



# **Physical Education**

**Physical Education 3rd-5th**

**2021-2022**

**Aligned with Ohio's Learning Standards  
for Physical Education (2015)**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

**Curriculum Map****Year-at-a-Glance**

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.

**Scope and Sequence**

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.

**Curriculum and Instruction Guide**

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

## Quarter-at-a-Glance

### Quarter I

	<b>Unit 1. Intro to PE (4A &amp; B)</b> <span style="float: right;"><b>2 Weeks</b></span>
	1.1 Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity setting. (4A) – Learning Targets 1, 2 1.2 Interact and communicate positively with others.(4B) -Learning Targets 1, 2, 3
	<b>Unit 2. Playground Games &amp; Physical Activity (5A/B)</b> <span style="float: right;"><b>2 Weeks</b></span>
	2.1 Identifies multiple, specific health benefits as a reason to value physical activity. (5A) - Learning Target 1 2.2 Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.(5B) - Learning Target 1
	<b>Unit 3. Throwing and Catching (1B, 2A)</b> <span style="float: right;"><b>3 Week</b></span>
	3.1 Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B) - Learning Targets 1 3.2 Demonstrate and apply basic tactics and principles of movement. (2A) - Learning Target 1, 2
	<b>Unit 4. Catching with an Implement (1B)</b> <span style="float: right;"><b>2 Weeks</b></span>
	4.1 Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B) - Learning Targets 2

**Quarter 2**

	<b>Unit 5. Game Play (1B)</b>	<b>1 Weeks</b>
	5.1 Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B) - Learning Targets 1, 2	
	<b>Unit 6. Fitness (3B)</b>	<b>3 Weeks</b>
	6.1 Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness. (3B) –Learning Targets 1, 2, 3, 4	
	<b>Unit 7. Manipulatives; Soccer (1B)</b>	<b>2 Weeks</b>
	7.1 Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B) - Learning Targets 4, 5, 6	
	<b>Unit 8. Manipulatives; Hockey (1B, 2A)</b>	<b>3 Weeks</b>
	8.1 Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B) - Learning Targets 3, 5, 6 8.2 Demonstrate and apply basic tactics and principles of movement. (2A) - Learning Targets 2, 3	

## Quarter 3

	<b>Unit 9. Game Play (2A)</b> <span style="float: right;"><b>2 Weeks</b></span>
	9.1 Demonstrate and apply basic tactics and principles of movement. - Learning Target 3
	<b>Unit 10. Fitness &amp; Physical Activity (3A)</b> <span style="float: right;"><b>1 Week</b></span>
	10.1 Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. . - Learning Targets 1,2
	<b>Unit 11. Nutrition (3A)</b> <span style="float: right;"><b>3 Weeks</b></span>
	11.1 Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance (3A) - Learning Target 3
	<b>Unit 12. Manipulatives; Basketball (1B)</b> <span style="float: right;"><b>2 Weeks</b></span>
	12.1 Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B) - Learning Targets - 5, 6
	<b>Unit 13. Jump Rope, Dance or Gymnastics(1A)</b> <span style="float: right;"><b>1 Week (total 3 weeks)</b></span>
	13.1 Combine locomotor and non-locomotor skills into movement patterns (1A) - Learning Targets - 1, 2, 3, 4

## Quarter 4

	<b>Unit 13. Continued Jump Rope, Dance, or Gymnastics (1A)</b>	2 Weeks (3 total)
	13.1 Combine locomotor and non-locomotor skills into movement patterns (1A) - Learning Targets - 1, 2, 3, 4	
	<b>Unit 14. Fitness/Physical Activity (5A/B)</b>	2 Weeks
	14.1 Identifies multiple, specific health benefits as a reason to value physical activity. (5A) - Learning Target 1 14.2 Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.(5B) - Learning Target 1	
	<b>Unit 15. Game Play (2A)</b>	1 Week
	15.1 Demonstrate and apply basic tactics and principles of movement. (2A) - Learning Target 3	
	<b>Unit 16. Manipulatives; Choice (1A/1B)</b>	2 Weeks
	16.1 Combine locomotor and non-locomotor skills into movement patterns (1A) Or Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B) - Learning Targets - your choice	
	<b>Unit 17. All Skills Field Day</b>	2 Weeks
	All	

## Scope and Sequence

### Quarter I

Unit I. Intro to PE (4A/B)				2 weeks
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
I.1 Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings. (4A)	<ol style="list-style-type: none"> <li><a href="#">Adhere to class and activity-specific rules and safe practices and adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).</a></li> <li><a href="#">Engage in activities and take responsibility for actions.</a></li> </ol>	<ul style="list-style-type: none"> <li>Introduce Gym Rules and safe Practices</li> <li>Be active, follow directions, and take ownership of behavior/actions.</li> <li>Why are these rules/practices in place?</li> <li>What are some examples that you have seen in the gym that's being safe and following rules?</li> <li>What are some examples that you have seen in the gym of someone not being safe and what may happen?</li> <li>If you make a mistake, what is an example of a positive response?</li> </ul>	<ul style="list-style-type: none"> <li>Go over rules/procedures/expectations in large group</li> <li>Provide some easy activities that reinforce and teach those safe practices (e.g tag, locomotor skill review, shark and minnows)</li> <li>Stop, review, reinforce, and continuous praise positive actions</li> </ul>	

Unit I. Intro to PE (4A/B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
I.2 Interact and communicate positively with others.(4B)	3. <a href="#">Lead, follow and support group members to improve play in cooperative and competitive settings.</a> 4. <a href="#">Evaluate personal behavior to ensure positive effects on others.</a> 5. <a href="#">Demonstrate respectful and responsible behavior toward peers different from oneself and demonstrate cooperation with others when resolving conflict.</a>	<ul style="list-style-type: none"> <li>• Vocab - Respect, Responsibility, Cooperation, Self-reflection, Teamwork, Empathy</li> <li>• How can you cooperate with someone in PE? What might that look like?</li> <li>• What are some examples of respectful behavior in PE? With others? With equipment?</li> <li>• What are different ways we can resolve a conflict? Give an example and what language might you use.</li> <li>• How did you do today in class?</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group discussion</li> <li>• Small Group discussion and share</li> <li>• Rock Paper Scissors (activity to help resolve conflicts easy)</li> <li>• Continuously reinforce positive behaviors</li> <li>• <a href="#">In my shoes</a></li> <li>• Closure - reflection - verbally share, journaling, examples during class</li> </ul>	



Unit 2 Playground Games & Physical Activity (5A/B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
2.1 Identifies multiple, specific health benefits as a reason to value physical activity. (5A)	6. <a href="#">Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.</a>	<ul style="list-style-type: none"> <li>Vocab - Health Benefits, Physical HB, Emotional HB, Intellectual HB</li> <li>Identify multiple specific physical, emotional, and intellectual health benefits from physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Large Group Discussion</li> <li>Small Group breakout and share</li> <li>Journaling</li> </ul>	

Unit 2 Playground Games & Physical Activity (5A/B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
2.2 Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.(5B)	7. <a href="#">Identify multiple reasons for enjoying a selected physical activity, assets that are challenging yet enjoyable, and social benefits.</a>	<ul style="list-style-type: none"> <li>Vocab - Social benefits, Challenge</li> <li>Identify reasons one might enjoy a physical activity.</li> <li>What are some challenges from physical activities? Can those be enjoyable even if challenging?</li> <li>Identify social benefits from physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Large Group Discussion</li> <li>Small Group breakout and share</li> <li>Journaling</li> <li>Create a challenging activity, have them participate and ask questions</li> <li>Student created groups - participate in activity, teacher ask questions what they did other than the physical activity (eg talk, laugh, etc), ask why did they choose those groups</li> </ul>	

Unit 3. Throwing and Catching (IB, 2A)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
3.1 Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)	8. <a href="#">Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements</a>	<ul style="list-style-type: none"> <li>Vocab - Cues/critical elements, Force, Target</li> <li>Throwing Critical Elements (varies for teachers - non throwing side point to target, Step w/ opposite foot, Throw (ball behind head, extend non throwing arm to target, throwing arm leads w/ elbow, Follow-Through w/ throwing arm across body)</li> <li>Cues - Point, Step, Throw, Follow-Through</li> <li>What is an Overhand Throw?</li> <li>What are the different forces you might use? In what situations?</li> </ul>	<ul style="list-style-type: none"> <li>Large Group Discussion</li> <li>Demonstrations - I do, we do, you do</li> <li>Use different targets, balls</li> <li>Stations</li> <li>Peer assessment of critical elements</li> <li>Game Play - Reinforce CE during game</li> <li>State Assessment</li> </ul>	

Unit 3. Throwing and Catching (1B, 2A)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
3.2 Demonstrate and apply basic tactics and principles of movement. (2A)	9. <a href="#">Identify similar patterns/concepts across similar related activities (e.g., striking with a bat, tennis forehand) and analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment.</a> 10. <a href="#">Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base)</a>	<ul style="list-style-type: none"> <li>• Vocab - Offense, defense, strategies</li> <li>• How might movement change with different tasks (e.g. different balls, distance to target, timed challenges)?</li> <li>• How might movement change in different environments (e.g. space, players) during game play?</li> <li>• What are some offensive and defensive strategies that were used during the game/tasks?</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Discussion</li> <li>• Peer Discussions</li> <li>• Stations</li> <li>• Throwing Games (e.g. capture the flag, castle ball, Bench ball)</li> <li>• State Test</li> </ul>	

Unit 4. Catching with an Implement (IB)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
4.I Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)	11. <a href="#">Catch with an implement (e.g., glove, scoop) using the critical elements.</a>	<ul style="list-style-type: none"> <li>• Vocab - Implement, Critical Elements/cues</li> <li>• Catching w/ implement Cues - Ready position, Eyes, Reach, Grab, Give</li> <li>• What is different from catching with an implement vs hands?</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Discussion</li> <li>• Demonstration (without ball, then with ball) - I do, we do, you do</li> <li>• Explore different implements</li> <li>• Partner Practice</li> <li>• Modified game/challenges</li> <li>• Stations</li> <li>• State Assessment</li> </ul>	

## Quarter 2

Unit 5. Game Play (IB)				I week
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
5.I Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)	12. <a href="#">Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.</a>	<ul style="list-style-type: none"> <li>• Large or small sided game that emphasis previous skills of throwing, catching, and/or catching with an implement</li> <li>• Or teach/review Sub Games</li> </ul>	<ul style="list-style-type: none"> <li>• Large group discussion</li> <li>• Allow the students to play a small or large sided game</li> <li>• Stop frequently to review/reinforce expectations and behavior</li> <li>• Praise positive behaviors</li> </ul>	

