



# Physical Education

Physical Education PreK-2nd

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>	<b>2 Weeks</b>
1.1 Know and follow procedures and safe practices. (4A) – Learning Targets 1, 2 1.2 Responsible behavior in physical activity settings (4B) -Learning Targets 1, 2		
	<b>Unit 2. Playground Games &amp; Physical Activity (5A/B)</b>	<b>2 Weeks</b>
2.1 Identifies health benefits as reasons to value physical activity. (5A) - Learning Target 1 2.2 Identifies reasons to participate in physical activity. (5B) - Learning Target 1		
	<b>Unit 3. Locomotor/Non-Locomotor Movements (1A, 2A)</b>	<b>3 Week</b>
3.1 Demonstrate locomotor and non-locomotor skills in a variety of ways. (1A) - Learning Targets 1, 2, 3, 4 3.2 Demonstrate knowledge of movement concepts related to body, space, effort and relationships. (2A) - Learning Target 1, 2		
	<b>Unit 4. Basic Ball Skills; Throwing and Catching (1B, 2A)</b>	<b>2 Weeks (3 total)</b>
4.1 Demonstrate developing control of fundamental manipulative skills. (1B) - Learning Targets 1, 2 4.2 Demonstrate knowledge of movement concepts related to body, space, effort and relationships. (2A) - Learning Target 2		

## Quarter 2

<b>Unit 4. Continued Basic Ball Skills; Throwing and Catching (1B, 2A)</b>	<b>1 Weeks (3 total)</b>
4.1 Demonstrate developing control of fundamental manipulative skills. (1B) - Learning Targets 1, 2 4.2 Demonstrate knowledge of movement concepts related to body, space, effort and relationships. (2A) - Learning Target 2	
<b>Unit 5. Fitness (3A, 3B)</b>	<b>3 Weeks</b>
5.1 Describes current level of physical activity and identifies additional physical activity opportunities. (3A) - Learning Targets 1, 2 5.2 Understand the principles, components and practices of health-related physical fitness (3B) –Learning Targets 1	
<b>Unit 6. Manipulatives; Soccer (1B)</b>	<b>3 Weeks</b>
6.1 Demonstrate developing control of fundamental manipulative skills. (1B) - Learning Targets - 4, 5	
<b>Unit 7. Manipulatives; Striking w/ Hands (1B)</b>	<b>2 Weeks</b>
7.1 Demonstrate developing control of fundamental manipulative skills. (1B) - Learning Targets - 3	

## Quarter 3

<b>Unit 8. Game Play (1B)</b>	<b>1 Week</b>
8.1 Demonstrate developing control of fundamental manipulative skills. (1B) Learning Targets your choice related to game	
<b>Unit 9. Fitness &amp; Physical Activity (3B)</b>	<b>1 Week</b>
9.1 Understand the principles, components and practices of health-related physical fitness (3B) –Learning Targets 1	
<b>Unit 10. Nutrition (3A)</b>	<b>3 Weeks</b>
10.1 Describes current level of physical activity and identifies additional physical activity opportunities. (3A) - Learning Target 3	
<b>Unit 11. Manipulatives; Basketball (1B)</b>	<b>3 Weeks</b>
11.1 Demonstrate developing control of fundamental manipulative skills. (1B) - Learning Targets - 5	
<b>Unit 12. Dance (1A)</b>	<b>1 Week (total 3 weeks)</b>
12.1 Demonstrate locomotor and non-locomotor skills in a variety of ways.(1A) - Learning Targets - 5	

## Quarter 4

	<b>Unit 12. Continued Dance (1A)</b> <span style="float: right;"><b>2 Weeks (3 total)</b></span>
12.1 Demonstrate locomotor and non-locomotor skills in a variety of ways.(1A) - Learning Targets - 6	
	<b>Unit 13. Fitness/Physical Activity (5A/B)</b> <span style="float: right;"><b>2 Weeks</b></span>
13.1 Identifies health benefits as reasons to value physical activity. (5A) - Learning Target - 1 13.2 Identifies reasons to participate in physical activity. (5B) - Learning Target - 1	
	<b>Unit 14. Game Play (1B)</b> <span style="float: right;"><b>1 Week</b></span>
14.1 Demonstrate developing control of fundamental manipulative skills. (1B) Learning Targets your choice related to game	
	<b>Unit 15. Manipulatives; Choice (1B)</b> <span style="float: right;"><b>2 Weeks</b></span>
15.1 Demonstrate developing control of fundamental manipulative skills. (1B) - Learning Targets - your choice	
	<b>Unit 16. All Skills Field Day</b> <span style="float: right;"><b>2 Weeks</b></span>
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 Know and follow procedures and safe practices. (4A)	1. <a href="#">Follow directions, handle equipment safely, and respond positively to corrective reminders while completing activities and taking responsibility for actions.</a> 2. <a href="#">Explain rules related to safety and activity-specific procedures.</a>	<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 do you think are some not safe behavior in the gym? What might happen?</li> <li>What do you think are some safe behaviors in the gym?</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) <span style="float: right;">2 weeks</span>			
Benchmark	Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
1.2 Responsible behavior in physical activity settings (4B)	3. <a href="#">Interactive positively with others in partner and small group activities without regard to individual differences (e.g demonstrate cooperation resolving conflicts, taking turns using equipment or performing a task).</a> 4. <a href="#">Follow instructions and class procedures while participating in physical education activities.</a>	<ul style="list-style-type: none"> <li>● Vocab - Positive interaction, cooperation, Empathy, conflicts</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>● Rock Paper Scissors (activity to help resolve conflicts easy)</li> <li>● Easy activities (e.g. tag, partner games, small group games), switch groups and discuss positive interaction with everyone at all times during class.</li> <li>● Take turns using equipment type easy activities (e.g. yarn balls, hula hoops) w/ partners</li> <li>● Continuously reinforce positive behaviors</li> <li>● Closure - reflection - verbally share, 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 health benefits as reasons to value physical activity. (5A)	5. <a href="#">Identify specific health benefits from participation in daily physical activity.</a>	<ul style="list-style-type: none"> <li>• Vocab - Health Benefit</li> <li>• List out health benefits from being active</li> <li>• Identify specific health benefits from physical activity.</li> <li>• Why is it important to participate in physical activity everyday?</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Discussion</li> <li>• Watch a video and discuss</li> <li>• Relay race matching (positive/negative outcomes using cards or something similar)</li> <li>• Worksheet</li> </ul>	

Unit 2. Playground Games & Physical Activity (5A/B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
2.2 Identifies reasons to participate in physical activity. (5B)	6. <a href="#">Discuss personal reasons (why?) for enjoying physical activity.</a>	<ul style="list-style-type: none"> <li>• List reasons why one might enjoy being active</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Discussion</li> <li>• Watch a video and discuss</li> <li>• Partner discussion (compare &amp; contrast)</li> </ul>	

