- Skill Test
- Teacher Observation Peer Assessment Group Work
- Student Discussion

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*Shelby County Schools 2016/2017*
### GUIDING QUESTIONS:
- What is a double dribble?
- What is travelling?
- What is dribbling?
- What is passing?
- What is shooting?
- What is the chest pass?
- What is the bounce pass?
- What is travelling?
- What is a double dribble?
- How are hand-eye coordination and tracking important when trying to catch a ball?

#### DISCUSSION
- Safety and comfort during activity.
- Gymnastics and the concept of balance.

#### TECHNOLOGY IMPLEMENTATION

<table>
<thead>
<tr>
<th>Grades 3-5 SPIs</th>
<th>Suggested Activities</th>
<th>Resources/Connections/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.2</td>
<td>Following The Leader</td>
<td>Assessment-Portfolio</td>
</tr>
<tr>
<td></td>
<td>Tag -- You Are It</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relay Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-Catch Basketball?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoop It Up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sponge Bob Basketball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counting to Ten Basketball Game</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treasure Island</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Danger Zone</td>
<td></td>
</tr>
<tr>
<td>1.2.16</td>
<td>Continuous dribble a ball using the hands or feet without losing control of the ball or body</td>
<td></td>
</tr>
<tr>
<td>1.2.21</td>
<td>State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements,</td>
<td></td>
</tr>
</tbody>
</table>

#### CONNECTIONS
- English Language Arts Standards: Speaking and listening
- Mathematics: Number and Quantity
- CCSS K.CC.1 Count to 100 by ones and by tens.
- CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.
- CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- Science
- Social Studies

### Units Objectives/Enduring Understandings
Students will be able to understand that the proper mechanics of ball skills, development of eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit.
## UNIT 3: BASKETBALL CONCEPTS

<table>
<thead>
<tr>
<th>Grade 3 Outcomes</th>
<th>Grade 4 Outcomes</th>
<th>Grade 5 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dribble a ball with one hand, attempting the second contact</td>
<td>• Dribble continuously in self-space using their dominant hand</td>
<td>• Dribble in self-space with preferred hand using a mature pattern</td>
</tr>
<tr>
<td>• Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.</td>
<td>• Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.4a) Dribbles in general space with control of ball and body while increasing and decreasing speed.</td>
<td>• Dribble with preferred hand while travelling in general space</td>
</tr>
</tbody>
</table>

**Rules**

- Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop)
- Travelling - To walk or run illegally while holding the ball
- Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3) Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) Critiques the etiquette involved in rules of various game activities. (S4.E5.5)

- Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop)

**Rules**

- Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop)
- Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.4a) Dribbles in general space with control of ball and body while increasing and decreasing speed.

- Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop)
- Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.4a) Dribbles in general space with control of ball and body while increasing and decreasing speed.
- Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)

- Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop)
- Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.4a) Dribbles in general space with control of ball and body while increasing and decreasing speed.
- Critiques the etiquette involved in rules of various game activities. (S4.E5.5)

**Rules**

- Double Dribble - an illegal dribble in basketball (the player uses both hands to dribble or the player starts to dribble a second time after coming to a stop)
## UNIT 3: BASKETBALL CONCEPTS

### Content Objectives

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper Mechanics of Ball Skills</td>
<td>Fundamental Skills</td>
</tr>
<tr>
<td>Eye-Hand Coordination</td>
<td>• Balancing</td>
</tr>
<tr>
<td>Visual Tracking Balance</td>
<td>• Punching</td>
</tr>
</tbody>
</table>

### Introduction

The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end result will be the discovery of the proper mechanics of ball skills, the development of hand eye-coordination, visual tracking, and balance.

### Safety

- Make sure all balls are properly inflated
- Never stand on any type of ball
- Never throw or kick a ball at another student
- Follow basic activity and safety rules and explain why they are important.

### Activities/Strategies

- Reviewing passing, dribbling, and shooting
- Participating in basketball skill drills
- Participating in basketball lead-up activities such as:
  - Birdies in a Cage
  - Ball on Your Body
  - Bouncing and Catching
  - Ball Movement Partner
  - Obstacle Course
  - Chest pass
  - Bounce Pass
  - Overhead pass
  - Shooting

### Assessment

- Question/Discussion
- Skill Test
- Teacher Observation Peer Assessment Group Work
- Student Discussion

---

**Curriculum Map**

**Physical Education**

**Grades 3 - 5**

**Academic Vocabulary:** Dribbling, Passing, Shooting, Bounce Pass, Chest Pass, Traveling, Double Dribble,
## Curriculum Map

### UNIT 4: THROWING & CATCHING

#### Unit Objectives/Enduring Understandings

Students will be able to understand that the proper mechanics of ball skills, development of eye-hand coordination, visual tracking, and footwork will be attained by performing fundamental skills during the course of the unit.

#### Guiding Questions:
- How can I help my partner be successful when we are throwing and catching different types of objects to each other?
- Can you watch someone complete the components for throw and catch and tell if they are doing correct and incorrect?
- How are hand-eye coordination and tracking important when trying to catch a ball?
- Can you demonstrate the basic skills of throwing and catching the football (4th) and use these skills in a game? (5th)
- Do you know and understand the rules of flag football (4th) and apply them in a game situation?
- Do you know what the job of offense and defense?

#### Discussion
- How can we ensure safety and comfort during activity.
- Compare and contrast the similarities and differences of the overhead and underhand throw.

#### Purpose of Activities

Students will participate in throwing and catching skills and activities and, using both the overhead and underhand throw. Students will work cooperatively with their partners on various throwing and catching skill levels.

#### Connections
- English Language Arts Standards >> Speaking and listening
- Mathematics >> Number and Quantity Math Percentage
- Science
- Social Studies-

#### Technology Implementation

Give students an opportunity to analyze their skills that were videotaped.

<table>
<thead>
<tr>
<th>Grade 3-5 SPIs</th>
<th>Suggested Activities</th>
<th>Resources/Connections/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings</td>
<td>Tasks/challenges using various equipment (individual, partner, &amp; group), over/underhand throwing (to self, targets, partners, and moving targets), group juggling, team ball, ultimate anything, football/baseball/softball activities, large group activities,</td>
<td>&quot;Hollings' Levels of Participation in Teaching&quot; in Responsibility Through Physical Activity, Chapter 1, pp. 10-21. Movement with Meaning: Physical Education K-4, pp. 81-108; 123-150. <a href="http://www.shapeamerica.org/standards/pe/upload/GradeLevelOutcomes_K12PE.pdf">http://www.shapeamerica.org/standards/pe/upload/GradeLevelOutcomes_K12PE.pdf</a></td>
</tr>
<tr>
<td>Apply basic skills in game-like situations</td>
<td>Mechanics of throwing: body position, arm action and weight transfer</td>
<td></td>
</tr>
<tr>
<td>Acquire specialized skills basic to a movement</td>
<td>Discuss the concept of stepping ahead as the throwing arm comes forward for the release.</td>
<td></td>
</tr>
<tr>
<td>Form and use those skills with a partner</td>
<td>Roll a ball to a wall.</td>
<td></td>
</tr>
<tr>
<td>Apply fundamental offensive and defensive strategies in game-like situations</td>
<td>Play various target throwing, partner catch, and large group catching games.</td>
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</tbody>
</table>