## Unit 6. Fitness (3B)

2 weeks

Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
6.I Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness. (3B)	13. <a href="#">Recall specific activities that could improve each health-related fitness component and analyze the results of a fitness assessment to identify exercises and/or activities to improve or maintain health-related fitness components.</a> 14. <a href="#">Interpret heart rate during physical activity and exercise to determine appropriate level of intensity.</a> 15. <a href="#">Identify specific activities to improve muscular strength and endurance throughout the body.</a> 16. <a href="#">Link/match the FITT principle with the appropriate description.</a>	<ul style="list-style-type: none"> <li>• Vocab - Health-Related components (cardiovascular endurance, muscular strength/endurance, Flexibility), Heart Rate, FITT (Frequency, Intensity, Time, Type), warm-up, cool-down</li> <li>• Identify activities that could help improve each health related component</li> <li>• Analyze results of a fitness component (improve or maintain)</li> <li>• Interpret Heart rate with different levels of intensity during activities</li> <li>• What are some warm-up or cool-down activities</li> <li>• Link/Match FITT principle w/ description</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group discussion</li> <li>• I do, we do, you do</li> <li>• Stations</li> <li>• State Test</li> </ul>

Unit 7. Manipulatives; Soccer (1B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
7.1 Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B)	<p>17. <a href="#">Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to target).</a></p> <p>18. <a href="#">Dribble under control during a game or game-like situation using the critical elements.</a></p> <p>19. <a href="#">Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.</a></p>	<ul style="list-style-type: none"> <li>Soccer Dribble Critical Elements (push the gently forward with inside/outside of your foot, alternate feet with the ball as you move, keep the ball close and under control, keep your head up and look down field, stay on your toes and light on your feet)</li> <li>Soccer Dribble Cues - Soft touches, alternate, Eyes up, ball close</li> <li>Soccer Kick critical element - step and place non-kicking foot next to ball, look towards middle section of ball, contact ball below center, follow through kicking leg towards target</li> <li>Soccer Kick cues - step, middle, follow-through</li> <li>Be able to receive, dribble, and kick ball towards a target</li> <li>Use critical elements during game-play keeping the ball under control</li> <li>Pass a ball in different environments using critical elements</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrations - teacher led, student led</li> <li>Partner practice</li> <li>Small-group practice</li> <li>Small sided games</li> <li>Keep away</li> <li>Stations related to the different skills</li> <li>Hit the Targets (find ball, dribble to line, try to hit ball off cones using Passing/shooting skills)</li> <li>Obstacle course using skills</li> <li>4 corners - balls in corners, run to get ball, and dribble back to your corner - no defenders, w/defenders</li> <li>State Test</li> </ul>	

Unit 8. Manipulatives; Hockey (1B, 2A)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
8.1 Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B)	20. <a href="#">Strike an object with an implement using critical elements in relation to distance, space and direction demands</a> 21. <a href="#">Dribble under control during a game or game-like situation using the critical elements.</a> 22. <a href="#">Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.</a>	<ul style="list-style-type: none"> <li>• Proper technique on how to hold a stick</li> <li>• Safety Rules</li> <li>• Dribbling Cues: Grip, Soft Taps, Bend Knees, Control</li> <li>• Passing Cues: Blade behind Ball, Push, Step Forward, Low Follow-through (Flick &amp; follow-through)</li> <li>• Shooting Cues: Grip, Eyes at target, Swing back, contact, Follow-through</li> <li>• Offense/Defense strategies</li> <li>• Dribble &amp; maintain control of puck during game or game-like situation</li> <li>• Pass the puck to a teammate during game or game-like situation</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Discussion</li> <li>• I do, We do, You do demonstrations</li> <li>• Partner work</li> <li>• Small-sided games</li> <li>• Stations related to the different skills</li> <li>• Hit the Targets (find ball, dribble to line, try to hit ball off cones using Passing/shooting skills)</li> <li>• Obstacle course using skills</li> <li>• 4 corners - balls in corners, run to get ball, and dribble back to your corner - no defenders, w/defenders</li> <li>• State Test</li> </ul>	



Unit 8. Manipulatives; Hockey (1B, 2A)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
8.2 Demonstrate and apply basic tactics and principles of movement. (2A)	<p>23. <a href="#">Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment.</a></p> <p>24. <a href="#">Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</a></p>	<ul style="list-style-type: none"> <li>• Offense/Defense strategies</li> <li>• Dribble &amp; maintain control of puck during game or game-like situation</li> <li>• Pass the puck to a teammate during game or game-like situation</li> <li>• Decision-making skills during simple settings (e.g. - forward/backhand, best pass, weight of pass, shoot/pass/dribble, position movements)</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Discussion</li> <li>• I do, We do, You do demonstrations</li> <li>• Partner work</li> <li>• Small-sided games</li> <li>• Keep Away</li> <li>• Stations related to the different skills</li> <li>• 4 corners - balls in corners, run to get ball, and dribble back to your corner - no defenders, w/defenders</li> <li>• State Test</li> </ul>	

## Quarter 3

Unit 9. Game Play (2A)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
9.1 Demonstrate and apply basic tactics and principles of movement. (2A)	25. <a href="#">Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</a>	<ul style="list-style-type: none"> <li>Large or small sided game with emphasis of previous skills of throwing, catching, and/or catching with an implement</li> <li>Or teach/review Sub Games</li> </ul>	<ul style="list-style-type: none"> <li>Large group discussion</li> <li>Allow the students to play a small or large sided game</li> <li>Stop frequently to review/reinforce expectations and behavior</li> <li>Praise positive behaviors</li> </ul>	

Unit 10. Fitness & Physical Activity (3A)				1 week
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
10.1 Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. (3A)	26. <a href="#">Identify school, home and community physical activity opportunities to meet physical activity guidelines.</a> 27. <a href="#">Track physical activity minutes to determine progress toward daily recommendation.</a>	<ul style="list-style-type: none"> <li>Be able to identify multiple physical activities for school, home and community.</li> <li>Be able to track accurately physical activities within a school day and how that helps toward the daily recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Large Group discussion</li> <li>Stations</li> <li>Fitness Assessments (State Test)</li> </ul>	

Unit 1.1. Nutrition (3A)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
11.1 Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance (3A)	28. <a href="#">Discuss the benefits of healthy eating in relation to physical activity</a>	<ul style="list-style-type: none"> <li>• What is healthy eating?</li> <li>• Identify healthy foods vs Junk foods</li> <li>• What does unhealthy mean? What is in those foods to make it unhealthy?</li> <li>• Why is healthy eating important?</li> <li>• What are benefits of healthy eating in relation to physical activity?</li> <li>• Calories - What are calories?               <ul style="list-style-type: none"> <li>◦ Read nutrition label</li> </ul> </li> <li>• How does physical activity relate to calories? What activities help the most with daily calories?</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group discussion</li> <li>• Partner/Small Group &amp; share</li> <li>• Nutrition Relay Race - create healthy plate by finding cards that match the different categories</li> <li>• Healthy food Project</li> <li>• Game that has students identifying healthy vs unhealthy foods</li> <li>• Calorie Counting game or part of a station</li> <li>• Calories vs Physical activity project/journal</li> </ul>	

Unit 12. Manipulatives; Basketball (1B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
12.1 Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B)	29. <a href="#">Dribble under control during a game or game-like situation using the critical elements.</a> 30. <a href="#">Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.</a>	<ul style="list-style-type: none"> <li>• Dribbling Cues: Finger Pads, waist level, eyes up</li> <li>• Passing Cues - Chest, 2 hands, Elbows out, Push, follow-through</li> <li>• What does dribbling under control look like?</li> <li>• How can you protect the ball while dribbling against a defender?</li> <li>• What are the critical elements of a pass?</li> <li>• Pass a ball against a defender</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group discussion</li> <li>• Practice individual skills w/o partner and w/ partner</li> <li>• Small sided games</li> <li>• Dribble Tag, Dribble Knock away, Builders &amp; Bulldozers</li> <li>• 2v1 keep away; 2v2 keep away</li> <li>• Dribble then pass to target activities</li> <li>• Relay Races</li> <li>• State Test</li> </ul>	

## Quarter 4

Unit 13. Jump Rope, Dance or Gymnastics(1A)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
13.1 Combine locomotor and non-locomotor skills into movement patterns (1A)	31. <a href="#">Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.</a> 32. <a href="#">Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice.</a> 33. <a href="#">Combine balance and transferring weight with movement skills in a gymnastics or dance sequence.</a> 34. <a href="#">Combine skills in dances with correct rhythm and pattern.</a>	<ul style="list-style-type: none"> <li>• Perform movement sequence w/ smooth transitions between movements</li> <li>• Jump rope demonstrating a variety of skills</li> <li>• Combine balance and weight transfer with movement skills (gymnastics or dance sequence)</li> <li>• Combine skills in dances w/ correct rhythm and pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Stations</li> <li>• Small Group activities/challenges</li> <li>• Individual/Small Group performances</li> <li>• Practice putting skills together</li> <li>• Create your own routines</li> <li>• Teach a skill/routine to someone else</li> <li>• State Test</li> </ul>	

Unit 14. Fitness/Physical Activity (5A/B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
14.1 Identifies multiple, specific health benefits as a reason to value physical activity. (5A)	35. <a href="#">Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.</a>	<ul style="list-style-type: none"> <li>• Vocab - Health benefits</li> <li>• Identify physical, emotional and intellectual health benefits</li> <li>• What are specific health benefits that make physical activity important?</li> <li>• What are some (physical, emotional, and intellectual) benefits from participating in physical activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Discussion</li> <li>• Small Group work</li> <li>• Relay Races matching Benefits</li> <li>• State Test</li> </ul>	

Unit 14. Fitness/Physical Activity (5A/B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
14.2 Identify multiple reasons for enjoying a selected physical activity, assets that are challenging yet enjoyable, and social benefits. (5B)	36. <a href="#">Identify multiple reasons for enjoying a selected physical activity, assets that are challenging yet enjoyable, and social benefits.</a>	<ul style="list-style-type: none"> <li>Identify reasons to enjoy physical activity</li> <li>Identify aspects that are challenging - Can those also be enjoyable? How?</li> <li>Identify social benefits of activity</li> <li>Create a project (state test) - The student will select a physical activity (e.g., sport, game, exercise) and identify specific health benefits from participation in that physical activity, such as physical, emotional and intellectual benefits. The student could write a friendly letter or make a poster, brochure or flyer. The picture or note should illustrate and/or share the student's selected health benefits. The student also could identify reasons he/she enjoys that physical activity, the social benefits and the challenging aspects of that physical activity to address Benchmark B within the same project or a separate project.</li> </ul>	<ul style="list-style-type: none"> <li>Large Group Discussion</li> <li>Small Group work</li> <li>State Test</li> </ul>	

Unit 15. Game Play (2A)				I week
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
15.1 Demonstrate and apply basic tactics and principles of movement. (2A)	37. <a href="#">Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</a>	<ul style="list-style-type: none"> <li>• Large or small sided game with emphasis of previous skills of throwing, catching, and/or catching with an implement</li> <li>• Or teach/review Sub Games</li> </ul>	<ul style="list-style-type: none"> <li>• Large group discussion</li> <li>• Allow the students to play a small or large sided game</li> <li>• Stop frequently to review/reinforce expectations and behavior</li> <li>• Praise positive behaviors</li> </ul>	



Unit 16. Manipulatives; Choice (IA/IB)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
16.I Combine locomotor and non-locomotor skills into movement patterns (IA)  Or  Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)	38. Your choice depending on the Benchmark/skill you choose	<ul style="list-style-type: none"> <li>• Jump Rope, Dance, Gymnastics</li> <li>• Throwing Games</li> <li>• Volleyball</li> <li>• Kickball/Matball</li> <li>• Softball</li> <li>• Pickleball</li> <li>• Tennis</li> <li>• Lacrosse</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group discussion</li> <li>• Practice</li> <li>• Small or large sided games</li> <li>• Play</li> </ul>	