Unit 3. Locomotor/Non-Locomotor Movements (1A, 2A) <span style="float: right;">3 weeks</span>			
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
<p>3.1 Demonstrate locomotor and non-locomotor skills in a variety of ways. (1A)</p>	<p>7. <a href="#">Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.</a></p> <p>8. <a href="#">Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.</a></p> <p>9. <a href="#">Perform combinations of non-locomotor and locomotor skills in a movement pattern.</a></p> <p>10. <a href="#">Perform combinations of rolling and balance skills.</a></p>	<ul style="list-style-type: none"> <li>● Vocab - Locomotor, non-locomotor, balances (static vs dynamic)</li> <li>● Demonstrate locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using the critical elements               <ul style="list-style-type: none"> <li>○ Walking - Stand w/ feet shoulder width apart, Step forward w/ lead foot, Keep feet apart and don't cross them, keep eyes up and forward</li> <li>○ Run - March high (lift knees to waist), push toes to ground, swing hands loto high fast (hips to ears), keep head and chin straight ahead</li> <li>○ Slide - Stand w/ feet shoulder width apart, ben knees slightly, step to side w/ lead foot, back foot chase to catch lead foot</li> <li>○ Gallop - stand w/ feet shoulder width apart, step forward w/ lead foot, tak long slide forward, back foot chase to catch lead foot, close feet fast together</li> <li>○ Hop - Balance on one foot, keep other foot off ground, arms to side to help balance, bend knees</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Large Group Discussion</li> <li>● I do, we do, you do</li> <li>● Following the leader (partners)</li> <li>● Stations</li> <li>● Tag games</li> <li>● <a href="#">In my shoes</a></li> <li>● Yoga (balances)</li> <li>● Partners/small group - create a balance, demonstrate and do together; Higher points of balance numbers (math addition skills)</li> <li>● State test</li> </ul>

			<p>when hopping off ground and when landing, keep eyes up and forward</p> <ul style="list-style-type: none"> <li>o Skip - stand w/ feet shoulder width apart, step forward w/ lead foot and hop, repeat pattern on opposite foot, keep eyes up and forward</li> <li>o Jump - stand w/ feet shoulder width apart, hands on sides, bend knees slightly, explode up with legs, bend knees when landing</li> <li>o Leap - stand w/ feet shoulder width apart, bend knees slightly, Do a long jump off one foot and land on the opposite foot, keep eyes up and forward</li> </ul> <ul style="list-style-type: none"> <li>● What is a balance? What are different Points of Balance (or bases of support)?</li> <li>● Perform a sequence of locomotor and non-locomotor skills together</li> <li>● Perform combinations of rolling and balance skills</li> </ul>	
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Unit 3. Locomotor/Non-Locomotor Movements (1A, 2A) <span style="float: right;">3 weeks</span>			
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
3.2 Demonstrate knowledge of movement concepts related to body, space, effort and relationships. (2A)	11. <a href="#">Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.</a>  12. <a href="#">Apply movement concepts (use more body parts, keep object close, different degrees of effort, force, speed, and direction, and spacial awareness) to accomplish a task in movement patterns, games, and/or tasks.</a>	<ul style="list-style-type: none"> <li>● Vocab - Body, space, effort, relationships</li> <li>● Use vocab to complete movement tasks</li> <li>● Use movement concepts to accomplish a task in patterns, games/and/or tasks</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>● Partner/small Group work</li> <li>● Movement sequence Challenges</li> </ul>

Unit 4. Basic Ball Skills; Throwing and Catching (IB, 2A) <span style="float: right;">3 weeks</span>			
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
<p>4.1 Demonstrate developing control of fundamental manipulative skills. (IB)</p>	<p>13. <a href="#">Throw overhand a variety of objects demonstrating a side orientation.</a></p> <p>14. <a href="#">Catch objects coming from different directions, heights and speed.</a></p>	<ul style="list-style-type: none"> <li>● Vocab - Cues/critical elements, 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)               <ul style="list-style-type: none"> <li>○ Cues - Point, Step, Throw, Follow-Through</li> </ul> </li> <li>● Catching critical elements - face body square to thrower, Keep eyes on the ball, Reach hands towards the ball, Five with the ball as it hits your hands, Keep pinkies together if ball is below your waist, keep thumbs together if ball is above your waist               <ul style="list-style-type: none"> <li>○ Cues - Ready, Eyes, Reach, Give, together (thumbs/pinkies)</li> </ul> </li> <li>● What is an Overhand Throw? Does the motion change w/ the objects used today?</li> <li>● What fingers are together if the ball is above the waist? Below the waist</li> <li>● Adapt/adjust to catching objects from different directions, heights, and speed</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>● Partner Practice (Peer assessment)</li> <li>● Stations</li> <li>● Game Play - Reinforce CE during game</li> <li>● State Assessment</li> </ul>

Unit 4. Basic Ball Skills; Throwing and Catching (1B, 2A) <span style="float: right;">3 weeks</span>			
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
4.2 Demonstrate knowledge of movement concepts related to body, space, effort and relationships. (2A)	15. <a href="#">Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.</a>  16. <a href="#">Apply movement concepts (use more body parts, keep object close, different degrees of effort, force, speed, and direction, and spacial awareness) to accomplish a task in movement patterns, games, and/or tasks</a>	<ul style="list-style-type: none"> <li>● Vocab - movement concepts of body, space, effort and relationships</li> <li>● Adapt/Adjust throwing and catching skills in different environments</li> <li>● Adapt/Adjust skills in a game and/or task</li> </ul>	<ul style="list-style-type: none"> <li>● Large Group Discussion</li> <li>● Peer Discussions</li> <li>● Stations - target challenges, partner work</li> <li>● Throwing Games (e.g. Bottle Battle, Station challenges, Battleship)</li> </ul>

## Quarter 2

Unit 5. Fitness (3A, 3B)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
5.1 Describes current level of physical activity and identifies additional physical activity opportunities. (3A)	17. <a href="#">Identify opportunities for physical activity at school, home and in the community.</a> 18. <a href="#">Track the amount of physical activity within the school day and compare it to the recommendation for daily</a>	<ul style="list-style-type: none"> <li>• Vocab: Physical Activity, Community</li> <li>• What are different physical activities that you can do at school, home and in community?</li> <li>• What is the Daily recommendation for physical activity?</li> <li>• Be able to track how much you do in a given school day and compare to the daily recommendation</li> <li>• What more can you do to hit the daily recommendation?</li> </ul>	<ul style="list-style-type: none"> <li>• Large group discussion</li> <li>• Do a worksheet together</li> <li>• Verbal or written check for understanding</li> <li>• State Test</li> </ul>	

Unit 5. Fitness (3A, 3B)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
5.1 Understand the principles, components and practices of health-related physical fitness. (3B)	19. <a href="#">Recall activities that align with each component of health-related fitness (e.g. activities that increase heart rate, improve muscular strength, ways to stretch different muscles)</a>	<ul style="list-style-type: none"> <li>• Vocab: Health related fitness, cardiovascular endurance, muscular strength and endurance, flexibility, body composition, heart rate, stretch, muscles</li> <li>• What is health related fitness? What are the different components?</li> <li>• What are some exercises that go with each component?</li> <li>• What are activities that increase heart rate?</li> <li>• What are activities to help improve muscular strength?</li> <li>• What are ways to stretch different muscles?</li> </ul>	<ul style="list-style-type: none"> <li>• Large group discussion</li> <li>• I do, we do, you do demonstration and practice</li> <li>• Teacher led then student led warm-up/Cool Down sequences</li> <li>• Stations</li> <li>• Partner work</li> <li>• State Test</li> </ul>	