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## UNIT 4: THROWING & CATCHING

| Identify and apply safety principles in all activity situations | hands and one hand. Emphasize maintaining control in throwing. |
| Use knowledge of movement concepts and principles to analyze the performance of self and others | • Play target-throwing games with targets drawn on the wall or held by a partner. |
| Identify and implement the concepts of offensive and defensive strategies in a controlled game-like environment | • Relay a ball all the way around a set area |
| • Try to achieve a set number of catches by throwing it from one to the other without dropping it. |
| | • “Team Juggling.” |
| | • Two hands in what is called the “pancake," "clap," or alligator” catch (your arms are like the jaws of the gator). |

### Grade 3 Outcomes
- Toss (underhand throw) to a partner or target with reasonable accuracy
- Throw over-arm with an emerging pattern in non-dynamic environments
- Receive a small object in a variety of ways.
- Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)

### Grade 4 Outcomes
- Throw over-arm using a mature pattern in non-dynamic environments
- Throw over-arm to a partner or at a target with accuracy at a reasonable distance
- Catch a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment
- Receive a small object in a variety of ways.
- To develop and demonstrate mature patterns of throwing.
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)

### Grade 5 Outcomes
- Throw (underhand and over-arm) using a mature pattern in non-dynamic environments, with different sizes and types of objects
- Throw (both underhand and over arm) to a large target with accuracy
- Throws with reasonable accuracy in dynamic, small-sided practice tasks
- Receive a small object in a variety of ways.
- Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.5a)
- Catches with accuracy, both partners moving. (S1.E16.5b)
- Catches with reasonable accuracy in dynamic, small-sided practice tasks

## Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

<table>
<thead>
<tr>
<th>Cumulative Progress</th>
<th>Content Objectives</th>
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## UNIT 4: THROWING & CATCHING

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain why good sportsmanship is important and demonstrate positive behaviors during participation.</td>
<td>Demonstrate an understanding of concepts related to catching and throwing.</td>
<td>Carry a beanbag on various body parts</td>
<td>• Portfolio Assessment</td>
</tr>
<tr>
<td>Follow basic activity and safety rules and explain why they are important.</td>
<td>Demonstrate the proper mechanics of throwing and catching</td>
<td>Project a bean bag:</td>
<td>• Question/Discussion</td>
</tr>
<tr>
<td>Explain that practice and being healthy contribute to safe and improved performance.</td>
<td>Demonstrate Eye-Hand Coordination</td>
<td>• into the air</td>
<td>• Skill Test</td>
</tr>
<tr>
<td>2.5.4.D.1 Recognize the proper techniques of performing an overhand throw, catch of a tossed ball.</td>
<td>Demonstrate Visual Tracking and Balance</td>
<td>• to a wall target</td>
<td>• Teacher Observation Peer Assessment Group Work</td>
</tr>
<tr>
<td>2.5.4.D.2 Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</td>
<td>Introduction</td>
<td>• to a partner</td>
<td></td>
</tr>
<tr>
<td>The students will be quizzed through a series of challenges using balls of different size and texture. While developing tactile senses the end result will be the discovery of the proper mechanics of throwing and catching! skills, the development of hand eye- coordination, visual tracking, and balance.</td>
<td>To develop and demonstrate mature patterns of throwing and catching</td>
<td>To demonstrate throwing, catching, and kicking skills in functional situations such as modified games, stations, etc.</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>To demonstrate throwing, catching,</td>
<td>Gain an understanding of how strategy can affect a game’s outcome.</td>
<td></td>
</tr>
<tr>
<td>• Make sure all balls are properly inflated</td>
<td>and kicking skills in functional situations such as modified games, stations, etc.</td>
<td>Participating in throwing activities</td>
<td></td>
</tr>
<tr>
<td>• Never throw a ball without the proper cue</td>
<td>• Reviewing form and throwing for velocity</td>
<td>• Reviewing form and throwing for velocity</td>
<td></td>
</tr>
<tr>
<td>• Never throw or kick a ball at another student</td>
<td>• Throwing at large stationary targets</td>
<td>• Throwing at large stationary targets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Throwing while traveling to stationary targets</td>
<td>• Throwing while traveling to stationary targets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Throwing back and forth with a partner</td>
<td>• Throwing back and forth with a partner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Throwing while stationary to a moving target</td>
<td>• Throwing while stationary to a moving target</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participating in throwing games</td>
<td>Participating in throwing games</td>
<td></td>
</tr>
</tbody>
</table>

### Activities:

- Small groups where students get the opportunity to practice skills, observe others performing skills and using a rubric to analyze others as they perform skills.

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**UNIT 4: THROWING & CATCHING**

- Give students an opportunity to analyze their skills that were videotaped.

**Academic Vocabulary:** body control, boundaries, exercise, effort, fast, gross motor, pathways (of Movement), Skill Speed (of Movement), stride, throwing, throwing arm, turn taking, turning, twisting, underhand throw, overhand throw, pass a ball, ready position, arm preparation, catch, exercise

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**UNIT 5: EDUCATIONAL GYMNASTICS**

<table>
<thead>
<tr>
<th>Unit Objectives/Enduring Understanding</th>
<th>Purpose of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities that allow the child to self-test or create movements that defy gravity to enhance</td>
<td>Students will participate in gymnastics stunts, using different parts of their body to balance.</td>
</tr>
</tbody>
</table>
### UNIT 5: EDUCATIONAL GYMNASTICS

Students will work cooperatively with their partners on gymnastics mats to complete balancing activities.

**Guiding Questions:**
- Have you ever heard the word gymnastics?
- Who can explain what it is?
- Have you seen gymnastics on TV?
- Have you participated in a gymnastics class?
- What kind of things do you learn in gymnastics?
- You've got the right idea, today we are going to explore different types of balance activities used in gymnastics called stunts.
- What does balance mean?

**Discussion**
- Explain safety and comfort during activity.
- Discuss gymnastics and the concept of balance.
- Follow basic activity and safety rules and explain why they are important

**Connections**
- **English Language Arts Standards:**
  - Speaking and Listening Create a routine
  - Listening, Viewing and Responding Presenting, providing feedback and reflections
- **Math:** axis
- **Science** *Gravity, Fulcrum, Lever, energy action, reaction, force*
- **Social Studies**

**Technology Implementation video**

<table>
<thead>
<tr>
<th>Grade 3-5 SPIs</th>
<th>Suggested Activities</th>
<th>Resources/Connections/Assessments</th>
</tr>
</thead>
</table>
| .1.3 balance or transfer weight from one body part to another perform a movement sequence using a variety of body parts which combine the skills of balancing and weight transfer | Stations, individual & partner balances, basic rolls, base of support. (e.g.)  
- Stork Stand  
- Airplane  
- Finger Touch  
- Log Roll  
- 180 and 360 Jumps  
- Air Chair | Station Games, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. (SG)  
Fitness Fun 85 Games and Activities for Children, Emily r. foster, Karyn Hartinger, Katherine A. Smith, Human Kinetics Publishers Inc., 1992. (FFIT)  
# UNIT 5: EDUCATIONAL GYMNASICS