## Curriculum and Instruction Guide

### Unit 1. Intro to PE

#### Unpacked Standards / Clear Learning Targets

<b>Learning Target 1</b>  I. Adhere to class and activity-specific rules and safe practices and adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).  <i>Content Statement:</i> Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings. (4A)	<b><u>Essential Understanding</u></b> -Know and follow rules and procedures  <b><u>Extended Understanding</u></b> -Demonstrate following directions and safe practices	<b><u>Academic Vocabulary</u></b> -Procedures -Responsibility -Follow directions -Behavior -Demonstrate -Environment -Safe Play -Engage
<b>Ultimate Learning Target</b>  Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.	<b><u>Broad Learning Target:</u></b> – Adhere to class and activity-specific rules and safe practices and adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).  <b><u>Underpinning Knowledge Learning Targets:</u></b> – The student can identify class rules and safe practices during PE class.. – The student can identify ways to adjust performance based on the environment to ensure safe play.  <b><u>Underpinning Skills Learning Targets:</u></b> – The student can follow directions and safe practices during activity. – The student can demonstrate ways to adjust performance based on the environment to ensure safe play.  <b><u>Underpinning Reasoning Learning Targets:</u></b> – The student can verbally describe why following directions and safe practices is important in PE.	
<b>Standard 4A (Prior Grade Standard)</b>  Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.	<b>Standard 4A (Future Grade Standard)</b>  Develop and apply rules, safe practices and procedures in physical activity settings.	

## Content Elaborations

The first couple weeks of PE should be about instilling a positive and safe class environment. That included teaching and reinforcing class and game rules, as well as safe play. It is important for the students to understand how to adjust their play depending on the environment/situation to ensure safe play for everyone. It is critical to stop and reinforce rules and expectations throughout the first quarter to create a positive and safe culture in the PE. Use the first few weeks to play simple small and large sided games, including sub games/activities (when you are absent and a sub is present).

## Instructional Strategies

- Go over rules/procedures/expectations in large group
- Provide some easy activities that reinforce and teach those safe practices (e.g tag, locomotor skill review, shark and minnows)
- Stop, review, reinforce, and continuous praise positive actions

## Sample Assessments and Performance Tasks

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## Unit I. Intro to PE

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 2</b></p> <p>Engage in activities and take responsibility for actions.</p> <p><i>Content Statement:</i> Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings. (4A)</p>	<p><b><u>Essential Understanding</u></b></p> <p>-Taking Responsibility</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate taking responsibility while participating in activities.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Procedures</p> <p>-Responsibility</p> <p>-Follow directions</p> <p>-Behavior</p> <p>-Demonstrate</p> <p>-Environment</p> <p>-Safe Play</p> <p>-Engage</p>
<p><b>Ultimate Learning Target</b></p> <p>Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>Engage in activities and take responsibility for actions.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can identify what taking responsibility for their own actions means.</li> <li>The student can give examples of what engaging in activities mean.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can show engagement in activities.</li> <li>The student can demonstrate how to take responsibility for actions.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can verbally describe why it's important to engage and take responsibility for actions during PE class.</li> </ul>	
<p><b>Standard 4A (Prior Grade Standard)</b></p> <p>Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p>	<p><b>Standard 4A (Future Grade Standard)</b></p> <p>Develop and apply rules, safe practices and procedures in physical activity settings.</p>	

## Content Elaborations

The first couple weeks of PE should be about instilling a positive and safe class environment. That included teaching and reinforcing class and game rules, as well as safe play. It is important for the students to understand how to adjust their play depending on the environment/situation to ensure safe play for everyone. It is critical to stop and reinforce rules and expectations throughout the first quarter to create a positive and safe culture in the PE. Use the first few weeks to play simple small and large sided games, including sub games/activities (when you are absent and a sub is present).

## Instructional Strategies

- Go over rules/procedures/expectations in large group
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## Unit 1. Intro to PE

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 3</b></p> <p>Lead, follow and support group members to improve play in cooperative and competitive settings.</p> <p><i>Content Statement: Interact and communicate positively with others. (4B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Lead, follow, support others during activities</p> <p><b><u>Extended Understanding</u></b></p> <p>-Interact appropriately to help improve play during activities</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Roles (Lead, follow, support)</p> <p>-Respect</p> <p>-Cooperation</p> <p>-self-reflection</p> <p>-Team work</p> <p>-Empathy</p> <p>-Interaction</p> <p>-Communication</p>
<p><b>Ultimate Learning Target</b></p> <p>Interact and communicate positively with others.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>– Lead, follow and support group members to improve play in cooperative and competitive settings.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can identify what lead, follow, and support means when interacting with others.</li> <li>– The student can give examples of how to positively interact with others to help with success.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can demonstrate different ways to lead, follow, and support group members during activities.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can verbally describe why it's important to adjust interactions &amp; communication to help improve game play.</li> </ul>	
<p><b>Standard 4B (Prior Grade Standard)</b></p> <p>Responsible behavior in physical activity settings.</p>	<p><b>Standard 4B (Future Grade Standard)</b></p> <p>Communicate effectively with others to promote respect and conflict resolution in physical activity settings.</p>	



## Content Elaborations

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## Instructional Strategies

- Large Group discussion
- Small Group discussion and share
- Rock Paper Scissors (activity to help resolve conflicts easy)
- Continuously reinforce positive behaviors
- [In my shoes](#)
- Closure - reflection - verbally share, journaling, examples during class

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## Unit 1. Intro to PE

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 4</b></p> <p>Evaluate personal behavior to ensure positive effects on others.</p> <p><i>Content Statement: Interact and communicate positively with others. (4B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Self-reflection</p> <p><b><u>Extended Understanding</u></b></p> <p>-Evaluate own behavior to ensure positive effects on others.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Roles (Lead, follow, support)</p> <p>-Respect</p> <p>-Cooperation</p> <p>-self-reflection</p> <p>-Team work</p> <p>-Empathy</p> <p>-Interaction</p> <p>-Communication</p>
<p><b>Ultimate Learning Target</b></p> <p>Interact and communicate positively with others.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Evaluate personal behavior to ensure positive effects on others.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify what self-reflection means.</li> <li>- The student can give examples of how they might need to change their behavior to help others.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate positive personal behavior to help others during activities.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can verbally describe why it's important to evaluate personal behavior to ensure positive effects on others.</li> </ul>	
<p><b>Standard 4B (Prior Grade Standard)</b></p> <p>Responsible behavior in physical activity settings.</p>	<p><b>Standard 4B (Future Grade Standard)</b></p> <p>Communicate effectively with others to promote respect and conflict resolution in physical activity settings.</p>	

## Content Elaborations

The first couple weeks of PE should be about instilling a positive and safe class environment. That included teaching and reinforcing class and game rules, as well as safe play. It is important for the students to understand how to adjust their play depending on the environment/situation to ensure safe play for everyone. It is critical to stop and reinforce rules and expectations throughout the first quarter to create a positive and safe culture in the PE. Use the first few weeks to play simple small and large sided games, including sub games/activities (when you are absent and a sub is present).

## Instructional Strategies

- Large Group discussion
- Small Group discussion and share
- Rock Paper Scissors (activity to help resolve conflicts easy)
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## Unit 1. Intro to PE

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 5</b></p> <p>Demonstrate respectful and responsible behavior toward peers different from oneself and demonstrate cooperation with others when resolving conflict.</p> <p><i>Content Statement: Interact and communicate positively with others. (4B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know respectful and responsible behavior towards peers</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate empathy for all students</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Roles (Lead, follow, support)</p> <p>-Respect</p> <p>-Cooperation</p> <p>-self-reflection</p> <p>-Team work</p> <p>-Empathy</p> <p>-Interaction</p> <p>-Communication</p>
<p><b>Ultimate Learning Target</b></p> <p>Interact and communicate positively with others.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate respectful and responsible behavior toward peers different from oneself and demonstrate cooperation with others when resolving conflict.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify what empathy means and how it looks in PE class.</li> <li>- The student can give examples of how to resolve different conflicts during PE class.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate respectful and responsible behavior towards all peers..</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can verbally describe why it's important to show empathy and cooperations with all students.</li> </ul>	
<p><b>Standard 4B (Prior Grade Standard)</b></p> <p>Responsible behavior in physical activity settings.</p>	<p><b>Standard 4B (Future Grade Standard)</b></p> <p>Communicate effectively with others to promote respect and conflict resolution in physical activity settings.</p>	

**Content Elaborations**

The first couple weeks of PE should be about instilling a positive and safe class environment. That included teaching and reinforcing class and game rules, as well as safe play. It is important for the students to understand how to adjust their play depending on the environment/situation to ensure safe play for everyone. It is critical to stop and reinforce rules and expectations throughout the first quarter to create a positive and safe culture in the PE. Use the first few weeks to play simple small and large sided games, including sub games/activities (when you are absent and a sub is present).

**Instructional Strategies**

- Large Group discussion
- Small Group discussion and share
- Rock Paper Scissors (activity to help resolve conflicts easy)
- Continuously reinforce positive behaviors
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## Unit 2. Playground Games and Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 6</b></p> <p>Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.</p> <p><i>Content Statement: Identifies multiple, specific health benefits as a reason to value physical activity. (5A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know different health benefits</p> <p><b><u>Extended Understanding</u></b></p> <p>-Know specific health benefits (physical, emotional, intellectual)</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Health Benefit</p> <p>-Physical HB</p> <p>-Emotional HB</p> <p>-Intellectual HB</p> <p>-Social benefits</p> <p>-Physical activity</p> <p>-Challenge</p>
<p><b>Ultimate Learning Target</b></p> <p>Identifies multiple, specific health benefits as a reason to value physical activity.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can identify health benefits from participating in physical activity.</li> <li>The student can give examples of physical, emotional, and intellectual health benefits.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can create a letter, poster, or flier identifying multiple physical, emotional, and intellectual health benefits</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can verbally describe why health benefits are a reason to value physical activity.</li> </ul>	
<p><b>Standard 5A (Prior Grade Standard)</b></p> <p>Identifies health benefits as reasons to value physical activity.</p>	<p><b>Standard 5A (Future Grade Standard)</b></p> <p>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p>	

### Content Elaborations

In this unit the students will learn about different playground games/activities and the rules for those games and playground area. This helps reinforce “recess” expectations, and reinforce their skills at following directions and safe practices. Teach different playground games either in the gym or outside and practice rules and expectations with the students. The students will also learn about physical activities and the healthy benefits that come from participating in different physical activities. They should be able to identify different physical, emotional and intellectual health benefits from participating in physical activities. Help the student recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. When teaching about different physical activities, stations are a great way to teach and give the students a variety of experiences. ODE’s state test for Standard 5 is a project based test. Fitness and physical activity is taught throughout the year and therefore the project lends well to complete in the 4th quarter, but could be done here depending on how much the students know and are capable of completing.