Unit 6: Manipulatives; Soccer (IB)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
6.1 Demonstrate developing control of fundamental manipulative skills. (IB)	20. <a href="#">Kick a rolled or moving ball with the laces for power.</a> 21. <a href="#">Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.</a>	<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 kick a rolled or moving ball with laces for power</li> <li>Be able to dribble a ball with feet using different speeds, directions, pathways, and relationship to objects.</li> </ul>	<ul style="list-style-type: none"> <li>Large Group discussion</li> <li>I do, you do, we do</li> <li>Individual practice</li> <li>Partner practice</li> <li>Stations</li> <li>Small-sided games</li> <li>Obstacle challenges</li> </ul>	

Unit 7: Manipulatives; Striking w/ Hands/Implement (1B)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
7.1 Demonstrate developing control of fundamental manipulative skills. (1B)	22. <a href="#">Strike a variety of objects with the hand or an implement with purpose to control force/direction.</a>	<ul style="list-style-type: none"> <li>Strike a variety of objects with the hand and/or implement with the purpose of control force/direction.</li> <li>Striking w/ hands - Move feet under ball, one foot in front of the other with knees bent, extend arms, body, knees to the ball, aim arms towards target</li> <li>Striking w/ implement critical elements: Eyes on the object, point non-striking shoulder towards target, step with opposite foot, watch the object all the way into your implement, keep knees bent and your grip solid, use a fluid swinging motion and follow through</li> </ul>	<ul style="list-style-type: none"> <li>Large group discussion</li> <li>I do, we do, you do</li> <li>Individual practice; balloons, beach balls, paddle</li> <li>Partner work</li> <li>Station practice/challenges</li> </ul>	

## Quarter 3

Unit 8 Game Play (IB) <span style="float: right;">1 week</span>			
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
8.1 Demonstrate developing control of fundamental manipulative skills. (IB)	23. <a href="#">Depends on the Game</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 9. Fitness & Physical Activity (3A) <span style="float: right;">1 week</span>			
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
9.1 Describes current level of physical activity and identifies additional physical activity opportunities (3A)	24. <a href="#">Identify opportunities for physical activity at school, home and in the community.</a> 25. <a href="#">Track the amount of physical activity within the school day and compare it to the recommendation for daily physical activity.</a>	<ul style="list-style-type: none"> <li>Vocab - Physical Activity, community</li> <li>List physical activities               <ul style="list-style-type: none"> <li>Identify school, home, community activities</li> </ul> </li> <li>Can activities be both or all? What are some examples?</li> </ul>	<ul style="list-style-type: none"> <li>Large Group discussion</li> <li>Do some activities in gym               <ul style="list-style-type: none"> <li>Can you do this at home? In the community?</li> </ul> </li> <li>Stations</li> <li>Tracking worksheet for students or set it up as a whole class poster</li> </ul>

Unit 10. Nutrition (3A)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
10.1 Describes current level of physical activity and identifies additional physical activity opportunities (3A)	26. <a href="#">Suggest alternatives to unhealthy food and beverage choices related to physical activity.</a>	<ul style="list-style-type: none"> <li>• Vocab - Healthy, Unhealthy</li> <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> </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>• Game that has students identifying healthy vs unhealthy foods</li> <li>• State test</li> </ul>	
Unit 11. Manipulatives; Basketball (1B)				3 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
11.1 Demonstrate developing control of fundamental manipulative skills. (1B)	27. <a href="#">Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.</a>	<ul style="list-style-type: none"> <li>• Dribbling Cues: Finger Pads, waist level, eyes up</li> <li>• Dribble at different speeds, direction, levels, pathways</li> <li>• Dribble to avoid objects</li> <li>• What does dribbling under control look like?</li> <li>• Passing Cues - Chest, 2 hands, Elbows out, Push, follow-through</li> <li>• What are the critical elements of a pass?</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>• Stations Challenges</li> <li>• Relay Races</li> <li>• State Test</li> </ul>	

Unit 12. Dance (1A) <span style="float: right;">3 weeks</span>			
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
12.1 Demonstrate locomotor and non-locomotor skills in a variety of ways.(1A)	28. <a href="#">Perform rhythmic dance steps and sequences.</a>	<ul style="list-style-type: none"> <li>● Vocab - Rhythm, Dance, sequence</li> <li>● Perform dance steps and sequences smoothly</li> <li>● What is rhythm?</li> <li>● What is Dance?</li> <li>● What is Sequence in terms of dancing?</li> </ul>	<ul style="list-style-type: none"> <li>● Large Group discussion</li> <li>● Use Videos (YouTube or your own)</li> <li>● Teach a variety of different types of dances (hip hop, line dancing, etc.)</li> <li>● Dances from around the World (incorporate Cultures/Global empathy)</li> <li>● I do , we do, you do</li> <li>● State Test</li> </ul>

## Quarter 4

Unit 13. Fitness/Physical Activity (5A/5B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
13.1 Identifies health benefits as reasons to value physical activity. (5A)	29. <a href="#">Identify specific health benefits from participation in daily physical activity.</a>	<ul style="list-style-type: none"> <li>• Vocab - Health Benefit</li> <li>• List out health benefits from being active</li> <li>• Identify health benefits from physical activity.</li> <li>• Why is it important to participate in physical activity everyday?</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Discussion</li> <li>• Watch a video and discuss</li> <li>• Relay race matching (positive/negative outcomes using cards or something similar)</li> <li>• Stations</li> <li>• State Test</li> </ul>	

Unit 13. Fitness/Physical Activity (5A/5B)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
13.2 Identifies reasons to participate in physical activity. (5B)	30. <a href="#">Discuss personal reasons (why?) for enjoying physical activity.</a>	<ul style="list-style-type: none"> <li>• List reasons why one might enjoy being active</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Discussion</li> <li>• Watch a video and discuss</li> <li>• State Test</li> </ul>	

Unit 14. Game Play (IB)				1 week
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
14.1 Demonstrate developing control of fundamental manipulative skills. (1B)	31. Depends on the Game	<ul style="list-style-type: none"> <li>• Large or Sided game of your choice with emphasis on any skills previously covered</li> <li>• Focus on fundamental skills even during game play</li> <li>• Focus on safe and respectful behavior</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 15. Manipulatives; Choice (IB)				2 weeks
Benchmark	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities	
15.1 Demonstrate developing control of fundamental manipulative skills. (1B)	32. Depends on the skill	<ul style="list-style-type: none"> <li>• Jump Rope, Gymnastics</li> <li>• Throwing Games</li> <li>• Cooperative Games</li> <li>• Kickball/Matball</li> <li>• Pickleball/Tennis</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 I. Intro to PE

Unpacked Standards / Clear Learning Targets		
<p><b>Learning Target I</b></p> <p>I. Follow directions, handle equipment safely, and respond positively to corrective reminders while completing activities and taking responsibility for actions.</p> <p><i>Content Statement: Know and follow procedures and safe practices. (4A)</i></p>	<p><b>Essential Understanding</b></p> <p>-Know and follow rules and procedures</p> <p><b>Extended Understanding</b></p> <p>-Demonstrate following directions and safe practices</p>	<p><b>Academic Vocabulary</b></p> <p>-Procedures</p> <p>-Responsibility</p> <p>-Follow directions</p> <p>-Behavior</p> <p>-Demonstrate</p>
<p><b>Ultimate Learning Target</b></p> <p>Know and follow procedures and safe practices</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can follow directions, handle equipment safely, and respond positively to corrective reminders while completing activities and taking 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 class rules and safe practices during PE class..</li> <li>- The student can identify and give examples of how one might take responsibility for his/her actions..</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can follow directions and safe practices during activity.</li> <li>- The student can respond positively to corrective reminders while completing 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 following directions and safe practices is important in PE.</li> <li>- The student can give examples of being responsible during PE class.</li> </ul>	
<p><b>Standard 4A (Prior Grade Standard)</b></p> <p>Know and follow procedures and safe practices.</p>	<p><b>Standard 4A (Future Grade Standard)</b></p> <p>Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p>	



## Content Elaborations

The student will be able to follow directions, handle equipment safely, and respond positively to corrective reminders while completing activities and taking responsibility for actions. During the lesson rules and procedures will be discussed and repeatedly reinforced throughout the lesson and year. It is important for the student to identify and know why it's important to follow procedures and safe practices while being active in a Physical Education class.