**Grades 3 - 5**

- **Grade 3 Outcomes**: 
  - Maintain momentary stillness on different bases of support
  - Form wide, narrow, curled, and twisted body shapes
  - Roll sideways in a narrow body shape (i.e., log roll)
  - Perform jumping/landing actions with balance
  - Transfer of weight
  - Recognizes locomotor skills specific to a wide variety of

- **Grade 4 Outcomes**: 
  - Maintain stillness on different bases of support with different body shapes
  - Transfer weight from one body part to another in self-space in an gymnastics environment
  - Roll with either a narrow or curled body shape (e.g., log roll, egg roll)
  - Combines movement concepts with skills in small-sided

- **Grade 5 Outcomes**: 
  - Balance on different bases of support, combining levels and shapes
  - Transfer weight from feet to different body parts or bases of support for balance or travel (i.e., animal movements – static or dynamic)
  - Roll in different directions with either a narrow or curled body shape (e.g. log roll, egg roll)

---

**the hands and landing with control**

- state and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)

**2.2.3** maintain momentary stillness bearing weight on a variety of body parts

- **V-Stand**
- **Double Stand Back-To-Back**

**Assessments**

- Peer Assessment
- **Rubric**

**Students discuss in partnerships**

- What was your favorite balance stunt today and why?
- What was important during the partner balance stunts?
- To maintain a balance what were some techniques you used so you wouldn't fall down?

---

**Non Traditional Gymnastics**

### UNIT 5: EDUCATIONAL GYMNASTICS

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Skills</th>
<th>Instructional Actions</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical activities.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Employs the concept of muscular tension with balance in gymnastics and dance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice tasks, gymnastics and dance environments. (S2.E2.4)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)</td>
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<td></td>
</tr>
<tr>
<td>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. (S2.E3.5c)</td>
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</tbody>
</table>

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

<table>
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<th>Skills</th>
<th>Activities/Strategies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Explain why good sportsmanship is important and demonstrate positive behaviors during participation.</td>
<td>Proper Mechanics of Ball Skills</td>
<td>Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)</td>
<td>Participate in parachute activities</td>
<td>Question/Discussion</td>
</tr>
<tr>
<td>Explain that practice and being healthy contribute to safe and improved performance.</td>
<td>Eye-Hand Coordination Visual Tracking Balance</td>
<td>Uses spring-and step take-offs and landings specific to gymnastics</td>
<td>Perform rhythms and gymnastics with parachutes and hoops</td>
<td>Skill Test</td>
</tr>
<tr>
<td>2.5.4.D.1 Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</td>
<td>Introduces</td>
<td>Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments.</td>
<td>Perform rhythmic gymnastics such as wand routines</td>
<td>Teacher Observation Peer Assessment Group Work</td>
</tr>
<tr>
<td>2.5.4.D.2 - Describe activity- specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</td>
<td>Safety</td>
<td>Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)</td>
<td>Performing rhythms, including traveling and balancing sequences</td>
<td>Student Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)</td>
<td>Performing log, side, and forward rolls</td>
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<tr>
<td></td>
<td></td>
<td>Combines balance and transferring weight in a gymnastics sequence or dance</td>
<td>Performing individual balance activities</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Performing individual, partner, and group stunts</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Skill Set Four—Individual, Partner, and Group Stunts</td>
<td></td>
</tr>
</tbody>
</table>
## UNIT 5: EDUCATIONAL GYMNASTICS

<table>
<thead>
<tr>
<th>Academic Vocabulary: strength, flexibility, balance, endurance, kinesthetic, agility, self-discipline, coordination, self-confidence, traveling, rolling, backward roll, shoulder roll, tripod diving, forward roll, cartwheel, modified tripod, transfer, curl, Jumps, leaps, turns, twists and log roll</th>
</tr>
</thead>
</table>

### Guiding Questions
- How can I use my body to be creative, rhythmical way to communicate a have fun?
- How can I use non-locomotor movements in a rhythmical manner?

### Connections
- English Language Arts Standards: Speaking and listening
  - During daily lessons, letter/phonics will be integrated into every lesson. Students will
## UNIT 6: RHYTHMIC DANCE & JUMP ROPE SKILLS

### Discussion
- What effect do rhythmical movements have on my body's health?
- What are some safety rules I need to follow whenever I am jump roping?
- Safety and comfort during activity.
- Rhythm and the concepts of moving in space
- Can students learn the designed dances?
- Can students move on the beat and dance to the tempo?

### Purpose of Activities
- The students will create and perform movement patterns, using various movements and props. (1, 2)
- The students will use movements as a means of self-expression and communication (1, 2, 6) (H4)
- The students will recognize the impact that these activities have on the body.

### Grade 3-5 SPIs
- .1.3 balance or transfer weight from one body part to another
- perform a movement sequence using a variety of body parts which combine the skills of balancing and weight transfer
- roll smoothly in a forward direction without stopping or hesitating, with the head tucked, rolling up to the feet
- balance, demonstrating momentary stillness in symmetrical and non-symmetrical shapes, on a variety of body parts
- move feet into medium/high level by placing weight on the hands and landing with control
- state and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment,

### Suggested Activities
- **Dance & Rhythms**
  - Line dances, square dancing, popular dances, creative dances, folk dance, lummi sticks, Cup Rhythm Routine, rhythm activities, tinikling, circle dances, follow the leader dances, Wii activities, partner/small group dances
  - Act out stories to music or interpret a piece of music through movement. The teacher can guide the class with cues such as *How would a bunny move to this music?* or *Show me how you would move to this music in snowshoes.*

- **Jump Rope**
  - Individual

### Resources/Connections/Assessments
- **Self-Evaluation/Reflection:** Look at video tape of class performance and identify: one time I moved safely; and one thing I noticed about myself.
- **Student Performance:** Create a movement sequence to music using combinations of previously learned locomotor skills.
- **Peer Evaluation:** Videotape the class doing an activity which requires movement to music or rhythm with partners and within a large group.
- View the tape and identify: someone who did not bump into anyone during the activity; people who found partners quickly; someone who moved well to the music; and someone who
UNIT 6: RHYTHMIC DANCE & JUMP ROPE SKILLS

- Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments
- Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings
- Acquire specialized skills basic to a movement form and use those skills with a partner
- Create, refine and perform rhythmic activities using manipulatives
- Identify and apply safety principles in all activity situations
- Use knowledge of movement concepts and principles to analyze the performance of self and others
- Design and perform a simple movement pattern using skills and concepts in rhythmic/dance activities

<table>
<thead>
<tr>
<th>Grade 3 Outcomes</th>
<th>Grade 4 Outcomes</th>
<th>Grade 5 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)</td>
<td>Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments</td>
<td>Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction</td>
</tr>
<tr>
<td>Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E)</td>
<td>Creates a jump-rope routine with either a short or long rope. (S1.E27.4)</td>
<td>Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)</td>
</tr>
<tr>
<td>Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)</td>
<td>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.</td>
<td>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)</td>
</tr>
<tr>
<td>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)</td>
<td>Create a jump rope routine-with-either-a short- or-long-rope</td>
<td>Create a jump rope routine with a partner using a short or long rope</td>
</tr>
<tr>
<td>1.2. Perform intermediate jump rope rope skills (e.g., a variety of tricks, entering and exiting a long rope) for both long and short ropes</td>
<td>Employs the concept of alignment in gymnastics and dance. (S2.E4.3a) Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)</td>
<td></td>
</tr>
</tbody>
</table>