### Instructional Strategies

- Large Group Discussion
- Small Group breakout and share
- Journaling
- Create a challenging activity, have them participate and ask questions
- Student created groups - participate in activity, teacher ask questions what they did other than the physical activity (eg talk, laugh, etc), ask why did they choose

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## Unit 2. Playground Games and Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 7</b></p> <p>Identify multiple reasons for enjoying a selected physical activity, assets that are challenging yet enjoyable, and social benefits.</p> <p><i>Content Statement: Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.(5B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know reasons for enjoying physical activities</p> <p><b><u>Extended Understanding</u></b></p> <p>-Identify multiple reasons for enjoying physical activities</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Health Benefit</p> <p>-Physical HB</p> <p>-Emotional HB</p> <p>-Intellectual HB</p> <p>-Social benefits</p> <p>-Physical activity</p> <p>-Challenge</p>
<p><b>Ultimate Learning Target</b></p> <p>Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>Identify multiple reasons for enjoying a selected physical activity, assets that are challenging yet enjoyable, and social benefits.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can identify reasons to enjoy physical activities.</li> <li>The student can give a specific activity that they find challenging but still enjoyable.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can create a letter, poster, or flyer identifying reasons why a selected activity is challenging, yet enjoyable.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can verbally express specific reasons to participate in different physical activities.</li> </ul>	
<p><b>Standard 5B (Prior Grade Standard)</b></p> <p>Identifies reasons to participate in physical activity.</p>	<p><b>Standard 5B (Future Grade Standard)</b></p> <p>Discusses the positive impact physical activity has on his or her life.</p>	

## Content Elaborations

In this unit the students will learn about different playground games/activities and the rules for those games and playground area. This helps reinforce “recess” expectations, and reinforce their skills at following directions and safe practices. Teach different playground games either in the gym or outside and practice rules and expectations with the students. The students will also learn about physical activities and the healthy benefits that come from participating in different physical activities. They should be able to identify different physical, emotional and intellectual health benefits from participating in physical activities. Help the student recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. When teaching about different physical activities, stations are a great way to teach and give the students a variety of experiences. ODE’s state test for Standard 5 is a project based test. Fitness and physical activity is taught throughout the year and therefore the project lends well to complete in the 4th quarter, but could be done here depending on how much the students know and are capable of completing.

## Instructional Strategies

- Large Group Discussion
- Small Group breakout and share
- Journaling
- Create a challenging activity, have them participate and ask questions
- Student created groups - participate in activity, teacher ask questions what they did other than the physical activity (eg talk, laugh, etc), ask why did they choose

## Sample Assessments and Performance Tasks

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the 3rd-5th grade band to help assess standard 5

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## Unit 3. Throwing and Catching

### Unpacked Standards / Clear Learning Targets

<b>Learning Target 8</b> Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements  <i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)</i>		<b><u>Essential Understanding</u></b> -Know critical elements of an overhand throw <b><u>Extended Understanding</u></b> -Demonstrate critical elements while overhand throwing a ball to a medium sized target	<b><u>Academic Vocabulary</u></b> -Overhand throw -Critical elements -Force -Target -Offense -Defense -Strategies
<b>Ultimate Learning Target</b> Apply the critical elements of fundamental manipulative skills in a variety of physical activities.	<b><u>Broad Learning Target:</u></b> - Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements. <b><u>Underpinning Knowledge Learning Targets:</u></b> - The student can identify critical elements of an overhand throw. - The student can verbally express the amount of force needed to reach a medium sized target when throwing. <b><u>Underpinning Skills Learning Targets:</u></b> - The student can demonstrate the appropriate force when overhand throwing to a medium sized target. <b><u>Underpinning Reasoning Learning Targets:</u></b> - The student can describe how to adjust the force depending on how the previous ball was thrown.		
<b>Standard IB (Prior Grade Standard)</b> Demonstrate developing control of fundamental manipulative skills.		<b>Standard IB (Future Grade Standard)</b> Demonstrate critical elements of specialized manipulative skills in a variety of settings.	

## Content Elaborations

In this unit the students will review and improve their throwing and catching skills. In the first lesson it is all about the review of throwing and catching. It is beneficial to start with throwing individually at targets (wall is a good place to start), then progress to throwing and catching with a partner. A small or large sided throwing game to end the first lesson allows for assessment and reinforcing the critical elements during game play. Stations (different activities and challenges) are a great way to teach the second lesson and again assess those critical elements of both throwing and catching in different environments. The third lesson should be a culminating lesson, usually a throwing and catching game.

## Instructional Strategies

- Large Group Discussion
- Peer Discussions
- Stations
- Throwing Games (e.g. capture the flag, castle ball, Bench ball)
- State Test

## Sample Assessments and Performance Tasks

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## Unit 3. Throwing and Catching

### Unpacked Standards / Clear Learning Targets

Unpacked Standards / Clear Learning Targets		
<p><b>Learning Target 9</b></p> <p>Identify similar patterns/concepts across similar related activities (e.g., striking with a bat, tennis forehand) and analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment.</p> <p><i>Content Statement: Demonstrate and apply basic tactics and principles of movement. (2A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Identify similar concepts with overhand throwing to other similar skills</p> <p><b><u>Extended Understanding</u></b></p> <p>-Analyze and modify a movement based on the task in a changing environment</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Overhand throw</p> <p>-Critical elements</p> <p>-Force</p> <p>-Target</p> <p>-Offense</p> <p>-Defense</p> <p>-Strategies</p>
<p><b>Ultimate Learning Target</b></p> <p>Demonstrate and apply basic tactics and principles of movement.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>Identify similar patterns/concepts across similar related activities (e.g., striking with a bat, tennis forehand) and analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can identify similar activities to throwing.</li> <li>The student can verbally modify a movement based on a changing environment.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can demonstrate modifying throwing skills based on a changing environment.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can analyze why a throwing movement changes depending on the environment.</li> </ul>	
<p><b>Standard 2A (Prior Grade Standard)</b></p> <p>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p>	<p><b>Standard 2A (Future Grade Standard)</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

## Content Elaborations

In this unit the students will review and improve their throwing and catching skills. In the first lesson it is all about the review of throwing and catching. It is beneficial to start with throwing individually at targets (wall is a good place to start), then progress to throwing and catching with a partner. A small or large sided throwing game to end the first lesson allows for assessment and reinforcing the critical elements during game play. Stations (different activities and challenges) are a great way to teach the second lesson and again assess those critical elements of both throwing and catching in different environments. The third lesson should be a culminating lesson, usually a throwing and catching game.

## Instructional Strategies

- Large Group Discussion
- Peer Discussions
- Stations
- Throwing Games (e.g. capture the flag, castle ball, Bench ball)
- State Test

## Sample Assessments and Performance Tasks

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the 3rd-5th grade band to help assess standard 2

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## Unit 3. Throwing and Catching

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 10</b></p> <p>Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base)</p> <p><i>Content Statement: Demonstrate and apply basic tactics and principles of movement. (2A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Differentiate between offense and defense</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate offensive and defensive positioning during game play</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Overhand throw</p> <p>-Critical elements</p> <p>-Force</p> <p>-Target</p> <p>-Offense</p> <p>-Defense</p> <p>-Strategies</p>
<p><b>Ultimate Learning Target</b></p> <p>Demonstrate and apply basic tactics and principles of movement.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base)</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify differences in offense and defense.</li> <li>- The student can identify different positions during game play.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate proper offensive and defensive positioning during game play.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze why offensive and defensive positioning is important during game play.</li> </ul>	
<p><b>Standard 2A (Prior Grade Standard)</b></p> <p>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p>	<p><b>Standard 2A (Future Grade Standard)</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

## Content Elaborations

In this unit the students will review and improve their throwing and catching skills. In the first lesson it is all about the review of throwing and catching. It is beneficial to start with throwing individually at targets (wall is a good place to start), then progress to throwing and catching with a partner. A small or large sided throwing game to end the first lesson allows for assessment and reinforcing the critical elements during game play. Stations (different activities and challenges) are a great way to teach the second lesson and again assess those critical elements of both throwing and catching in different environments. The third lesson should be a culminating lesson, usually a throwing and catching game.

## Instructional Strategies

- Large Group Discussion
- Peer Discussions
- Stations
- Throwing Games (e.g. capture the flag, castle ball, Bench ball)
- State Test

## Sample Assessments and Performance Tasks

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## Unit 4. Catching with an Implement

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 11</b></p> <p>Catch with an implement (e.g., glove, scoop) using the critical elements.</p> <p><i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know critical elements of catching with an implement</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate catching with an implement using critical elements</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Implements</p> <p>-Critical elements</p>
<p><b>Ultimate Learning Target</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Catch with an implement (e.g., glove, scoop) using the critical elements.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify critical elements of catching with an implement.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate catching with an implement.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain how critical elements help with catching with implements.</li> </ul>	
<p><b>Standard 1B (Prior Grade Standard)</b></p> <p>Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard 1B (Future Grade Standard)</b></p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	



## Content Elaborations

In this unit expose the students to different implements that can be used during physical activities. In the first lesson, baseball gloves are good to use as we just finished with a throwing and catching unit. While teaching, use the strategy “I do, we do, you do”. This can be done imitating and visualizing catching an object with the glove, practicing grabbing the ball with the glove. Then have them throw and catch by themselves, throwing it up and catching it trying to stay in their own personal space. Then progress to catching with a partner back and forth. In the next lesson, use paddle implements like scoops and/or lacrosse sticks. Another option is in your first lesson do half a lesson with gloves and half with other types of implements and then in the second lesson use stations to allow the students some self exploration with all types of throwing and catching and catching with implements.

## Instructional Strategies

- Large Group Discussion
- Demonstration (without ball, then with ball) - I do, we do, you do
- Explore different implements
- Partner Practice
- Modified game/challenges
- Stations
- State Assessment

## Sample Assessments and Performance Tasks

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## Unit 5. Game Play

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 12</b></p> <p>Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.</p> <p><i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know critical elements of an overhand throw</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate critical elements while overhand throwing a ball to a medium sized target</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Overhand throw</p> <p>-Critical elements</p> <p>-Force</p> <p>-Target</p> <p>-Strategies</p>
<p><b>Ultimate Learning Target</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>– Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can identify critical elements of an overhand throw.</li> <li>– The student can verbally express the amount of force needed to reach a medium sized target when throwing.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can demonstrate the appropriate force when overhand throwing to a medium sized target.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can describe how to adjust the force depending on how the previous ball was thrown.</li> </ul>	
<p><b>Standard 1B (Prior Grade Standard)</b></p> <p>Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard 1B (Future Grade Standard)</b></p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	

**Content Elaborations**

This week take the time to review previous skills of throwing and catching and/or catching with an implement. Teach the students a game, focusing on specific skills, game play, safe play, and following rules/directions.