## Instructional Strategies

- Go over rules/procedures/expectations in large group; This can be done visually with posters and verbal repetition
- 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

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the K-2 grade band to help assess standard 4

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## Unit I. Intro to PE

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 2</b></p> <p>2. Explain rules related to safety and activity-specific procedures.</p> <p><i>Content Statement: Know and follow procedures and safe practices. (4A)</i></p>	<p><b>Essential Understanding</b> -Know rules and safe practices</p> <p><b>Extended Understanding</b> -Explain rules related to safe practices and procedures</p>	<p><b>Academic Vocabulary</b></p> <p>-Procedures -Explain -Verbal -Activity</p>
<p><b>Ultimate Learning Target</b> Know and follow procedures and safe practices</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain rules related to safety and activity-specific procedures.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and give examples of PE rules and safe practices.</li> <li>- The student can identify and give examples of activity specific procedures.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain different rules, safe practices, and activity specific procedures.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can relate rules, safe practices, and activity specific procedures.</li> </ul>	
<p><b>Standard 4A (Prior Grade Standard)</b></p> <p>Know and follow procedures and safe practices.</p>	<p><b>Standard 4A (Future Grade Standard)</b></p> <p>Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p>	

## Content Elaborations

The student will be able to follow directions, handle equipment safely, and respond positively to corrective reminders while completing activities and taking responsibility for actions. During the lesson rules and procedures will be discussed and repeatedly reinforced throughout the lesson and year. It is important for the student to identify and know why it's important to follow procedures and safe practices while being active in a Physical Education class.

## Instructional Strategies

- Go over rules/procedures/expectations in large group; This can be done visually with posters and verbal repetition
- Provide some easy activities that reinforce and teach those safe practices (e.g tag, locomotor skill review, shark and minnows)
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## Unit 1. Intro to PE

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 3</b></p> <p>Interactive positively with others in partner and small group activities without regard to individual differences (e.g demonstrate cooperation resolving conflicts, taking turns using equipment or performing a task).</p> <p><i>Content Statement: Responsible behavior in physical activity settings (4B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Positive interactions with others</p> <p><b><u>Extended Understanding</u></b></p> <p>-Demonstrate positive interaction with others no matter differences.</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Interaction</p> <p>-Individual differences</p> <p>-Cooperation</p> <p>-Conflict</p> <p>-Resolve</p> <p>-Task</p> <p>-Empathy</p> <p>-Communication</p>
<p><b>Ultimate Learning Target</b></p> <p>Positive interactions with others during class.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can interact positively with others in partner and small group activities without regard to individual differences (e.g demonstrate cooperation resolving conflicts, taking turns using equipment or performing a task).</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and give examples of positive interaction between students.</li> <li>- The student can identify and give examples of how students can be different 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 positively interact with others demonstrating cooperation and conflict resolution.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain why it is important to cooperate, resolve conflicts, and take turns while participating in PE class.</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>Interact and communicate positively with others.</p>	

## Content Elaborations

The student will be able to follow instructions and class procedures while participating in physical education activities. During the lesson, the teacher will reinforce/repeat instructions and procedures before, during, and after activities. It is important for the student to identify and know why it's important to follow instructions and class procedures while being active in a Physical Education class.

## Instructional Strategies

- Large Group discussion
- Rock Paper Scissors (activity to help resolve conflicts easy)
- Easy activities (e.g. tag, partner games, small group games), switch groups and discuss positive interaction with everyone at all times during class.
- Take turns using equipment type easy activities (e.g. yarn balls, hula hoops) w/ partners
- Continuously reinforce positive behaviors
- Closure - reflection - verbally share, examples during class

## Sample Assessments and Performance Tasks

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## Unit 1. Intro to PE

Unpacked Standards / Clear Learning Targets		
<p><b>Learning Target 4</b>            Follow instructions and class procedures while participating in physical education activities.</p> <p><i>Content Statement: Responsible behavior in physical activity settings (4B)</i></p>	<p><b><u>Essential Understanding</u></b>            -Follow direction and procedures</p> <p><b><u>Extended Understanding</u></b>            -Explain why it's important to follow instructions and procedures while being active</p>	<p><b><u>Academic Vocabulary</u></b>            -Responsible behavior            -Instructions            -Class procedures            -Participation</p>
<p><b>Ultimate Learning Target</b>            Follow instructions and class procedures</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can follow instructions and class procedures while participating in physical education activities.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify and give examples of class procedures.</li> <li>- The student can identify and give examples of a student following directions during activities.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate responsible behavior while completing activities.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain why it is important to follow instructions and class procedures during activities.</li> </ul>	
<p><b>Standard 4B (Prior Grade Standard)</b>            Responsible behavior in physical activity settings.</p>	<p><b>Standard 4B (Future Grade Standard)</b>            Interact and communicate positively with others.</p>	

## Content Elaborations

The student will be able to follow instructions and class procedures while participating in physical education activities. During the lesson, the teacher will reinforce/repeat instructions and procedures before, during, and after activities. It is important for the student to identify and know why it's important to follow instructions and class procedures while being active in a Physical Education class.

## Instructional Strategies

- Large Group discussion
- Rock Paper Scissors (activity to help resolve conflicts easy)
- Easy activities (e.g. tag, partner games, small group games), switch groups and discuss positive interaction with everyone at all times during class.
- Take turns using equipment type easy activities (e.g. yarn balls, hula hoops) w/ partners
- Continuously reinforce positive behaviors
- Closure - reflection - verbally share, examples during class

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## Unit 2. Playground Games and Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 5</b> Identify specific health benefits from participation in daily physical activity.</p> <p><i>Content Statement: Identifies health benefits as reasons to value physical activity. (5A)</i></p>	<p><b><u>Essential Understanding</u></b> -Identify health benefits</p> <p><b><u>Extended Understanding</u></b> -Identify specific healthy benefits from different physical activities.</p>	<p><b><u>Academic Vocabulary</u></b> -Healthy benefit -Participation -Physical Activity</p>
<p><b>Ultimate Learning Target</b> Identify healthy benefits as reasons to value PA</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Identify specific health benefits from participation in daily 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 what health benefits are.</li> <li>- The student can identify and give examples of different health benefits.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can be able to verbally identify specific health benefits from different physical activities.</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 health benefit goes with that specific physical activity.</li> </ul>	
<p><b>Standard 5A (Prior Grade Standard)</b> Identifies health benefits as reasons to value physical activity.</p>	<p><b>Standard 5A (Future Grade Standard)</b> Identifies multiple, specific health benefits as a reason to value physical activity.</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. The students will also learn about physical activities and what activities can be done at school, home, and in the community. It teaches about the importance of health benefits of being physically active and what opportunities they can be active throughout the day. Helps the student recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## Instructional Strategies