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

<table>
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## UNIT 6: RHYTHMIC DANCE & JUMP ROPE SKILLS

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<tr>
<th>Concepts</th>
<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>Fundamental Skills</strong></td>
<td>Performing simple dances such as Looby Loo, Hokey Pokey, Chicken Dance, Hamster Dance, and Shoe Flyl</td>
<td><strong>Question/Discussion</strong></td>
</tr>
<tr>
<td>- Dancing helps students in variety of different aspects in education.</td>
<td>- Balance</td>
<td>Performing Lummi stick routines</td>
<td><strong>Skill Test</strong></td>
</tr>
<tr>
<td>- Dancing test students’ memory while allowing them to develop rhythm and tempo.</td>
<td>- Movements to Music</td>
<td>- Octopus Creatures</td>
<td><strong>Teacher Observation Peer Assessment Group Work</strong></td>
</tr>
<tr>
<td>- Dancing also develops class community by having the students perform the same dance</td>
<td>- Jumping</td>
<td>- Juggling Scarves</td>
<td><strong>Student Discussion</strong></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>- Skipping</td>
<td>- Hoppity Hops Locomotor</td>
<td><strong>Academic Vocabulary:</strong> ability, activity, arm, dancing preparation, balance, body shape breathing rate, catch, circling, exercise, flexibility, heart rate, hopping, jump rope, jumping, movement, partner</td>
</tr>
<tr>
<td>- State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)</td>
<td>- Hopping</td>
<td>- &quot;Sneaking&quot; - Tip Toes</td>
<td><strong>UNIT 7: VOLLEYBALL CONCEPTS</strong></td>
</tr>
<tr>
<td>- Work in your own space, move in the same direction</td>
<td>- Simple Dances, Patterns</td>
<td>- &quot;Flying&quot;</td>
<td></td>
</tr>
<tr>
<td>- Look where you are going, make room for your classmates.</td>
<td>- Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)</td>
<td>- &quot;Swimming&quot;</td>
<td></td>
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<tr>
<td>- Proper Mechanics of rhythms, dance and jump rope</td>
<td>- Fundamental Skills</td>
<td>- &quot;Climbing&quot;</td>
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<td>- &quot;Bicycle Pedaling&quot;</td>
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<td>- Hokey Pokey</td>
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<td>- Monster Mash</td>
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<td>- Alley Cat</td>
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<td>- Pepperment Twist</td>
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<td>- YMCA</td>
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<td>- Tony Chestnut</td>
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<td>- In the Hoop, Musical Hoops</td>
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<td></td>
<td></td>
<td>Performing rhythmic jumping with short ropes i.e. Jumping over a swinging rope</td>
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</tbody>
</table>
**UNIT 7: VOLLEYBALL CONCEPTS**

**Unit Objectives/Enduring Understandings**
Students will be able to understand that the proper mechanics of ball skills, development of eye-hand coordination, visual tracking, and balance will be attained by performing fundamental skills during the course of the unit.

**Guiding Questions**

**Discussion**
Safety and comfort during activity.

**Purpose of Activities**

<table>
<thead>
<tr>
<th>Grade 3-5 SPIs</th>
<th>Suggested Activities</th>
<th>Resources/Connections/Assessments</th>
</tr>
</thead>
</table>
| 1.2.1 Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings | Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3) | Bailey, Guy. The Ultimate Sport Lead-Up Game Book. Camas, Washington: Educators Press, 2000.  
http://www.teamusa.org/usa-volleyball/grassroots/coaches/lesson-plans/elementary-school  
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12206#.VlzYj1IngUM |
| 1.2.2 Apply basic skills in game like situations | | |
| 1.2.3 Acquire specialized skills basic to a movement form and use those skills with a partner | | |
| 1.2.4 Apply fundamental offensive and defensive strategies in game like situations | | |
| 1.2.9 Identify and apply safety principles in all activity situations | | |
| 2.2.1 Use knowledge of movement concepts and principles to analyze the performance of self and others | | |
| 2.2.2 Identify and implement the concepts of offensive and defensive strategies in a controlled game like environment | | |

**Connections**
- English Language Arts Standards: Speaking and listening
- Mathematics: Number and Quantity
  - CCSS K.CC.1 Count to 100 by ones and by tens.
  - CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20
  - CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- Science motion, velocity, back spin, torque
- Social Studies- Volleyball introduction to the Olympic games

**Technology Implementation/**

**Assessments**
- Group Work
- Pre and Post Skill Assessment Rubrics
- Teacher Observation Conferencing
- Product/Performances Peer Observation
- Self-Analysis
- Student-led Peer Portfolio Oral and/or Cognitive Quizzes
**UNIT 7: VOLLEYBALL CONCEPTS**

<table>
<thead>
<tr>
<th>Cumulative Progress</th>
<th>Content Objectives</th>
<th>Skills</th>
<th>Activities/Strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings</td>
<td>Proper Mechanics needed for Introduction</td>
<td>Balancing</td>
<td>Volleys underhand using a mature pattern in a dynamic environment (e.g., 2 square, 4 square, handball)</td>
<td>Question/Discussion</td>
</tr>
<tr>
<td>1.2.2 Apply basic skills in game like situations</td>
<td>Safety</td>
<td>Catching</td>
<td>Badminton-Volleyball Toss</td>
<td>Skill Test</td>
</tr>
<tr>
<td>1.2.4 Apply fundamental offensive and defensive strategies in game like situations</td>
<td>• State and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)</td>
<td>Passing</td>
<td>Teacher Observation Peer Assessment Group Work</td>
<td>Student Discussion</td>
</tr>
<tr>
<td>1.2.9 Identify and apply safety principles in all activity situations</td>
<td>• Identify-and-apply-safety-principles-in-all-activity-situations</td>
<td>Overhead Pass</td>
<td></td>
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</tr>
<tr>
<td>2.2.1 Use knowledge of movement concepts and principles to analyze the performance of self and others</td>
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<td>Forearm Pass</td>
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<tr>
<td>2.2.2 Identify and implement the concepts of offensive and defensive strategies in a controlled game like environment</td>
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<td>Striking</td>
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</table>

**Grade 3 Outcomes**
- Volley an object with an underhand striking pattern, sending it forward over a net/line to a partner using an emerging pattern

**Grade 4 Outcomes**
- Volley underhand using a mature pattern in a dynamic environment using small modified games
- Volley a ball with a two-hand overhead pattern, sending it upward using an emerging pattern
- Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4)

**Grade 5 Outcomes**
- Volley a ball using a mature two-hand overhead pattern sending it upward over a net/line or to a partner
- Volleys a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5)

**Academic Vocabulary:** attack, forehand pass, strike, torque, pancake, overhead serve, underhand serve, dig
## UNIT 8: FITNESS CONCEPTS

### “Unit Objectives/Enduring Understandings:

Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness. The intent of this standard is the development of students’ knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.