**Instructional Strategies**

- Large group discussion
- Allow the students to play a small or large sided game
- Stop frequently to review/reinforce expectations and behavior
- Praise positive behaviors

**Sample Assessments and Performance Tasks**

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## Unit 6. Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 13</b></p> <p>Recall specific activities that could improve each health-related fitness component and analyze the results of a fitness assessment to identify exercises and/or activities to improve or maintain health-related fitness components.</p> <p><i>Content Statement: Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness. (3B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know health-related components</p> <p><b><u>Extended Understanding</u></b></p> <p>-Identify specific activities for each health-related component</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Health-Related Fitness</p> <p>-Health-Related Components (CE, MS, ME, Flex)</p> <p>-Heart rate</p> <p>-FITT</p> <p>-Warmup/Cooldown</p>
<p><b>Ultimate Learning Target</b></p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>Recall specific activities that could improve each health-related fitness component and analyze the results of a fitness assessment to identify exercises and/or activities to improve or maintain health-related fitness components.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can identify specific activities for each health-related component.</li> <li>The student can identify different activities to improve or maintain each component.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can analyze results to identify activities to maintain or improve health-related fitness components.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can describe why it's important to know health-related components and be able to analyze fitness results.</li> </ul>	
<p><b>Standard 3B (Prior Grade Standard)</b></p> <p>Understand the principles, components and practices of health-related physical fitness.</p>	<p><b>Standard 3B (Future Grade Standard)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

## Content Elaborations

Use this fitness unit to teach standard 3B, which is a state test. Use large group discussions to teach components of health-related fitness and the FITT principles. Use the first week as being more informative and learning the components and FITT principles. Use I do, we do, you do for different fitness demonstrations of different activities for each component. Teach the students how to read their own heart rates and have them check their heart rates after each activity. The students should be able to analyze their heart rate by adjusting intensity level as needed. During the second week, set up different stations for a variety of activities that hit on each component. Have the students fill out a worksheet that uses their results. Have them analyze their results and understand what areas they may need to improve or maintain their fitness. There is another fitness week, during quarter 3 where you could administer the state test for standard 3B.

## Instructional Strategies

- Large Group discussion
- I do, we do, you do
- Stations
- State Test

## Sample Assessments and Performance Tasks

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## Unit 6. Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 14</b></p> <p>Interpret heart rate during physical activity and exercise to determine appropriate level of intensity.</p> <p><i>Content Statement: Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness. (3B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know how to monitor heart rates</p> <p><b><u>Extended Understanding</u></b></p> <p>-Know how to interpret heart rate</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Health-Related Fitness</p> <p>-Health-Related Components (CE, MS, ME, Flex)</p> <p>-Heart rate</p> <p>-FITT</p> <p>-Warmup/Cooldown</p>
<p><b>Ultimate Learning Target</b></p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Interpret heart rate during physical activity and exercise to determine appropriate level of intensity.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify their own heart rate.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can monitor their own heart rate while exercising.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can use their heart rate to determine different levels of intensity.</li> <li>- The student can explain why it's important to monitor heart rates during physical activities/exercises.</li> </ul>	
<p><b>Standard 3B (Prior Grade Standard)</b></p> <p>Understand the principles, components and practices of health-related physical fitness.</p>	<p><b>Standard 3B (Future Grade Standard)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

## Content Elaborations

Use this fitness unit to teach standard 3B, which is a state test. Use large group discussions to teach components of health-related fitness and the FITT principles. Use the first week as being more informative and learning the components and FITT principles. Use I do, we do, you do for different fitness demonstrations of different activities for each component. Teach the students how to read their own heart rates and have them check their heart rates after each activity. The students should be able to analyze their heart rate by adjusting intensity level as needed. During the second week, set up different stations for a variety of activities that hit on each component. Have the students fill out a worksheet that uses their results. Have them analyze their results and understand what areas they may need to improve or maintain their fitness. There is another fitness week, during quarter 3 where you could administer the state test for standard 3B.

## Instructional Strategies

- Large Group discussion
- I do, we do, you do
- Stations
- State Test

## Sample Assessments and Performance Tasks

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the 3rd-5th grade band to help assess standard 3

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### Instructional Resources

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## Unit 6. Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 15</b></p> <p>Identify specific activities to improve muscular strength and endurance throughout the body.</p> <p><i>Content Statement: Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness. (3B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know muscular strength and endurance activities.</p> <p><b><u>Extended Understanding</u></b></p> <p>-Know which activities to use to improve results</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Health-Related Fitness</p> <p>-Health-Related Components (CE, MS, ME, Flex)</p> <p>-Heart rate</p> <p>-FITT</p> <p>-Warmup/Cooldown</p>
<p><b>Ultimate Learning Target</b></p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>Identify specific activities to improve muscular strength and endurance throughout the body.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can identify different activities for muscular strength and endurance.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can demonstrate different activities for muscular strength and endurance.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can identify when one would use the knowledge of specific activities to improve muscular strength and endurance.</li> </ul>	
<p><b>Standard 3B (Prior Grade Standard)</b></p> <p>Understand the principles, components and practices of health-related physical fitness.</p>	<p><b>Standard 3B (Future Grade Standard)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

## Content Elaborations

Use this fitness unit to teach standard 3B, which is a state test. Use large group discussions to teach components of health-related fitness and the FITT principles. Use the first week as being more informative and learning the components and FITT principles. Use I do, we do, you do for different fitness demonstrations of different activities for each component. Teach the students how to read their own heart rates and have them check their heart rates after each activity. The students should be able to analyze their heart rate by adjusting intensity level as needed. During the second week, set up different stations for a variety of activities that hit on each component. Have the students fill out a worksheet that uses their results. Have them analyze their results and understand what areas they may need to improve or maintain their fitness. There is another fitness week, during quarter 3 where you could administer the state test for standard 3B.

## Instructional Strategies

- Large Group discussion
- I do, we do, you do
- Stations
- State Test

## Sample Assessments and Performance Tasks

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## Unit 6. Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 16</b></p> <p>Link/match the FITT principle with the appropriate description.</p> <p><i>Content Statement: Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness. (3B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know FITT principles</p> <p><b><u>Extended Understanding</u></b></p> <p>-Match FITT principles w/ appropriate descriptions</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Health-Related Fitness</p> <p>-Health-Related Components (CE, MS, ME, Flex)</p> <p>-Heart rate</p> <p>-FITT</p> <p>-Warmup/Cooldown</p>
<p><b>Ultimate Learning Target</b></p> <p>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Link/match the FITT principle with the appropriate description.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify what FITT stands for.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can administer the FITT principles during stations/class.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe each component of the FITT principles.</li> </ul>	
<p><b>Standard 3B (Prior Grade Standard)</b></p> <p>Understand the principles, components and practices of health-related physical fitness.</p>	<p><b>Standard 3B (Future Grade Standard)</b></p> <p>Utilizes principles and practices to design a personalized health-related fitness plan.</p>	

## Content Elaborations

Use this fitness unit to teach standard 3B, which is a state test. Use large group discussions to teach components of health-related fitness and the FITT principles. Use the first week as being more informative and learning the components and FITT principles. Use I do, we do, you do for different fitness demonstrations of different activities for each component. Teach the students how to read their own heart rates and have them check their heart rates after each activity. The students should be able to analyze their heart rate by adjusting intensity level as needed. During the second week, set up different stations for a variety of activities that hit on each component. Have the students fill out a worksheet that uses their results. Have them analyze their results and understand what areas they may need to improve or maintain their fitness. There is another fitness week, during quarter 3 where you could administer the state test for standard 3B.

## Instructional Strategies

- Large Group discussion
- I do, we do, you do
- Stations
- State Test

## Sample Assessments and Performance Tasks

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## Unit 7. Manipulatives; Soccer

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 17</b></p> <p>Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to target).</p> <p><i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know how to kick and dribble a soccer ball.</p> <p><b><u>Extended Understanding</u></b></p> <p>-Receive a kick, dribble, and then kick to a target</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Soccer dribble</p> <p>-Soccer pass/shot</p> <p>-Critical elements/cues</p> <p>-Target</p>
<p><b>Ultimate Learning Target</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>– Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to target).</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can identify critical elements of dribbling a soccer ball.</li> <li>– The student can identify critical elements of kicking/passing a soccer ball.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can dribble a soccer ball under control using the critical elements.</li> <li>– The student can kick a soccer ball to a target using the critical elements.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can explain how critical elements help be more successful with dribbling and kicking a soccer ball.</li> </ul>	
<p><b>Standard 1B (Prior Grade Standard)</b></p> <p>Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard 1B (Future Grade Standard)</b></p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	

## Content Elaborations

In this unit, teach the students soccer skills eventually leading to game play. Use the first week to review dribbling skills and leading into kicking skills (passing and shooting). Use the I do, we do, you do method to review these skills. Relay set up is also a good way to review and teach these skills. There are small games to use to reinforce these skills as well (obstacle courses, 4 corners, etc). In the second week, review critical elements and allow the students some practice time using the skills learned in the previous week. After their practice time, set up the state test and assess their skills. Afterwards play a game of your choosing.

Here are some examples of games to play.

Numbers game - two teams lined up on the side lines, give each student a number making sure there is a match on both teams, roll out the ball and call out 1-3 numbers and let them play trying to score on goal, stop, and call out new numbers.

4 corners - balls in corners, run to get ball, and dribble back to your corner, time limit and see how many balls you have in your corner - no defenders, w/defenders

## Instructional Strategies

- Demonstrations - teacher led, student led
- Partner practice
- Small-group practice
- Small sided games
- Keep away
- Stations related to the different skills
- Hit the Targets (find ball, dribble to line, try to hit ball off cones using Passing/shooting skills)
- Obstacle course using skills
- State Test

## Sample Assessments and Performance Tasks

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## Unit 7. Manipulatives; Soccer

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 18</b></p> <p>Dribble under control during a game or game-like situation using the critical elements.</p> <p><i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know how to dribble a soccer ball.</p> <p><b><u>Extended Understanding</u></b></p> <p>-Use dribbling skills during a game</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Soccer dribble</p> <p>-Soccer pass/shot</p> <p>-Critical elements/cues</p> <p>-Target</p>
<p><b>Ultimate Learning Target</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Dribble under control during a game or game-like situation using the critical elements.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify critical elements of dribbling a soccer ball.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can dribble a soccer ball under control using the critical elements during a game.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain how critical elements help be more successful with dribbling a soccer ball.</li> </ul>	
<p><b>Standard 1B (Prior Grade Standard)</b></p> <p>Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard 1B (Future Grade Standard)</b></p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	

## Content Elaborations

In this unit, teach the students soccer skills eventually leading to game play. Use the first week to review dribbling skills and leading into kicking skills (passing and shooting). Use the I do, we do, you do method to review these skills. Relay set up is also a good way to review and teach these skills. There are small games to use to reinforce these skills as well (obstacle courses, 4 corners, etc). In the second week, review critical elements and allow the students some practice time using the skills learned in the previous week. After their practice time, set up the state test and assess their skills. Afterwards play a game of your choosing.

Here are some examples of games to play.

Numbers game - two teams lined up on the side lines, give each student a number making sure there is a match on both teams, roll out the ball and call out 1-3 numbers and let them play trying to score on goal, stop, and call out new numbers.