- Large Group Discussion
- Watch a video and discuss
- Relay race matching (positive/negative outcomes using cards or something similar)
- Worksheet

## Sample Assessments and Performance Tasks

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## Unit 2. Playground Games and Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 6</b> Discuss personal reasons (why?) for enjoying physical activity.</p> <p><i>Content Statement: Identifies reasons to participate in physical activity. (5B)</i></p>	<p><b><u>Essential Understanding</u></b> -Reason for enjoying physical activity</p> <p><b><u>Extended Understanding</u></b> -Discuss why you would enjoy being physically active.</p>	<p><b><u>Academic Vocabulary</u></b> -Personal -Discuss -Physical Activity -Enjoyment</p>
<p><b>Ultimate Learning Target</b> <b>Identify reasons to participate in PA</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Discuss personal reasons (why?) for enjoying 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 reasons for participating in physical activities.</li> <li>- The student can identify reasons for enjoying physical activities</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can be able to verbally discuss their own personal reasons for enjoying 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 it's good to know your personal reasons for enjoying physical activity.</li> </ul>	
<p><b>Standard 5B (Prior Grade Standard)</b> Identifies reasons to participate in physical activity. (5B)</p>	<p><b>Standard 5B (Future Grade Standard)</b> Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.</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. The students will also learn about physical activities and what activities can be done at school, home, and in the community. It teaches about the importance of health benefits of being physically active and what opportunities they can be active throughout the day. Helps the student recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## Instructional Strategies

- Large Group Discussion
- Watch a video and discuss
- Partner discussion (compare & contrast)

## Sample Assessments and Performance Tasks

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## Unit 3. Locomotor/Non-Locomotor Movements

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 7</b>        Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.</p> <p><i>Content Statement: Demonstrate locomotor and non-locomotor skills in a variety of ways. (IA)</i></p>	<p><b><u>Essential Understanding</u></b>        -Fundamental Locomotor skills</p> <p><b><u>Extended Understanding</u></b>        -demonstrate locomotor skills</p>	<p><b><u>Academic Vocabulary</u></b>        -Locomotor skills        -Non-locomotor skills        -Critical elements (Cues)        -Static balance        -Dynamic balance        -Weight transfer        -Movement pattern</p>
<p><b>Ultimate Learning Target</b>  <b>Fundamental Locomotor Skills</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using 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 the different locomotor skills.</li> <li>- The student can identify the critical elements of different locomotor skills.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can be able to demonstrate all of the locomotor skills.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain differences between different locomotor skills</li> </ul>	
<p><b>Standard IA (Prior Grade Standard)</b>        Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>	<p><b>Standard IA (Future Grade Standard)</b>        Combine locomotor and non-locomotor skills into movement patterns.</p>	

## Content Elaborations

In this unit the students will learn about and demonstrate the fundamental locomotor & non-locomotor skills. In the first week, teach/review fundamental locomotor skills ((walk, run, slide, gallop, hop, skip, jump, leap). Include a game like tag, where they have to do a specific skill while they are playing the game. You can start to review balances in the first and/or second week of the lesson. Discuss static vs dynamic balance skills. Discuss Points of balances (or bases of support). Yoga is a great way to teach balances. The students can be grouped with partners or in threes and they can mirror each other balances taking turns and asking how many points of balance are being used. At the end of the second lesson and/or beginning of the third discuss and practice proper rolling skills. In the third lesson, have the students combine locomotor and non-locomotor skills and creating their own sequence (give prompts to how the sequence should look). Stations work well teaching and reviewing locomotor and non-locomotor skills as well.

## Instructional Strategies

- Large Group Discussion
- I do, we do, you do
- Following the leader (partners)
- Stations
- Tag games
- [In my shoes](#)
- Yoga (balances)
- Partners/small group - create a balance, demonstrate and do together; Higher points of balance numbers (math addition skills)
- State test

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## Unit 3. Locomotor/Non-Locomotor Movements

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 8</b>          Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.</p> <p><i>Content Statement: Demonstrate locomotor and non-locomotor skills in a variety of ways. (IA)</i></p>	<p><b><u>Essential Understanding</u></b>          -Fundamental Locomotor skills and non-locomotor skills</p> <p><b><u>Extended Understanding</u></b>          -Combine locomotor and non-locomotor skills</p>	<p><b><u>Academic Vocabulary</u></b>          -Locomotor skills          -Non-locomotor skills          -Critical elements (Cues)          -Static balance          -Dynamic balance          -Weight transfer          -Movement pattern</p>
<p><b>Ultimate Learning Target</b>  <b>Combine locomotor and non-locomotor skills.</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the different locomotor skills.</li> <li>- The student can identify different non-locomotor skills.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can be able to perform a combination of locomotor and non-locomotor skills.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify other activities that use locomotor and/or non-locomotor skills</li> </ul>	
<p><b>Standard IA (Prior Grade Standard)</b>          Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>	<p><b>Standard IA (Future Grade Standard)</b>          Combine locomotor and non-locomotor skills into movement patterns.</p>	

## Content Elaborations

In this unit the students will learn about and demonstrate the fundamental locomotor & non-locomotor skills. In the first week, teach/review fundamental locomotor skills ((walk, run, slide, gallop, hop, skip, jump, leap). Include a game like tag, where they have to do a specific skill while they are playing the game. You can start to review balances in the first and/or second week of the lesson. Discuss static vs dynamic balance skills. Discuss Points of balances (or bases of support). Yoga is a great way to teach balances. The students can be grouped with partners or in threes and they can mirror each other balances taking turns and asking how many points of balance are being used. At the end of the second lesson and/or beginning of the third discuss and practice proper rolling skills. In the third lesson, have the students combine locomotor and non-locomotor skills and creating their own sequence (give prompts to how the sequence should look). Stations work well teaching and reviewing locomotor and non-locomotor skills as well.

## Instructional Strategies

- Large Group Discussion
- I do, we do, you do
- Following the leader (partners)
- Stations
- Tag games
- [In my shoes](#)
- Yoga (balances)
- Partners/small group - create a balance, demonstrate and do together; Higher points of balance numbers (math addition skills)
- State test

## Sample Assessments and Performance Tasks

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the K-2 grade band to help assess standard I

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## Unit 3. Locomotor/Non-Locomotor Movements

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 9</b> Perform combinations of non-locomotor and locomotor skills in a movement pattern.</p> <p><i>Content Statement: Demonstrate locomotor and non-locomotor skills in a variety of ways. (IA)</i></p>	<p><b><u>Essential Understanding</u></b> -Fundamental Locomotor skills and non-locomotor skills</p> <p><b><u>Extended Understanding</u></b> -Combine locomotor and non-locomotor skills in a movement pattern</p>	<p><b><u>Academic Vocabulary</u></b> -Locomotor skills -Non-locomotor skills -Critical elements (Cues) -Static balance -Dynamic balance -Weight transfer -Movement pattern</p>
<p><b>Ultimate Learning Target</b> <b>Combine locomotor and non-locomotor skills in a movement pattern.</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Perform combinations of non-locomotor and locomotor skills in a movement pattern.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the different locomotor skills.</li> <li>- The student can identify different non-locomotor skills.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can be able to perform a combination of locomotor and non-locomotor skills.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify other activities that use locomotor and/or non-locomotor skills</li> </ul>	
<p><b>Standard IA (Prior Grade Standard)</b> Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>	<p><b>Standard IA (Future Grade Standard)</b> Combine locomotor and non-locomotor skills into movement patterns.</p>	