- There are many different ways to move.
- I can use different body parts to move objects.
- Movement is fun.
- Participating in an activity is fun.
- I feel good when I exercise.
- Playing with friends makes activities more enjoyable.
- It is important to be nice to everyone

### Guiding Questions:

- What can I do to improve my personal best scores on my fitness/skill assessments?
- How does exercise improve my mood?
- Why is it important to consider enjoyment and wellness when choosing activities to use in your personal fitness plan?
- How do I keep my level of fitness the same or better over the summer months?
- Why is it important to be physically fit and how can I stay fit?

### Discussion

- Safety and comfort during activity.
- Wellness the concept of fitness

### Purpose of Activities

- Achieves and maintains a health enhancing level of physical fitness.
- Develops knowledge, skills, and attitudes towards achieving physical fitness.
- Will be physically active because of the enjoyment accomplished by participating.
- Participate in physical activity intermittently for a short period of time and accumulate a relatively high volume of total activity while having fun doing so.

### Connections

- English Language Arts Standards >> Speaking and listening, ABC Order: Fact, Fiction, or Fairy Tale: Sentence Structure; Journaling, Vocabulary
- Social Studies: laws, rules, cooperation/conflict, cooperation/conflict, community
- Science: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system
- Math: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

### Technology Implementation

- pedometers and heart rate monitors

### I Can Statements

- I can apply movement concepts of balance, effort, force, and speed to move safely in personal (self) and general (shared) space.
- I can look for ways to stay moving and active when I am at home or away from school.

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<table>
<thead>
<tr>
<th>Grade 3-5 SPIs</th>
<th>Suggested Activities</th>
<th>Resources/Connections/Assessments</th>
</tr>
</thead>
</table>

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## UNIT 8: FITNESS CONCEPTS

<table>
<thead>
<tr>
<th>Grade 3 Outcomes</th>
<th>Grade 4 Outcomes</th>
<th>Grade 5 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Engage in sustained physical activity that causes an increased heart rate</strong></td>
<td>Students will demonstrate the ability to perform 3 different activities in the areas of fitness &amp; health components: Students will calculate their exercise heart rate after an exercise bout. Students will frequently identify 3 major muscle groups. Students will frequently identify 5 major muscle groups. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</td>
<td><strong>Assessments</strong>&lt;br&gt;- Group Work&lt;br&gt;- Pre and Post Skill Assessment&lt;br&gt;- Rubrics&lt;br&gt;- Teacher Observation&lt;br&gt;- Conferencing&lt;br&gt;- Product/Performances&lt;br&gt;- Self-Analysis&lt;br&gt;- Student-led Peer Portfolio Oral and/or Cognitive</td>
</tr>
<tr>
<td><strong>Participate fully in activities related to cardiovascular fitness and muscular endurances</strong></td>
<td>Fitness &amp; Health Areas:&lt;br&gt;• Cardiovascular&lt;br&gt;• Upper body muscular strength and endurance&lt;br&gt;• Lower body muscular strength and endurance&lt;br&gt;• Core (abdominal/trunk) muscular strength and endurance&lt;br&gt;• Flexibility&lt;br&gt;• Nutrition &amp; body composition</td>
<td></td>
</tr>
<tr>
<td><strong>Identify physiological changes to the body that take place due to moderate to vigorous physical activity.</strong></td>
<td><strong>Resources</strong>&lt;br&gt;- <a href="http://www.scsk12.org">http://www.scsk12.org</a>&lt;br&gt;- <a href="http://www.hpelw.weebly.com">http://www.hpelw.weebly.com</a>&lt;br&gt;- <a href="http://www.tennesseestandards.com">http://www.tennesseestandards.com</a>&lt;br&gt;- <a href="http://www.tennesseeassessments.com">www.tennesseeassessments.com</a>&lt;br&gt;- <a href="http://www.pcecentral.org">www.pcecentral.org</a>&lt;br&gt;- <a href="http://www.sparkpe.org">www.sparkpe.org</a>&lt;br&gt;- <a href="http://www.scholastic.com">www.scholastic.com</a>&lt;br&gt;- <a href="http://www.bowlersed.com">build your own webpage to be placed on school's homepage as a link.</a>&lt;br&gt;- <a href="http://www.lessonplanz.com">www.lessonplanz.com</a>&lt;br&gt;- <a href="http://www.teacher.netlessonplans.com">www.teacher.netlessonplans.com</a>&lt;br&gt;- <a href="http://www.rainydaylessonplans.com">www.rainydaylessonplans.com</a>&lt;br&gt;- <a href="http://www.discoveyeducation.com">www.discoveyeducation.com</a>&lt;br&gt;- <a href="http://www.teachablemoments.com">www.teachablemoments.com</a>&lt;br&gt;- Video&lt;br&gt;• Kids Get Fit&lt;br&gt;• You’ve Got to Move</td>
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</tr>
<tr>
<td><strong>Exhibit respect to everyone and everything</strong></td>
<td><strong>Video</strong>&lt;br&gt;- Kids Get Fit&lt;br&gt;- You’ve Got to Move</td>
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</tr>
<tr>
<td><strong>4.B - recognize the physiological indicators that accompany moderate to vigorous physical activity</strong></td>
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<td><strong>4.C - identify the components of health-related physical fitness</strong></td>
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<tr>
<td><strong>4.D - identify at least one activity associated with each component of health related physical activity</strong></td>
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</tbody>
</table>
### UNIT 8: FITNESS CONCEPTS

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
<th>Activities/Strategies</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalls participation in physical activities both in and outside of school.</td>
<td>Complete sit and reach.</td>
<td>PACER Test</td>
<td>Group Work</td>
</tr>
<tr>
<td>Explore activities of daily participation inside and outside of school.</td>
<td>Complete pull-ups/flex arm hang</td>
<td>Presidential Fitness</td>
<td>Pre and Post Skill Assessment</td>
</tr>
<tr>
<td>Describe two favorite physical activities.</td>
<td>Complete mile run.</td>
<td>Surfing Warm-Up</td>
<td>Rubrics</td>
</tr>
<tr>
<td>Distinguish between active and inactive physical activity.</td>
<td>Complete sit-up testing</td>
<td>Running Through the Forest</td>
<td>Teacher Observation</td>
</tr>
<tr>
<td>Compare and contrast activities of daily participation inside and outside of school.</td>
<td>Support body weight for climbing, hanging, and momentarily taking weight on hands</td>
<td>&quot;Make Time for Fitness&quot; course</td>
<td>Conferencing</td>
</tr>
<tr>
<td>Identify the physiological signs of moderate physical activity.</td>
<td>Move joints through a full range of motion</td>
<td>Clap and Move</td>
<td>Product/Performance Peer Observation</td>
</tr>
<tr>
<td>Indicators: Identify changes in the body during physical activity.</td>
<td>Engage in sustained daily physical activity which causes an increased heart rate and heavy breathing</td>
<td>Magic Tag</td>
<td>Self-Analysis</td>
</tr>
<tr>
<td>The students will identify the five components of health related fitness.</td>
<td>Use pulse rate to monitor level of activity</td>
<td>The 12 Days of Fitness</td>
<td>Student-led Peer Portfolio Oral</td>
</tr>
</tbody>
</table>

3.1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor activities that are child selected and teacher-initiated

3.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)

3.3. Combine a sequence of several motor skills in an organized way

3.4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health

4.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause...
### UNIT 8: FITNESS CONCEPTS

| Academic Vocabulary: pulse, rate, fitness, core, abdomen, motion, range, heart rate, activity, inactive, health related fitness testing |  |

- Heartbeat and breathing to be faster, not as fast, and slow, respectively.
- Developmentally appropriate recognition of the effects of physical activity and exercise.