4 corners - balls in corners, run to get ball, and dribble back to your corner, time limit and see how many balls you have in your corner - no defenders, w/defenders

## Instructional Strategies

- Demonstrations - teacher led, student led
- Partner practice
- Small-group practice
- Small sided games
- Keep away
- Stations related to the different skills
- Hit the Targets (find ball, dribble to line, try to hit ball off cones using Passing/shooting skills)
- Obstacle course using skills
- State Test

## Sample Assessments and Performance Tasks

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## Unit 7. Manipulatives; Soccer

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 19</b></p> <p>Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.</p> <p><i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (1B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know how to pass a soccer ball.</p> <p><b><u>Extended Understanding</u></b></p> <p>-Pass a soccer ball in variety of situations</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Soccer dribble</p> <p>-Soccer pass/shot</p> <p>-Critical elements/cues</p> <p>-Target</p>
<p><b>Ultimate Learning Target</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify critical elements of passing a soccer ball.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can pass a soccer ball in a variety of situations.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain how critical elements help be more successful with passing a soccer ball against defenders.</li> </ul>	
<p><b>Standard 1B (Prior Grade Standard)</b></p> <p>Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard 1B (Future Grade Standard)</b></p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	



## Content Elaborations

In this unit, teach the students soccer skills eventually leading to game play. Use the first week to review dribbling skills and leading into kicking skills (passing and shooting). Use the I do, we do, you do method to review these skills. Relay set up is also a good way to review and teach these skills. There are small games to use to reinforce these skills as well (obstacle courses, 4 corners, etc). In the second week, review critical elements and allow the students some practice time using the skills learned in the previous week. After their practice time, set up the state test and assess their skills. Afterwards play a game of your choosing.

Here are some examples of games to play.

Numbers game - two teams lined up on the side lines, give each student a number making sure there is a match on both teams, roll out the ball and call out 1-3 numbers and let them play trying to score on goal, stop, and call out new numbers.

4 corners - balls in corners, run to get ball, and dribble back to your corner, time limit and see how many balls you have in your corner - no defenders, w/defenders

## Instructional Strategies

- Demonstrations - teacher led, student led
- Partner practice
- Small-group practice
- Small sided games
- Keep away
- Stations related to the different skills
- Hit the Targets (find ball, dribble to line, try to hit ball off cones using Passing/shooting skills)
- Obstacle course using skills
- State Test

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## Unit 8. Manipulatives; Hockey

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 20</b></p> <p>Strike an object with an implement using critical elements in relation to distance, space and direction demands</p> <p><i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know how to strike a hockey puck with a hockey stick</p> <p><b><u>Extended Understanding</u></b></p> <p>-Consistently strike a puck in varying situations.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Hockey dribble</p> <p>-Hockey pass/shot</p> <p>-Critical elements/cues</p> <p>-Offense</p> <p>-Defense</p>
<p><b>Ultimate Learning Target</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Strike an object with an implement using critical elements in relation to distance, space and direction demands</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify critical elements of striking a hockey puck with a hockey stick.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate striking a hockey puck with a hockey stick using the critical elements.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain differences in striking a hockey puck depending on the situation.</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b></p> <p>Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b></p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	

## Content Elaborations

Much of this unit can resemble the same concepts of the previous soccer unit. Practice dribbling, passing, and shooting in the first lesson. Spend the second lesson on reviewing basic skills adding small sided games, obstacle course, etc. You can assess for the state testing during the second or third week. During the third week, let them play hockey. Depending on your space and student numbers, one big game or two small games. For the big game, play 5v5 or 4v4 for about 2 minutes while the rest of the students are standing against the wall out of the way of play (they can always strike the puck back into play if it comes to them, but they are not allowed to shoot). Switch after the allotted time and keep repeating for the whole class.

## Instructional Strategies

- Large Group Discussion
- I do, We do, You do demonstrations
- Partner work
- Small-sided games
- Stations related to the different skills
- Hit the Targets (find ball, dribble to line, try to hit ball off cones using Passing/shooting skills)
- Obstacle course using skills
- 4 corners - balls in corners, run to get ball, and dribble back to your corner - no defenders, w/defenders
- State Test

## Sample Assessments and Performance Tasks

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## Unit 8. Manipulatives; Hockey

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 2I</b></p> <p>Dribble under control during a game or game-like situation using the critical elements.</p> <p><i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know how to dribble a hockey puck with a hockey stick.</p> <p><b><u>Extended Understanding</u></b></p> <p>-Be able to dribble under control during a game.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Hockey dribble</p> <p>-Hockey pass/shot</p> <p>-Critical elements/cues</p> <p>-Offense</p> <p>-Defense</p>
<p><b>Ultimate Learning Target</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Dribble under control during a game or game-like situation using the critical elements.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify critical elements of dribbling a hockey puck with a hockey stick.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate dribbling a hockey puck under control with a hockey stick during a game.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain strategies on how to keep control while dribbling a hockey puck during a game.</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b></p> <p>Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b></p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	

## Content Elaborations

Much of this unit can resemble the same concepts of the previous soccer unit. Practice dribbling, passing, and shooting in the first lesson. Spend the second lesson on reviewing basic skills adding small sided games, obstacle course, etc. You can assess for the state testing during the second or third week. During the third week, let them play hockey. Depending on your space and student numbers, one big game or two small games. For the big game, play 5v5 or 4v4 for about 2 minutes while the rest of the students are standing against the wall out of the way of play (they can always strike the puck back into play if it comes to them, but they are not allowed to shoot). Switch after the allotted time and keep repeating for the whole class.

## Instructional Strategies

- Large Group Discussion
- I do, We do, You do demonstrations
- Partner work
- Small-sided games
- Stations related to the different skills
- Hit the Targets (find ball, dribble to line, try to hit ball off cones using Passing/shooting skills)
- Obstacle course using skills
- 4 corners - balls in corners, run to get ball, and dribble back to your corner - no defenders, w/defenders
- State Test

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## Unit 8. Manipulatives; Hockey

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 22</b></p> <p>Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.</p> <p><i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know how to pass a hockey puck with a hockey stick.</p> <p><b><u>Extended Understanding</u></b></p> <p>-Be able to pass a puck during a game.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Hockey dribble</p> <p>-Hockey pass/shot</p> <p>-Critical elements/cues</p> <p>-Offense</p> <p>-Defense</p>
<p><b>Ultimate Learning Target</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>– Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can identify critical elements of passing a hockey puck with a hockey stick.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can demonstrate passing a hockey puck during a game using critical elements.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can explain how a pass might change in relation to defenders during a game.</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b></p> <p>Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b></p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	

## Content Elaborations

Much of this unit can resemble the same concepts of the previous soccer unit. Practice dribbling, passing, and shooting in the first lesson. Spend the second lesson on reviewing basic skills adding small sided games, obstacle course, etc. You can assess for the state testing during the second or third week. During the third week, let them play hockey. Depending on your space and student numbers, one big game or two small games. For the big game, play 5v5 or 4v4 for about 2 minutes while the rest of the students are standing against the wall out of the way of play (they can always strike the puck back into play if it comes to them, but they are not allowed to shoot). Switch after the allotted time and keep repeating for the whole class.

## Instructional Strategies

- Large Group Discussion
- I do, We do, You do demonstrations
- Partner work
- Small-sided games
- Stations related to the different skills
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## Unit 8. Manipulatives; Hockey

### Unpacked Standards / Clear Learning Targets

Unpacked Standards / Clear Learning Targets		
<p><b>Learning Target 23</b></p> <p>Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment.</p> <p><i>Content Statement: Demonstrate and apply basic tactics and principles of movement. (2A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know how to modify movements</p> <p><b><u>Extended Understanding</u></b></p> <p>-Modify hockey skills depending on the changing environment.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Hockey dribble</p> <p>-Hockey pass/shot</p> <p>-Critical elements/cues</p> <p>-Offense</p> <p>-Defense</p>
<p><b>Ultimate Learning Target</b></p> <p>Demonstrate and apply basic tactics and principles of movement.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify different modifications for different skills depending on the situation.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate how to modify hockey skills depending on the situation.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain how to modify different hockey skills depending on the situation.</li> </ul>	
<p><b>Standard 2A (Prior Grade Standard)</b></p> <p>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p>	<p><b>Standard 2A (Future Grade Standard)</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

## Content Elaborations

Much of this unit can resemble the same concepts of the previous soccer unit. Practice dribbling, passing, and shooting in the first lesson. Spend the second lesson on reviewing basic skills adding small sided games, obstacle course, etc. You can assess for the state testing during the second or third week. During the third week, let them play hockey. Depending on your space and student numbers, one big game or two small games. For the big game, play 5v5 or 4v4 for about 2 minutes while the rest of the students are standing against the wall out of the way of play (they can always strike the puck back into play if it comes to them, but they are not allowed to shoot). Switch after the allotted time and keep repeating for the whole class.

## Instructional Strategies

- Large Group Discussion
- I do, We do, You do demonstrations
- Partner work
- Small-sided games
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- Hit the Targets (find ball, dribble to line, try to hit ball off cones using Passing/shooting skills)
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- 4 corners - balls in corners, run to get ball, and dribble back to your corner - no defenders, w/defenders
- State Test

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## Unit 8. Manipulatives; Hockey

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 24</b></p> <p>Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</p> <p><i>Content Statement: Demonstrate and apply basic tactics and principles of movement. (2A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know offensive and defensive positioning</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate offensive and defensive positioning</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Offense</p> <p>-Defense</p>
<p><b>Ultimate Learning Target</b></p> <p>Demonstrate and apply basic tactics and principles of movement.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify elements of offensive and defensive positioning.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate offensive and defensive positioning during a game.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain different strategies for offensive and defensive positioning.</li> </ul>	
<p><b>Standard 2A (Prior Grade Standard)</b></p> <p>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p>	<p><b>Standard 2A (Future Grade Standard)</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

## Content Elaborations

Much of this unit can resemble the same concepts of the previous soccer unit. Practice dribbling, passing, and shooting in the first lesson. Spend the second lesson on reviewing basic skills adding small sided games, obstacle course, etc. You can assess for the state testing during the second or third week. During the third week, let them play hockey. Depending on your space and student numbers, one big game or two small games. For the big game, play 5v5 or 4v4 for about 2 minutes while the rest of the students are standing against the wall out of the way of play (they can always strike the puck back into play if it comes to them, but they are not allowed to shoot). Switch after the allotted time and keep repeating for the whole class.

## Instructional Strategies

- Large Group Discussion
- I do, We do, You do demonstrations
- Partner work
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## Unit 9. Game Play

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 25</b></p> <p>Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</p> <p><i>Content Statement: Demonstrate and apply basic tactics and principles of movement. (2A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know offensive and defensive positioning</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate offensive and defensive positioning</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Offense</p> <p>-Defense</p>
<p><b>Ultimate Learning Target</b></p> <p>Demonstrate and apply basic tactics and principles of movement.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify elements of offensive and defensive positioning.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate offensive and defensive positioning during a game.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain different strategies for offensive and defensive positioning.</li> </ul>	
<p><b>Standard 2A (Prior Grade Standard)</b></p> <p>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p>	<p><b>Standard 2A (Future Grade Standard)</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

### Content Elaborations

Take the next two weeks to teach one or two different large sided games that utilize offensive and defensive strategies. Some examples are below.