## Content Elaborations

In this unit the students will learn about and demonstrate the fundamental locomotor & non-locomotor skills. In the first week, teach/review fundamental locomotor skills ((walk, run, slide, gallop, hop, skip, jump, leap). Include a game like tag, where they have to do a specific skill while they are playing the game. You can start to review balances in the first and/or second week of the lesson. Discuss static vs dynamic balance skills. Discuss Points of balances (or bases of support). Yoga is a great way to teach balances. The students can be grouped with partners or in threes and they can mirror each other balances taking turns and asking how many points of balance are being used. At the end of the second lesson and/or beginning of the third discuss and practice proper rolling skills. In the third lesson, have the students combine locomotor and non-locomotor skills and creating their own sequence (give prompts to how the sequence should look). Stations work well teaching and reviewing locomotor and non-locomotor skills as well.

## Instructional Strategies

- Large Group Discussion
- I do, we do, you do
- Following the leader (partners)
- Stations
- Tag games
- [In my shoes](#)
- Yoga (balances)
- Partners/small group - create a balance, demonstrate and do together; Higher points of balance numbers (math addition skills)
- State test

## Sample Assessments and Performance Tasks

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## Unit 3. Locomotor/Non-Locomotor Movements

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 10</b> Perform combinations of rolling and balance skills.</p> <p><i>Content Statement: Demonstrate locomotor and non-locomotor skills in a variety of ways. (IA)</i></p>	<p><b><u>Essential Understanding</u></b> -Rolling and Balance skills</p> <p><b><u>Extended Understanding</u></b> -Combine rolling and balance skills</p>	<p><b><u>Academic Vocabulary</u></b> -Locomotor skills -Non-locomotor skills -Critical elements (Cues) -Static balance -Dynamic balance -Weight transfer -Movement pattern</p>
<p><b>Ultimate Learning Target</b> <b>Combine rolling and balance skills</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Perform combinations of rolling and balance skills.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify different rolling skills.</li> <li>- The student can identify different balancing skills.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can be able to demonstrate rolling skills using critical elements.</li> <li>- The student can be able to demonstrate different balances.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify other activities that use rolling and/or balance skills.</li> </ul>	
<p><b>Standard IA (Prior Grade Standard)</b> Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>	<p><b>Standard IA (Future Grade Standard)</b> Combine locomotor and non-locomotor skills into movement patterns.</p>	

## Content Elaborations

In this unit the students will learn about and demonstrate the fundamental locomotor & non-locomotor skills. In the first week, teach/review fundamental locomotor skills ((walk, run, slide, gallop, hop, skip, jump, leap). Include a game like tag, where they have to do a specific skill while they are playing the game. You can start to review balances in the first and/or second week of the lesson. Discuss static vs dynamic balance skills. Discuss Points of balances (or bases of support). Yoga is a great way to teach balances. The students can be grouped with partners or in threes and they can mirror each other balances taking turns and asking how many points of balance are being used. At the end of the second lesson and/or beginning of the third discuss and practice proper rolling skills. In the third lesson, have the students combine locomotor and non-locomotor skills and creating their own sequence (give prompts to how the sequence should look). Stations work well teaching and reviewing locomotor and non-locomotor skills as well.

## Instructional Strategies

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- Stations
- Tag games
- [In my shoes](#)
- Yoga (balances)
- Partners/small group - create a balance, demonstrate and do together; Higher points of balance numbers (math addition skills)
- State test

## Sample Assessments and Performance Tasks

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## Unit 3. Locomotor/Non-Locomotor Movements

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 11</b></p> <p>Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.</p> <p><i>Content Statement: Demonstrate knowledge of movement concepts related to body, space, effort and relationships. (2A)</i></p>	<p><b><u>Essential Understanding</u></b> -Movement vocabulary</p> <p><b><u>Extended Understanding</u></b> -Modify movement to complete a task</p>	<p><b><u>Academic Vocabulary</u></b> -Movement Vocabulary -Body, space, effort, relationships -Effort, force, speed, direction, spacial awareness</p>
<p><b>Ultimate Learning Target</b></p> <p><b>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify different movement vocabulary (body, space, effort, and relationships)</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can be able to demonstrate different ways to move in relation to body, space, effort, and relationships..</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify other tasks that might need to use the movement vocabulary.</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>Demonstrate and apply basic tactics and principles of movement.</p>	

## Content Elaborations

In this unit the students will learn about and demonstrate the fundamental locomotor & non-locomotor skills. In the first week, teach/review fundamental locomotor skills ((walk, run, slide, gallop, hop, skip, jump, leap). Include a game like tag, where they have to do a specific skill while they are playing the game. You can start to review balances in the first and/or second week of the lesson. Discuss static vs dynamic balance skills. Discuss Points of balances (or bases of support). Yoga is a great way to teach balances. The students can be grouped with partners or in threes and they can mirror each other balances taking turns and asking how many points of balance are being used. At the end of the second lesson and/or beginning of the third discuss and practice proper rolling skills. In the third lesson, have the students combine locomotor and non-locomotor skills and creating their own sequence (give prompts to how the sequence should look). Stations work well teaching and reviewing locomotor and non-locomotor skills as well.

## Instructional Strategies

- Large Group Discussion
- I do, we do, you do
- Stations
- Partner/small Group work
- Movement sequence Challenges

## Sample Assessments and Performance Tasks

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## Unit 3. Locomotor/Non-Locomotor Movements

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 12</b></p> <p>Apply movement concepts (use more body parts, keep object close, different degrees of effort, force, speed, and direction, and spacial awareness) to accomplish a task in movement patterns, games, and/or tasks</p> <p><i>Content Statement: Demonstrate knowledge of movement concepts related to body, space, effort and relationships. (2A)</i></p>	<p><b><u>Essential Understanding</u></b> -Movement Concepts</p> <p><b><u>Extended Understanding</u></b> -Apply movement concepts to accomplish a task</p>	<p><b><u>Academic Vocabulary</u></b> -Movement Vocabulary -Body, space, effort, relationships -Effort, force, speed, direction, spacial awareness</p>
<p><b>Ultimate Learning Target</b></p> <p><b>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can apply movement concepts (use more body parts, keep object close, different degrees of effort, force, speed, and direction, and spacial awareness) to accomplish a task in movement patterns, games, and/or tasks.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify different movement concepts.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can be able to demonstrate different movement concepts while performing different tasks.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify what movement concept is being used during a specific movement pattern.</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>Demonstrate and apply basic tactics and principles of movement.</p>	

## Content Elaborations

In this unit the students will learn about and demonstrate the fundamental locomotor & non-locomotor skills. In the first week, teach/review fundamental locomotor skills ((walk, run, slide, gallop, hop, skip, jump, leap). Include a game like tag, where they have to do a specific skill while they are playing the game. You can start to review balances in the first and/or second week of the lesson. Discuss static vs dynamic balance skills. Discuss Points of balances (or bases of support). Yoga is a great way to teach balances. The students can be grouped with partners or in threes and they can mirror each other balances taking turns and asking how many points of balance are being used. At the end of the second lesson and/or beginning of the third discuss and practice proper rolling skills. In the third lesson, have the students combine locomotor and non-locomotor skills and creating their own sequence (give prompts to how the sequence should look). Stations work well teaching and reviewing locomotor and non-locomotor skills as well.