### UNIT 9: TRACK & FIELD CORE CONCEPTS
### UNIT 9: TRACK & FIELD CORE CONCEPTS

#### Unit Objectives/Enduring Understandings
Track and field is a great sport to measure athletic ability compared to other students in their grade. The different events measure the different types of athletic ability.

#### Guiding Questions
What are the different events in track? How can you improve your score?

#### Discussion

<table>
<thead>
<tr>
<th>Grade 3-5 SPIs</th>
<th>Suggested Activities</th>
<th>Purpose of Activities</th>
<th>Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Engage in sustained physical activity that causes an increased heart rate</td>
<td>Dynamic Warm Ups</td>
<td>English Language Arts Standards: Speaking and listening</td>
<td><strong>CCSS K.CC.1</strong> Count to 100 by ones and by tens.</td>
</tr>
<tr>
<td>Participate fully in activities related to cardiovascular fitness and muscular endurances</td>
<td>Form running</td>
<td>Mathematics: Number and Quantity</td>
<td><strong>CCSS7.K.CC.3</strong> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20</td>
</tr>
<tr>
<td>• Students will learn the different events in track</td>
<td>High knees</td>
<td></td>
<td><strong>CCSS K.CC.4</strong> Understand the relationship between numbers and quantities; connect counting to cardinality.</td>
</tr>
<tr>
<td>• Students will see how they measure up to other students</td>
<td>Bootie Kicks</td>
<td></td>
<td>• Science: arch, spin, velocity, back-spin, rotation, speed, height, lift, flight,</td>
</tr>
<tr>
<td>• Students will see how well their cardiovascular endurance is</td>
<td>High Knee Skips</td>
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<td>• Social Studies</td>
</tr>
<tr>
<td>• Students will be able to identify/write 3 exercises/activities in 4 of the 6 categories of fitness &amp; health with a score of 3 or higher on the assessment rubric.</td>
<td>Basketball Slides</td>
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<td>Cardiovascular</td>
<td>Carioca</td>
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<tr>
<td>Upper body muscular strength and endurance</td>
<td>50% Sprints</td>
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<tr>
<td>Lower body muscular strength and endurance</td>
<td>100% Sprints</td>
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<tr>
<td>Core (abdominal/trunk) muscular strength and endurance</td>
<td>Legs and feet</td>
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<td>Flexibility</td>
<td>Resources</td>
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<td><strong><a href="http://www.shapeamerica.org/publications/resources/teachingtools/qualitype/upload/Hershey-s-lesson-plans.pdf">http://www.shapeamerica.org/publications/resources/teachingtools/qualitype/upload/Hershey-s-lesson-plans.pdf</a></strong></td>
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<td></td>
<td><strong>Springy Feet</strong></td>
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</tbody>
</table>
## UNIT 9: TRACK & FIELD CORE CONCEPTS

### Grade 3 Outcomes
- Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)
- Actively participates in physical education class. (S3.E2.K)
- Identifies active-play opportunities outside physical education class. (S3.E1.K)

**12.1** Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking, and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively).

### Grade 4 Outcomes
- Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)
- Actively engages in physical education class. (S3.E2.1)
- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)
- Identifies physical activities that contribute to fitness. (S3.E3.2b)
- **12.1** Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking, and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively).

### Grade 5 Outcomes
- Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)
- Actively engages in physical education class in response to instruction and practice. (S3.E2.2)
- Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength. (S3.E3.2a)

**9.1.** Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)

**12.1** Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking, sitting)
### UNIT 9: TRACK & FIELD CORE CONCEPTS

**Concepts**
- Understand that appropriately preparing their muscles to run will prevent injury and help them run faster.
- Understand and demonstrate the critical elements of a starting position – equal weight distribution, forward lean, eyes down.

**Activity Purpose**
It is important to track student progression at such a young age. Fitness testing data must be tracked in the beginning of the year and at the end of the year. This will act as a formative assessment for the teacher to see what they must continue to work on.

**Fundamental Skills**
- Demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down.
- Demonstrate the critical elements of a sprint – tall body position, proper head position, eyes level, elbows bent to 90 degrees, and knees bent to 90 degrees when the leg is at its highest position.
- Demonstrate the critical elements of the softball throw – begin in the power position (opposite side toward target), step with the opposite foot, finish with the tummy facing the target, and follow-through with the arm down and across the body.
- Demonstrate the critical elements of a relay event – run like sprinting, give the incoming runner a target, outgoing runner switches baton to the other hand, incoming runner pushes the baton into the outgoing runner's hand.

**Instructional Actions**
- Ready, Set, Go!
- Throw, Throw, Throw
- My Turn, Your Turn
- Well Rounded II
- Springy feet
- The Tight Rope
- Foot Fire

**Assessment**
- Group Work
- Pre and Post Skill Assessment
- Rubrics
- Teacher Observation Conferencing
- Product/Performance Peer Observation
- Self-Analysis
- Student-led Peer Portfolio Oral and/or Cognitive Quizzes

---

**Academic Vocabulary:** start, relay, baton, breathing, opposite, target, equal weight, runner, muscles, injury, follow-through, forward, lean, highest-point, across, position, tallest body, eye level.
UNIT 9: TRACK & FIELD CORE CONCEPTS

elbows, chest, knees, 90-degrees, height, outgoing

UNIT 10: KICKING & TRAPPING

Unit Objectives/Enduring Understandings:
Demonstrate the basic skills of soccer: dribbling, passing, shooting, goalkeeping, and sportsmanship 2. Apply basic skills into game situations
Demonstrate knowledge of the rules of different soccer games Demonstrate knowledge of how to play and use equipment safely

Guiding Questions
How are hand-eye coordination and tracking important when trying to trap or kick a ball?

Discussion
• Students will know the and remember the steps for kicking and trapping
• Students will use the various sides of the foot to trap the ball
• Students will use their skills in game play settings

Purpose of Activities
Throwing and catching is evident in majority of physical activities. It is important for students to learn how to throw and catch correctly with the proper steps. In order to throw for power and accuracy students must have correct form.