Capture the Flag

Four Corners

Castleball

Matball/Kickball

Battleship

### Instructional Strategies

- Large group discussion
- Allow the students to play a small or large sided game
- Stop frequently to review/reinforce expectations and behavior
- Praise positive behaviors

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## Unit 10. Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 26</b></p> <p>Identify school, home and community physical activity opportunities to meet physical activity guidelines.</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. 3A</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know physical activities</p> <p><b><u>Extended Understanding</u></b></p> <p>-Identify specific PA within different areas of life</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Physical Activity</p> <p>-School, home, and community</p> <p>-Warmup/Cooldown</p>
<p><b>Ultimate Learning Target</b></p> <p>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Identify school, home and community physical activity opportunities to meet physical activity guidelines.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify different physical activities.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student identifies physical activities that exist within the school, home, and community.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe the importance of knowing these physical activities and why to track the amount of minutes.</li> </ul>	
<p><b>Standard 3A (Prior Grade Standard)</b></p> <p>Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b>Standard 3A (Future Grade Standard)</b></p> <p>Develops a plan to meet the recommendation for daily physical activity.</p>	

## Content Elaborations

This week is to go over physical activities and take the state test 3A tracking physical activities throughout a students day. Use large group instruction to go over what the different physical activities the students may do at school, home and community. This is another good time to do fitness stations to reinforce standar 3B as well.

## Instructional Strategies

- Large Group discussion
- Stations
- Fitness Assessments (State Test)

## Sample Assessments and Performance Tasks

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## Unit 10. Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 27</b></p> <p>Track physical activity minutes to determine progress toward daily recommendation.</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. 3A</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know physical activities</p> <p><b><u>Extended Understanding</u></b></p> <p>-Identify specific PA within different areas of life</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Physical Activity</p> <p>-School, home, and community</p> <p>-Warmup/Cooldown</p>
<p><b>Ultimate Learning Target</b></p> <p>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Track physical activity minutes to determine progress toward daily recommendation.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify different physical activities.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can document how many minutes of physical activities are done throughout the day.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can take the daily recommendation and compare it to their own physical activities during the day.</li> </ul>	
<p><b>Standard 3A (Prior Grade Standard)</b></p> <p>Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b>Standard 3A (Future Grade Standard)</b></p> <p>Develops a plan to meet the recommendation for daily physical activity.</p>	



## Content Elaborations

This week is to go over physical activities and take the state test 3A tracking physical activities throughout a students day. Use large group instruction to go over what the different physical activities the students may do at school, home and community. This is another good time to do fitness stations to reinforce standar 3B as well.

## Instructional Strategies

- Large Group discussion
- Stations
- Fitness Assessments (State Test)

## Sample Assessments and Performance Tasks

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## Unit II: Nutrition

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 28</b></p> <p>Discuss the benefits of healthy eating in relation to physical activity</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance (3A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Healthy food</p> <p><b><u>Extended Understanding</u></b></p> <p>-Create a MyPlate of healthy food</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Healthy</p> <p>-Unhealthy</p> <p>-Physical Activity</p> <p>-Protein, Grains, Fruit, Vegetables, Dairy</p>
<p><b>Ultimate Learning Target</b></p> <p>Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance (3A)</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Discuss the benefits of healthy eating in relation to physical activity</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify multiple healthy foods in all categories.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can create a MyPlate of healthy foods.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain healthy benefits of eating and the relation to physical activity.</li> </ul>	
<p><b>Standard 3A (Prior Grade Standard)</b></p> <p>Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b>Standard 3A (Future Grade Standard)</b></p> <p>Develops a plan to meet the recommendation for daily physical activity.</p>	

## Content Elaborations

Use this unit to teach healthy vs unhealthy foods and how it relates to physical activities. Large group discussion to make lists of a variety of foods in the different food categories. You can let them partner up with options as well to change up the large group discussion. Create food cards (lots) and “placemats”. Allow the students to find the foods and put them into the correct categories. This can be done in relay races or a small game (middle of the floor is a refrigerator and allow them to go in and come back with a fruit, etc.). Relays races work as well. The setup for this activity is 4-6 lines (relay race) and place the cards upside down on the opposite side of the floor. Have specific placemats for just fruits (4), veggies, grains, proteins, dairy respectively. Then have MyPlate placemats with pictures of the different foods in each category. Then do a plain MyPlate. They have to work together to figure out whether they keep the cards or put them back. The setup for this activity is 4-6 lines (relay race) and place the cards upside down on the opposite side of the floor. This is a state test for 5th grade, however it’s also a great assessment tool for 3rd-5th for the end of the unit assessment.

## Instructional Strategies

- Large Group discussion
- Partner/Small Group & share
- Nutrition Relay Race - create healthy plate by finding cards that match the different categories
- Healthy food Project
- Game that has students identifying healthy vs unhealthy foods
- Calorie Counting game or part of a station
- Calories vs Physical activity project/journal

## Sample Assessments and Performance Tasks

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the 3rd-5th grade band to help assess standard 3

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## Unit 12. Manipulatives; Basketball

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 29</b></p> <p>Dribble under control during a game or game-like situation using the critical elements.</p> <p><i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Demonstrate dribbling a basketball under control</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate dribbling a basketball under control during games</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Dribble</p> <p>-Pass</p> <p>-Offense</p> <p>-Defense</p>
<p><b>Ultimate Learning Target</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Dribble under control during a game or game-like situation using the critical elements.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify critical elements of dribbling a basketball.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can dribble a basketball under control during a game situation.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe critical elements on how to dribble a basketball under control during a game situation.</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b></p> <p>Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b></p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	

## Content Elaborations

In this unit, review basic basketball skills and introduce game-like settings. Use the first lesson to review critical elements of dribbling and passing a basketball. relay races is an easy way to do this, but if you have enough basketballs, individual and partner work also works. Another way to review is doing stations with different challenges of basketball skills, some of which could be small games of sorts (dribble tag, dribble knockout, builders and bulldozers, challenges). In the second week, stations still work well. One or two of the stations should be a small sided game with shooting (1v1, 2v2, 3v3). If you didn't use hockey as your state test, then this is another opportunity to test that IB standard of dribbling.

## Instructional Strategies

- Large Group discussion
- Practice individual skills w/o partner and w/ partner
- Small sided games
- Dribble Tag, Dribble Knock away, Builders & Bulldozers
- 2v1 keep away; 2v2 keep away
- Dribble then pass to target activities
- Relay Races
- State Test

## Sample Assessments and Performance Tasks

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## Unit 12. Manipulatives; Basketball

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 30</b></p> <p>Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.</p> <p><i>Content Statement: Apply the critical elements of fundamental manipulative skills in a variety of physical activities. (IB)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Demonstrate critical elements of passing</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate critical elements of passing in variety of situations</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Dribble</p> <p>-Pass</p> <p>-Offense</p> <p>-Defense</p>
<p><b>Ultimate Learning Target</b></p> <p>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>– Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can identify critical elements of passing a basketball.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can pass a basketball in a variety of situations.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can describe critical elements on how to pass a basketball and how to modify depending on the situations.</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b></p> <p>Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b></p> <p>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>	

## Content Elaborations

In this unit, review basic basketball skills and introduce game-like settings. Use the first lesson to review critical elements of dribbling and passing a basketball. relay races is an easy way to do this, but if you have enough basketballs, individual and partner work also works. Another way to review is doing stations with different challenges of basketball skills, some of which could be small games of sorts (dribble tag, dribble knockout, builders and bulldozers, challenges). In the second week, stations still work well. One or two of the stations should be a small sided game with shooting (1v1, 2v2, 3v3). If you didn't use hockey as your state test, then this is another opportunity to test that IB standard of dribbling.

## Instructional Strategies

- Large Group discussion
- Practice individual skills w/o partner and w/ partner
- Small sided games
- Dribble Tag, Dribble Knock away, Builders & Bulldozers
- 2v1 keep away; 2v2 keep away
- Dribble then pass to target activities
- Relay Races
- State Test

## Sample Assessments and Performance Tasks

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## Unit 13. Jump Rope, Dance or Gymnastics

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 3 I</b></p> <p>Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.</p> <p><i>Content Statement: Combine locomotor and non-locomotor skills into movement patterns (1A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Perform movement sequence</p> <p><b><u>Extended Understanding</u></b></p> <p>-Perform movement sequence comprised of intermediate skills</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Movement sequence</p> <p>-Transitions</p>
<p><b>Ultimate Learning Target</b></p> <p>Combine locomotor and non-locomotor skills into movement patterns</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify basic and intermediate skills.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate movement sequences with smooth transitions.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain how some transitions may look better than others between movements.</li> </ul>	
<p><b>Standard 1A (Prior Grade Standard)</b></p> <p>Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>	<p><b>Standard 1A (Future Grade Standard)</b></p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	

## Content Elaborations

Use this 3 week unit to teach jump rope, dance, or gymnastics. Suggested lesson ideas below. This is part of the state test, so make sure to review the rubrics and create your worksheets to help the students create their routines/movements.

Jump Rope - Use the first week to teach jump rope and basic jumps. Practice and challenge partners. Practice trick jumps and then share/challenge a partner. The second week could be stations or spots where there are different challenges for the students to try. Those challenges can be different jumps in sequence as well as basic/intermediate jumps/tricks. Use the third week to allow the students to create their own sequence of jumps. This can be done individually and/or with partners. Give time to perform sequences/routines with other groups and/or as a class.

Dance - Use the first week to review dance and teach transitions in between moves. Teaching a class dance works for the first week. Give the students the next two weeks to create their own dances. They can do it individually or in a small group.

Gymnastics - Use the first week to review or use stations to review different gymnastic type movements. Allow the students time to explore different movements with transitions in between them. Stations work as some can be skill based and some can be short sequences. Use the next two weeks to allow the students to explore and create their own routines.

## Instructional Strategies

- Stations
- Small Group activities/challenges
- Individual/Small Group performances
- Practice putting skills together
- Create your own routines
- Teach a skill/routine to someone else
- State Test

## Sample Assessments and Performance Tasks

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## Unit 13. Jump Rope, Dance or Gymnastics

### Unpacked Standards / Clear Learning Targets

<b>Learning Target 32</b> Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice.  <i>Content Statement: Combine locomotor and non-locomotor skills into movement patterns (1A)</i>	<b><u>Essential Understanding</u></b> -Know how to jump rope  <b><u>Extended Understanding</u></b> -Perform variety of jump rope skills and/or tricks	<b><u>Academic Vocabulary</u></b> -Movement sequence -Transitions
<b>Ultimate Learning Target</b>  Combine locomotor and non-locomotor skills into movement patterns	<b><u>Broad Learning Target:</u></b> – Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice. <b><u>Underpinning Knowledge Learning Targets:</u></b> – The student can identify critical elements of jump rope. <b><u>Underpinning Skills Learning Targets:</u></b> – The student can demonstrate jump roping skills.. <b><u>Underpinning Reasoning Learning Targets:</u></b> – The student can describe to another student how to perform a jump rope skill and/or trick.	
<b>Standard 1A (Prior Grade Standard)</b>  Demonstrate locomotor and non-locomotor skills in a variety of ways.	<b>Standard 1A (Future Grade Standard)</b>  Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.	