## Instructional Strategies

- Large Group Discussion
- I do, we do, you do
- Stations
- Partner/small Group work
- Movement sequence Challenges

## Sample Assessments and Performance Tasks

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## Unit 4: Basic Ball Skills; Throwing and Catching

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target I3</b>          Throw overhand a variety of objects demonstrating a side orientation.</p> <p><i>Content Statement: Demonstrate developing control of fundamental manipulative skills. (IB)</i></p>	<p><b><u>Essential Understanding</u></b>          -Overhand throwing</p> <p><b><u>Extended Understanding</u></b>          -Overhand throwing with a variety of objects.</p>	<p><b><u>Academic Vocabulary</u></b>          -Overhand throw          -Side Orientation          -Catching          -Critical Elements (Cues)</p>
<p><b>Ultimate Learning Target</b>  <b>Demonstrate developing control of fundamental manipulative skills.</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Throw overhand a variety of objects demonstrating a side orientation.</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 identify a side orientation when throwing a ball overhanded.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student is able to demonstrate an overhand throw of a variety of objects.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the steps of throwing an overhand throw.</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b>          Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b>          Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	

## Content Elaborations

In this unit the students will learn about basic ball skills of throwing and catching. Use a variety of strategies to teach the basic concepts of throwing and catching (e.g. individual throwing and catching, throwing at a target, throwing and catching with a partner, stations, games). Use this unit to introduce different objects that can be thrown overhand using side orientation. Enforce the critical elements of throwing and catching different objects and how to adjust when they are coming from different directions, heights and speeds. When teaching a game, emphasize the importance of continuing to use the critical elements of throwing and catching. This is another unit where stations are a great way to change up the activities, but still emphasize the critical elements (e.g. Overhand throw at different types of targets, throwing and catching with a partner - changing the objects being thrown).

## Instructional Strategies

- Large Group Discussion
- Demonstrations - I do, we do, you do
- Use different targets, balls
- Partner Practice (Peer assessment)
- Stations
- Game Play - Reinforce CE during game
- State Assessment

## Sample Assessments and Performance Tasks

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## Unit 4: Basic Ball Skills; Throwing and Catching

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target I4</b> Catch objects coming from different directions, heights and speed.</p> <p><i>Content Statement: Demonstrate developing control of fundamental manipulative skills. (IB)</i></p>	<p><b><u>Essential Understanding</u></b> -Catching skills</p> <p><b><u>Extended Understanding</u></b> -Catch a variety of objects in dynamic conditions</p>	<p><b><u>Academic Vocabulary</u></b> -Overhand throw -Side Orientation -Catching -Critical Elements (Cues)</p>
<p><b>Ultimate Learning Target</b> Demonstrate developing control of fundamental manipulative skills.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Catch objects coming from different directions, heights and speed.</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.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student is able to demonstrate catching skills.</li> <li>- The student can demonstrate how to catch while adjusting to different directions, speed, and height.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the steps of catching.</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b> Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b> Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	

## Content Elaborations

In this unit the students will learn about basic ball skills of throwing and catching. Use a variety of strategies to teach the basic concepts of throwing and catching (e.g. individual throwing and catching, throwing at a target, throwing and catching with a partner, stations, games). Use this unit to introduce different objects that can be thrown overhand using side orientation. Enforce the critical elements of throwing and catching different objects and how to adjust when they are coming from different directions, heights and speeds. When teaching a game, emphasize the importance of continuing to use the critical elements of throwing and catching. This is another unit where stations are a great way to change up the activities, but still emphasize the critical elements (e.g. Overhand throw at different types of targets, throwing and catching with a partner - changing the objects being thrown).

## Instructional Strategies

- Large Group Discussion
- Demonstrations - I do, we do, you do
- Use different targets, balls
- Partner Practice (Peer assessment)
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- Game Play - Reinforce CE during game
- State Assessment

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## Unit 4: Basic Ball Skills; Throwing and Catching

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 15</b></p> <p>Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.</p> <p><i>Content Statement: Demonstrate knowledge of movement concepts related to body, space, effort and relationships. (2A)</i></p>	<p><b><u>Essential Understanding</u></b> -Movement vocabulary</p> <p><b><u>Extended Understanding</u></b> -Modify movement to complete a task</p>	<p><b><u>Academic Vocabulary</u></b> -Movement Vocabulary -Body, space, effort, relationships -Effort, force, speed, direction, spacial awareness</p>
<p><b>Ultimate Learning Target</b></p> <p><b>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify different movement vocabulary (body, space, effort, and relationships).</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can be able to demonstrate different ways to move in relation to body, space, effort, and relationships while throwing and/or catching.</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 movement using the movement vocabulary in relation to throwing and catching.</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>Demonstrate and apply basic tactics and principles of movement.</p>	

## Content Elaborations

In this unit the students will learn about basic ball skills of throwing and catching. Use a variety of strategies to teach the basic concepts of throwing and catching (e.g. individual throwing and catching, throwing at a target, throwing and catching with a partner, stations, games). Use this unit to introduce different objects that can be thrown overhand using side orientation. Enforce the critical elements of throwing and catching different objects and how to adjust when they are coming from different directions, heights and speeds. When teaching a game, emphasize the importance of continuing to use the critical elements of throwing and catching. This is another unit where stations are a great way to change up the activities, but still emphasize the critical elements (e.g. Overhand throw at different types of targets, throwing and catching with a partner - changing the objects being thrown).

## Instructional Strategies

- Large Group Discussion
- Demonstrations - I do, we do, you do
- Use different targets, balls
- Partner Practice (Peer assessment)
- Stations
- Game Play - Reinforce CE during game
- State Assessment

## Sample Assessments and Performance Tasks

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the K-2 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 MSWord documents.

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## Instructional Resources

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## Unit 4: Basic Ball Skills; Throwing and Catching

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 16</b></p> <p>Apply movement concepts (use more body parts, keep object close, different degrees of effort, force, speed, and direction, and spacial awareness) to accomplish a task in movement patterns, games, and/or tasks</p> <p><i>Content Statement: Demonstrate knowledge of movement concepts related to body, space, effort and relationships. (2A)</i></p>	<p><b><u>Essential Understanding</u></b> -Movement Concepts</p> <p><b><u>Extended Understanding</u></b> -Apply movement concepts to accomplish a task</p>	<p><b><u>Academic Vocabulary</u></b> -Movement Vocabulary -Body, space, effort, relationships -Effort, force, speed, direction, spacial awareness</p>
<p><b>Ultimate Learning Target</b></p> <p><b>Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can apply movement concepts (use more body parts, keep object close, different degrees of effort, force, speed, and direction, and spacial awareness) to accomplish a task in movement patterns, games, and/or tasks.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify different movement concepts.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can be able to demonstrate different movement concepts while performing different tasks.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify what movement concept is being used during a specific movement pattern.</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>Demonstrate and apply basic tactics and principles of movement.</p>	

## Content Elaborations

In this unit the students will learn about basic ball skills of throwing and catching. Use a variety of strategies to teach the basic concepts of throwing and catching (e.g. individual throwing and catching, throwing at a target, throwing and catching with a partner, stations, games). Use this unit to introduce different objects that can be thrown overhand using side orientation. Enforce the critical elements of throwing and catching different objects and how to adjust when they are coming from different directions, heights and speeds. When teaching a game, emphasize the importance of continuing to use the critical elements of throwing and catching. This is another unit where stations are a great way to change up the activities, but still emphasize the critical elements (e.g. Overhand throw at different types of targets, throwing and catching with a partner - changing the objects being thrown).