Connections
• English Language Arts Standards: Speaking and listening
• Mathematics: Number and Quantity
  CCSS K.CC.1 Count to 100 by ones and by tens.
  CCSS7.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20
  CCSS K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
  Throwing while multiplying
  Reinforce the concept of odd and even numbers by using over- and underhand throws.
  Integrate the skills of throwing and catching with the academic concepts of addition and subtraction.
• Science −force, gravity, spin, back spin
• Social Studies

Technology Implementation
• Video recorder
• iPad

Grade 3-5 SPIs
1.2.1 Demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings
1.2.2 Apply basic skills in game like situations
1.2.3 Acquire specialized skills basic to a movement form and use those skills with a partner
1.2.4 Apply fundamental offensive and defensive strategies in game like situations
1.2.9 Identify and apply safety principles in all activity situations

Suggested Activities
Individual & partner task & challenges, dribbling, trapping, passing, kicking, large group activities, Socci, kickball activities, hackeysacks, etc.
  • Hungry Hungry Students!
  • Soccer (Dribbling, Passing, Shooting)
  Dribble Dash

Assessment-Portfolio
Books:
• Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment, Christine J. Hopple, Human Kinetics Publishers, Inc.,
### UNIT 10: KICKING & TRAPPING

| 2.2.1 Use knowledge of movement concepts and principles to analyze the performance of self and others |  |
| 2.2.2 Identify and implement the concepts of offensive and defensive strategies in a controlled game like environment |  |

|  |
| 1995. (TFOinEPE) |
| - Developmental Physical Education for All Children |
| [www.shakinthesouthland.com](http://www.shakinthesouthland.com/) offensive-line-blocking-traps-and-quic... |
| **Assessment-Portfolio** |
| **Books:** |
| - Developmental Physical Education for All Children |
| [www.shakinthesouthland.com](http://www.shakinthesouthland.com/) offensive-line-blocking-traps-and-quic... |
| **Connections:** Related KidsHealth Links |
| **CLIP Articles for Kids:** |
| - How to Be a Good Sport |
| [KidsHealth.org/kid/feeling/emotion/good_sport.html](http://KidsHealth.org/kid/feeling/emotion/good_sport.html) |
| - Taking Charge of Anger |
| [KidsHealth.org/kid/feeling/emotion/anger.html](http://KidsHealth.org/kid/feeling/emotion/anger.html) |
| **Assessment-Portfolio** |
| **Books:** |
## UNIT 10: KICKING & TRAPPING

<table>
<thead>
<tr>
<th>Books:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.shakinthesouthland.com/.../offensive-line-blocking-traps-and-quic...">Connection</a></td>
<td></td>
<td><a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7927#.VjJS01IngUM">Connection</a></td>
</tr>
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<tr>
<td>KidsHealth.org/kid/feelingschool/cheating.html</td>
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<tr>
<td>Taking Charge of Anger</td>
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<tr>
<td>KidsHealth.org/kid/feelingemotion/anger.html</td>
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</tbody>
</table>

**Assessment-Portfolio**

Books:

## Curriculum Map

**Physical Education**  
Grades 3 - 5

### UNIT 10: KICKING & TRAPPING

**Grade 3 Outcomes**  
- Dribble with feet throughout general space with control of ball and body (emerging pattern)  
- Pass and receive a ball with the insides of the feet to a stationary partner trapping on reception before returning the pass  
- Use a continuous running approach and kick a ball along the ground and a kick in the air (emerging pattern)

**Grade 4 Outcomes**  
- Dribble with feet throughout general space while increasing and decreasing speed (emerging pattern)  
- Pass and receive a ball with the inside or outside of the feet during skill based task  
- Kick along the ground, in the air and punt using mature pattern

**Grade 5 Outcomes**  
- Use a continuous running approach and kick a moving ball using an emerging pattern  
- Dribble with the feet in general space with control of the ball and body  
- Combine foot dribbling with other skills in practice tasks (mature pattern)  
- Pass and receive with his/her feet using a maturing form as both partners travel  
- Kick and punt in small sided practice task environments (mature pattern)

### Content Objectives

**Concepts**  
**Skills**  
**Activities/Strategies**  
**Instructional Actions**  
**Assessment**

| 3.1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor skills and with teacher encouragement. | Dribble with hands or feet in combination with other skills (e.g., passing, receiving, shooting)  
Dribbles with hands or feet with | **Fundamental Skills**  
- Demonstrate the critical elements of a standing start – equal weight distribution, | **Dribbling Skills and Activities**  
**Passing Introduction and Activities**  
**Outside of the Foot Passing** | **Group Work**  
**Pre and Post Skill Assessment**  
**Rubrics** |

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**Connections:** Related KidsHealth Links  
- CLIP Articles for Kids:  
  - How to Be a Good Sport  
  - Taking Charge of Anger  
  
- www.shakinthesouthland.com/.../offensive-line-blocking-traps-and-quick...  
- http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7927  
- #VJJS011ngUM  
- Developmental Physical Education for All Children  
- Grades 3 - 5

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**Shelby County Schools 2016/2017**  
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### UNIT 10: KICKING & TRAPPING

<table>
<thead>
<tr>
<th>Motor activities that are child selected and teacher-initiated</th>
<th>mature patterns in a variety of small-sided game forms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)</td>
<td>forward lean, eyes down.</td>
</tr>
<tr>
<td>3.3. Combine a sequence of several motor skills in an organized way</td>
<td>• Demonstrate the critical elements of kicking and trapping</td>
</tr>
<tr>
<td>3.4. Kicks along the ground and in the air, and punts using mature patterns.</td>
<td>• Demonstrate the critical elements of kicking a moving ball</td>
</tr>
<tr>
<td>4.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)</td>
<td>• Demonstrate the critical elements of trapping a ball</td>
</tr>
<tr>
<td>4.2 Developmentally appropriate recognition of the effects of physical activity and exercise</td>
<td>• Inside foot</td>
</tr>
<tr>
<td>Safety</td>
<td>• Chest</td>
</tr>
<tr>
<td>• Ball is properly inflated</td>
<td>• Outside foot</td>
</tr>
<tr>
<td>• Use appropriate spacing</td>
<td>• Punting</td>
</tr>
<tr>
<td>• Playing field/floor is free from debris</td>
<td>Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a)</td>
</tr>
<tr>
<td>• Listen for whistles and cues</td>
<td>Uses a continuous running approach and kicks a stationary ball for accuracy</td>
</tr>
<tr>
<td>• Keep the feet low to the ground</td>
<td>• Instep Passing</td>
</tr>
<tr>
<td>• Stop when instructed</td>
<td>• Receiving Passes (Trapping)</td>
</tr>
<tr>
<td>• Demonstrates the critical elements of passing a ball</td>
<td>• Chest Trap</td>
</tr>
<tr>
<td>• Inside foot</td>
<td>• Shooting Intro</td>
</tr>
<tr>
<td>• Outside foot</td>
<td>• Modified game</td>
</tr>
</tbody>
</table>

**Academic Vocabulary:** trap, pass, punting, running, receiving, shooting, goal

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### UNIT 11: FIELD DAY

-
## UNIT 11: FIELD DAY

<table>
<thead>
<tr>
<th>Grade 3-5 SPIs</th>
<th>Suggested Activities</th>
<th>Resources/Connections/Assessments</th>
</tr>
</thead>
</table>
| • A Variety of SPI's | Bowling, skating, parachute, fitness, indoor/outdoor activities, scooter activities, STEM, Frisbee, Speed Stacks, archery, student designed activities, juggling, cooperative activities etc. | • Juggling Scarf Exploration 1:  
• Juggling Scarf Exploration 2:  
• Bean Bag Exploration 1:  
• Bean Bag Exploration 2:  
• Ball Skills 1:  
• Ball Skills 2:  
• Hula Hoop 1:  
• Hula Hoop 2:  
• Station Day: |

### Grade 3 Outcomes
- Apply previously taught skills in various activities
- Participate in task specific activities while following the rules and procedures