## Content Elaborations

Use this 3 week unit to teach jump rope, dance, or gymnastics. Suggested lesson ideas below. This is part of the state test, so make sure to review the rubrics and create your worksheets to help the students create their routines/movements.

Jump Rope - Use the first week to teach jump rope and basic jumps. Practice and challenge partners. Practice trick jumps and then share/challenge a partner. The second week could be stations or spots where there are different challenges for the students to try. Those challenges can be different jumps in sequence as well as basic/intermediate jumps/tricks. Use the third week to allow the students to create their own sequence of jumps. This can be done individually and/or with partners. Give time to perform sequences/routines with other groups and/or as a class.

Dance - Use the first week to review dance and teach transitions in between moves. Teaching a class dance works for the first week. Give the students the next two weeks to create their own dances. They can do it individually or in a small group.

Gymnastics - Use the first week to review or use stations to review different gymnastic type movements. Allow the students time to explore different movements with transitions in between them. Stations work as some can be skill based and some can be short sequences. Use the next two weeks to allow the students to explore and create their own routines.

## Instructional Strategies

- Stations
- Small Group activities/challenges
- Individual/Small Group performances
- Practice putting skills together
- Create your own routines
- Teach a skill/routine to someone else
- State Test

## Sample Assessments and Performance Tasks



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## Unit 13. Jump Rope, Dance or Gymnastics

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 33</b></p> <p>Combine balance and transferring weight with movement skills in a gymnastics or dance sequence.</p> <p><i>Content Statement: Combine locomotor and non-locomotor skills into movement patterns (1A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know balance and weight transfer skills</p> <p><b><u>Extended Understanding</u></b></p> <p>-Perform a combination of balance and weight transfer skills</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Movement sequence</p> <p>-Transitions</p> <p>-Balance</p> <p>-Weight transfer</p>
<p><b>Ultimate Learning Target</b></p> <p>Combine locomotor and non-locomotor skills into movement patterns</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Combine balance and transferring weight with movement skills in a gymnastics or dance sequence.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify different ways to combine balance and weight transfer skills.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate combinations of balance and weight transfer skills.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe how the combination of balances and weight transfer skills relate to gymnastics or dance.</li> </ul>	
<p><b>Standard 1A (Prior Grade Standard)</b></p> <p>Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>	<p><b>Standard 1A (Future Grade Standard)</b></p> <p>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	

## Content Elaborations

Use this 3 week unit to teach jump rope, dance, or gymnastics. Suggested lesson ideas below. This is part of the state test, so make sure to review the rubrics and create your worksheets to help the students create their routines/movements.

**Jump Rope** - Use the first week to teach jump rope and basic jumps. Practice and challenge partners. Practice trick jumps and then share/challenge a partner. The second week could be stations or spots where there are different challenges for the students to try. Those challenges can be different jumps in sequence as well as basic/intermediate jumps/tricks. Use the third week to allow the students to create their own sequence of jumps. This can be done individually and/or with partners. Give time to perform sequences/routines with other groups and/or as a class.

**Dance** - Use the first week to review dance and teach transitions in between moves. Teaching a class dance works for the first week. Give the students the next two weeks to create their own dances. They can do it individually or in a small group.

**Gymnastics** - Use the first week to review or use stations to review different gymnastic type movements. Allow the students time to explore different movements with transitions in between them. Stations work as some can be skill based and some can be short sequences. Use the next two weeks to allow the students to explore and create their own routines.

## Instructional Strategies

- Stations
- Small Group activities/challenges
- Individual/Small Group performances
- Practice putting skills together
- Create your own routines
- Teach a skill/routine to someone else
- State Test

## Sample Assessments and Performance Tasks

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## Unit 13. Jump Rope, Dance or Gymnastics

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 34</b>          Combine skills in dances with correct rhythm and pattern.</p> <p><i>Content Statement: Combine locomotor and non-locomotor skills into movement patterns (1A)</i></p>	<p><b><u>Essential Understanding</u></b>          -Know different dance moves</p> <p><b><u>Extended Understanding</u></b>          -Combine dance skills with correct rhythm and pattern</p>	<p><b><u>Academic Vocabulary</u></b>          -Movement sequence          -Transitions          -Rhythm</p>
<p><b>Ultimate Learning Target</b>          Combine locomotor and non-locomotor skills into movement patterns</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Combine skills in dances with correct rhythm and pattern.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify rhythm using body movement patterns.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate dance skills with correct rhythm.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate rhythm with different dance skills.</li> </ul>	
<p><b>Standard 1A (Prior Grade Standard)</b>          Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>	<p><b>Standard 1A (Future Grade Standard)</b>          Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</p>	

## Content Elaborations

Use this 3 week unit to teach jump rope, dance, or gymnastics. Suggested lesson ideas below. This is part of the state test, so make sure to review the rubrics and create your worksheets to help the students create their routines/movements.

Jump Rope - Use the first week to teach jump rope and basic jumps. Practice and challenge partners. Practice trick jumps and then share/challenge a partner. The second week could be stations or spots where there are different challenges for the students to try. Those challenges can be different jumps in sequence as well as basic/intermediate jumps/tricks. Use the third week to allow the students to create their own sequence of jumps. This can be done individually and/or with partners. Give time to perform sequences/routines with other groups and/or as a class.

Dance - Use the first week to review dance and teach transitions in between moves. Teaching a class dance works for the first week. Give the students the next two weeks to create their own dances. They can do it individually or in a small group.

Gymnastics - Use the first week to review or use stations to review different gymnastic type movements. Allow the students time to explore different movements with transitions in between them. Stations work as some can be skill based and some can be short sequences. Use the next two weeks to allow the students to explore and create their own routines.

## Instructional Strategies

- Stations
- Small Group activities/challenges
- Individual/Small Group performances
- Practice putting skills together
- Create your own routines
- Teach a skill/routine to someone else
- State Test

## Sample Assessments and Performance Tasks

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the 3rd-5th grade band to help assess standard I

[Ohio Department of Education Physical Education Evaluation Rubrics](#) - This site will take you to the Columbus City Schools Evaluation Rubrics where the grade bands are listed in MS Word documents.

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### Instructional Resources

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## Unit 14. Fitness/Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 35</b></p> <p>Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.</p> <p><i>Content Statement: Identifies multiple, specific health benefits as a reason to value physical activity. (5A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Identify health benefits from physical activity</p> <p><b><u>Extended Understanding</u></b></p> <p>-Identify multiple HB from different dimensions</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Health benefits</p> <p>-Dimensions (physical, emotional, intellectual)</p> <p>-Physical activity</p>
<p><b>Ultimate Learning Target</b></p> <p>Identifies multiple, specific health benefits as a reason to value physical activity.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can identify multiple health benefits from physical activity.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can write multiple health benefits from participating in a specific physical activity.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>The student can explain why those health benefits are reasons to participate in physical activities.</li> </ul>	
<p><b>Standard 5A (Prior Grade Standard)</b></p> <p>Identifies health benefits as reasons to value physical activity.</p>	<p><b>Standard 5A (Future Grade Standard)</b></p> <p>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</p>	



## Content Elaborations

Use this unit to test for standard 5. It is a project based test. To start the first week, use large group discussion to review and teach health benefits of physical activities. List different types of activities and match health benefits for those activities. Explain the different health dimensions of physical, emotional, and intellectual benefits and reasons to participate in a physical activity (enjoyment, challenges, social benefits). It's a good idea to give the students an outline of what is needed/required for the state test. Give them time to create their outline and then start creating their project, which can be a friendly letter, poster, brochure, or flyer. Have samples of what these may look like to help them visualize the project. It is a good idea to have fitness stations set up for those who finish their projects early.

## Instructional Strategies

- Large Group Discussion
- Small Group work
- State Test

## Sample Assessments and Performance Tasks

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## Unit 14.Fitness/Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 36</b></p> <p>Identify multiple reasons for enjoying a selected physical activity, assets that are challenging yet enjoyable, and social benefits.</p> <p><i>Content Statement: Identify multiple reasons for enjoying a selected physical activity, assets that are challenging yet enjoyable, and social benefits. (5B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Identify reasons to enjoy PA</p> <p><b><u>Extended Understanding</u></b></p> <p>-Identify multiple reasons for enjoying a specific activity of their choosing</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Health benefits</p> <p>-Dimensions (physical, emotional, intellectual)</p> <p>-Physical activity</p>
<p><b>Ultimate Learning Target</b></p> <p>Identify multiple reasons for enjoying a selected physical activity, assets that are challenging yet enjoyable, and social benefits.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Identify multiple reasons for enjoying a selected physical activity, assets that are challenging yet enjoyable, and social benefits.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify multiple reasons to enjoy physical activity.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can write multiple reasons for enjoying a specific physical activity.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain why a specific activity is enjoyable.</li> </ul>	
<p><b>Standard 5B (Prior Grade Standard)</b></p> <p>Identifies reasons to participate in physical activity.</p>	<p><b>Standard 5B (Future Grade Standard)</b></p> <p>Discusses the positive impact physical activity has on his or her life.</p>	

## Content Elaborations

Use this unit to test for standard 5. It is a project based test. To start the first week, use large group discussion to review and teach health benefits of physical activities. List different types of activities and match health benefits for those activities. Explain the different health dimensions of physical, emotional, and intellectual benefits and reasons to participate in a physical activity (enjoyment, challenges, social benefits). It's a good idea to give the students an outline of what is needed/required for the state test. Give them time to create their outline and then start creating their project, which can be a friendly letter, poster, brochure, or flyer. Have samples of what these may look like to help them visualize the project. It is a good idea to have fitness stations set up for those who finish their projects early.

## Instructional Strategies

- Large Group Discussion
- Small Group work
- State Test

## Sample Assessments and Performance Tasks

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## Unit 15.Game Play

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 37</b></p> <p>Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</p> <p><i>Content Statement: Demonstrate and apply basic tactics and principles of movement. (2A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know offensive and defensive positioning</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate offensive and defensive positioning</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Offense</p> <p>-Defense</p>
<p><b>Ultimate Learning Target</b></p> <p>Demonstrate and apply basic tactics and principles of movement.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify elements of offensive and defensive positioning.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate offensive and defensive positioning during a game.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain different strategies for offensive and defensive positioning.</li> </ul>	
<p><b>Standard 2A (Prior Grade Standard)</b></p> <p>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</p>	<p><b>Standard 2A (Future Grade Standard)</b></p> <p>Apply tactical concepts and performance principles in game-like settings.</p>	

**Content Elaborations**

Use this week to review and/or teach a large-sided game that utilizes offensive and defensive strategies. Some examples are below.

Capture the Flag

Four Corners

Castleball

Matball/Kickball

Battleship

**Instructional Strategies**

- Large Group Discussion
- Small Group work
- State Test

**Sample Assessments and Performance Tasks**

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the 3rd-5th grade band to help assess standard 2

[Ohio Department of Education Physical Education Evaluation Rubrics](#) - This site will take you to the Columbus City Schools Evaluation Rubrics where the grade bands are listed in MS Word documents.

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**Instructional Resources**

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