### Grade 4 Outcomes
- Apply previously taught skills in various activities
- Participate in task specific activities while following the rules and procedures

### Grade 5 Outcomes
- Apply previously taught skills in various activities
- Participate in task specific activities while following the rules and procedures

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

<table>
<thead>
<tr>
<th>Cumulative Progress</th>
<th>Content Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts</td>
<td>Skills</td>
<td>Activities/Strategies</td>
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<tr>
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</tbody>
</table>

### Academic Vocabulary:
Cross-Content Connections:

**English**: communication, following directions, listening skills

**Health**: body systems, first aid, problem solving, decision-making, peer pressure, wellness, health, fitness, nutrition, drugs and alcohol, mental, emotional, social and family health, disease prevention, community, consumer and environmental health issues

**Social Studies**: laws, rules, cooperation/conflict, cooperation/conflict, community

**Dance**: alignment, axial movement, elevation, body propulsion, initiation, rhythmic acuity

**Science**: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system

**Math**: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

**Music**: beats, rhythms, syncopation, timing

**Character Education**: cooperation, self esteem, values, personal accountability, personal responsibility, respect, conflict resolution

Related KidsHealth Links

**Articles for Kids**:
- How to Be a Good Sport [KidsHealth.org/kid/feeling/emotion/good_sport.html](http://KidsHealth.org/kid/feeling/emotion/good_sport.html)
- Taking the Pressure Off Sports Competition [KidsHealth.org/kid/stay_healthy/fit/pressure.html](http://KidsHealth.org/kid/stay_healthy/fit/pressure.html)
- Train Your Temper [KidsHealth.org/kid/feeling/emotion/temper.html](http://KidsHealth.org/kid/feeling/emotion/temper.html)
- Be a Fit Kid [KidsHealth.org/kid/stay_healthy/fit/fit_kid.html](http://KidsHealth.org/kid/stay_healthy/fit/fit_kid.html)
Curriculum Map

Physical Education
Grades 3 - 5

It’s Time to Play [KidsHealth.org/kid/stay_healthy/fit/what_time.html]
Why Exercise Is Cool [KidsHealth.org/kid/exercise/fit/work_it_out.html]
What If I Don’t Like Sports? [KidsHealth.org/kid/stay_healthy/fit/no_sports.html]
Playgrounds [KidsHealth.org/kid/stay_healthy/fit/playground.html]

RESOURCES

Books
Station Games, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. ([SG])
Great Games for Young People, Marilee A. Gustafson, Sue K. Wolfe, Cheryl L. King, Human Kinetics Publishers, Inc., 1991. ([GGYP])
Station Games, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. ([SG])
Great Games for Young People, Marilee A. Gustafson, Sue K. Wolfe, Cheryl L. King, Human Kinetics Publishers, Inc., 1991. ([GGYP])
## RESOURCES

<table>
<thead>
<tr>
<th>Skill</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Bodies, Active Brains – Building Thinking Skills Through Physical Activities, Mary Ellen Clancy, Human Kinetics Publishers Inc., 2006. (AB)</td>
<td></td>
</tr>
<tr>
<td>National Association for Sport and Physical Education. Standards-Based Assessment of Student Learning, a comprehensive approach (Second edition), Leslie T. Lambert, Ph.D. Reston, VA. 2007. (M into F)</td>
<td></td>
</tr>
</tbody>
</table>

### Resources Available Throughout the District:

- [http://www.scsk12.org](http://www.scsk12.org)
- [http://www.hpelw.weebly.com](http://www.hpelw.weebly.com)
- [http://www.tennesseestandards.com](http://www.tennesseestandards.com)
- [www.tennesseaevaluations.com](http://www.tennesseaevaluations.com)
- [www.pecentral.org](http://www.pecentral.org)
- [www.sparkpe.org](http://www.sparkpe.org)
- [www.scholastic.com](http://www.scholastic.com) (build your own webpage to be placed on school's homepage as a link.)
- [www.bowlersed.com](http://www.bowlersed.com)
- [www.mypyramid.gov](http://www.mypyramid.gov)
- [www.cdc.gov](http://www.cdc.gov)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.classroomteacher/integratedlessonideas.com](http://www.classroomteacher/integratedlessonideas.com)
- [www.linelinks.com](http://www.linelinks.com)
- [www.sportsmedia:PElinks.com](http://www.sportsmedia:PElinks.com)
- [www.lessonmedia:PElinks.com](http://www.lessonmedia:PElinks.com)
- [www.teacher.netlessonplans.com](http://www.teacher.netlessonplans.com)
- [www.rainydaylessonplans.com](http://www.rainydaylessonplans.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.teachablemoments.com](http://www.teachablemoments.com)

### Helpful Websites:

- peuniverse.com
- pecentral.com
- afterschoolpa.com
- shapeupamerica.org
- ncpe4me.com
- braingym.org
- sparkpe.org
- sikids.com
- thepresidentschallenge.org
- physedgames.com
- brainpop.com
- bcbst.com
- gonoodle.com

American Heart Association (Jump Rope & Hoops for Heart)

http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp

### Music:

- Square Dance CD May 1050
- International Folk Dance Mixer
- Folk Dance for Beginner’s
- Alligator Purse
- J.U.M.P.
- All Time Favorite Dances
- Chinese Ribbon Dance
- Streamer and Ribbon Activities
- Red Hot Peppers
- Dances Around the World
- We All Live Together
- Folk Dance Fun
- Perceptual Motor Rhythm Games
- Everybody Dance
- Station to Station
- Lively Lummi Stick Music

### Professional Organizations:

### Professional Development:

### DVD’s or Videos:

Shelby County Schools 2016/2017

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Physical Education Domains

Psychomotor Domain
1. Place a variety of body parts into low, medium, and high levels.
2. Jump and land using a combination of one and two foot takeoffs and landings.
3. Roll smoothly in a forward and backward direction without stopping or hesitating.
4. Transfer weight from feet to hands, at various speeds using large extensions.
5. Designs gymnastics sequences that combine traveling, rolling, balancing, jumping, with flowing sequences that change in direction, speed, and flow.
6. Move each joint through a full range of motion.
7. Support, lift, and control body weight in a variety of activities.
8. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardio respiratory functioning

Cognitive Domain
<table>
<thead>
<tr>
<th>Curriculum Map</th>
<th>Physical Education</th>
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<tbody>
<tr>
<td><strong>Grades 3 - 5</strong></td>
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</tr>
<tr>
<td>1. Children learn the movement concepts and principles that underlie the movement.</td>
<td></td>
</tr>
<tr>
<td>2. State guidelines and behaviors for the safe use of equipment and apparatus.</td>
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</tr>
<tr>
<td>3. Identify ways movement concepts can be used to refine motor skills.</td>
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<tr>
<td>4. Analyze potential risks associated with physical activities.</td>
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</tr>
<tr>
<td>5. Detect, analyze, and correct errors in personal movement patterns.</td>
<td></td>
</tr>
</tbody>
</table>

**Affective/Social Domain**

Accept the feelings that result from challenges, successes, and failures in physical activity.

1. Develops self-concept
2. Participates with and shows respect for persons of similar and different skill levels.
3. Develops cooperation skills
4. Provides opportunities for enjoyment as children climb, swing, hang, roll, jump, or twirl.