## Instructional Strategies

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## Unit 5: Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 17</b>          Identify opportunities for physical activity at school, home and in the community.</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities. (3A)</i></p>	<p><b><u>Essential Understanding</u></b>          -Different opportunities for physical Activity</p> <p><b><u>Extended Understanding</u></b>          -Identify PA for school, home and in community</p>	<p><b><u>Academic Vocabulary</u></b>          -Physical activity          -Community          -Health-related fitness          -Components (CE, MS, ME, FL, BC)          -Heart rate          -Improve</p>
<p><b>Ultimate Learning Target</b>          Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Identify opportunities for physical activity at school, home and in the community.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify multiple opportunities for physical activity.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify multiple physical activities for each at school, home, and in the community..</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify why it is important to know different opportunities for physical activity.</li> </ul>	
<p><b>Standard 3A (Prior Grade Standard)</b>          Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b>Standard 3A (Future Grade Standard)</b>          Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	



## Content Elaborations

In this unit students will learn basic concepts of fitness, specifically different opportunities, knowing the daily recommendation, learning how to track the activities, and the different components of fitness. The students will need to know the basic components, which can be taught as a whole group, cards help in knowing symbols with the terms. I like to do the “I do, we do, you do” when doing demonstrations. I would do this with the components and what exercises match each component and then put them into stations. While the students are at their fitness stations, make sure you use the terms and/or symbols for the components of fitness and ask them (reinforcing) those terms while they are actively doing those exercises.

In terms of teaching the opportunities of physical activity, this can be taught as a whole group, allowing the class to make a list of physical activities, then put them into groups and have them put them into categories of school, home, and/or community. Or you can do partners/small groups to come up with a list and then break them into categories as a whole group or in their smaller groups as well.

At the end of a lesson, I would go over as a whole group (or you can let them breakout into partners/small groups) to track how long they were active for at different parts of the day. What activity was it? And how long did you do that activity for? What is the daily recommendation (60min/day) and compare what they did to that daily recommendation. That could also be part of a station.

## Instructional Strategies

- Large group discussion
- I do, we do, you do demonstration and practice
- Teacher led then student led warm-up/Cool Down sequences
- Stations
- Partner work
- State Test
- Do a worksheet together
- Verbal or written check for understanding

## Sample Assessments and Performance Tasks

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## Unit 5: Fitness

Unpacked Standards / Clear Learning Targets		
<p><b>Learning Target 18</b></p> <p>Track the amount of physical activity within the school day and compare it to the recommendation for daily</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities. (3A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Track physical activity</p> <p><b><u>Extended Understanding</u></b></p> <p>-Compare PA within school day with daily recommendation</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Physical activity</p> <p>-Community</p> <p>-Health-related fitness</p> <p>-Components (CE, MS, ME, FL, BC)</p> <p>-Heart rate</p> <p>-Improve</p>
<p><b>Ultimate Learning Target</b></p> <p>Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Track the amount of physical activity within the school day and compare it to the recommendation for daily</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 and know how long they were active for each one.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can track their physical activity within the school day.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can compare their daily PA with the daily recommendation.</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>Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	

## Content Elaborations

In this unit students will learn basic concepts of fitness, specifically different opportunities, knowing the daily recommendation, learning how to track the activities, and the different components of fitness. The students will need to know the basic components, which can be taught as a whole group, cards help in knowing symbols with the terms. I like to do the “I do, we do, you do” when doing demonstrations. I would do this with the components and what exercises match each component and then put them into stations. While the students are at their fitness stations, make sure you use the terms and/or symbols for the components of fitness and ask them (reinforcing) those terms while they are actively doing those exercises.

In terms of teaching the opportunities of physical activity, this can be taught as a whole group, allowing the class to make a list of physical activities, then put them into groups and have them put them into categories of school, home, and/or community. Or you can do partners/small groups to come up with a list and then break them into categories as a whole group or in their smaller groups as well.

At the end of a lesson, I would go over as a whole group (or you can let them breakout into partners/small groups) to track how long they were active for at different parts of the day. What activity was it? And how long did you do that activity for? What is the daily recommendation (60min/day) and compare what they did to that daily recommendation. That could also be part of a station.

## Instructional Strategies

- Large group discussion
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## Unit 5: Fitness

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 19</b></p> <p>Recall activities that align with each component of health-related fitness (e.g. activities that increase heart rate, improve muscular strength, ways to stretch different muscles)</p> <p><i>Content Statement: Understand the principles, components and practices of health-related physical fitness. (3B)</i></p>	<p><b><u>Essential Understanding</u></b></p> <p>-Know the components of health-related fitness</p> <p><b><u>Extended Understanding</u></b></p> <p>-Match activities for each component</p>	<p><b><u>Academic Vocabulary</u></b></p> <p>-Physical activity</p> <p>-Community</p> <p>-Health-related fitness</p> <p>-Components (CE, MS, ME, FL, BC)</p> <p>-Heart rate</p> <p>-Improve</p>
<p><b>Ultimate Learning Target</b></p> <p>Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Recall activities that align with each component of health-related fitness (e.g. activities that increase heart rate, improve muscular strength, ways to stretch different muscles)</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify different components of health-related fitness</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify activities to match each component of health-related fitness.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain why it's important to know different activities for each component.</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>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</p>	

## Content Elaborations

In this unit students will learn basic concepts of fitness, specifically different opportunities, knowing the daily recommendation, learning how to track the activities, and the different components of fitness. The students will need to know the basic components, which can be taught as a whole group, cards help in knowing symbols with the terms. I like to do the “I do, we do, you do” when doing demonstrations. I would do this with the components and what exercises match each component and then put them into stations. While the students are at their fitness stations, make sure you use the terms and/or symbols for the components of fitness and ask them (reinforcing) those terms while they are actively doing those exercises.

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## Unit 6: Manipulatives; Soccer

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 20</b>          Kick a rolled or moving ball with the laces for power.</p> <p><i>Content Statement: Demonstrate developing control of fundamental manipulative skills. (IB)</i></p>	<p><b><u>Essential Understanding</u></b>          -Kick a moving ball</p> <p><b><u>Extended Understanding</u></b>          -Kick a moving ball with laces for power</p>	<p><b><u>Academic Vocabulary</u></b>          -Kick          -Dribble          -Pass          -Critical elements/cues</p>
<p><b>Ultimate Learning Target</b>          Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Kick a rolled or moving ball with the laces for power.</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 a soccer kick.</li> <li>- The student can identify where the laces are located on their foot.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can kick a moving ball.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe why one would kick a ball using their laces.</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b>          Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b>          Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	

## Content Elaborations

In this unit, soccer dribbling and kicking/passing will be the focus. Start by teaching dribbling skills. Use the critical elements and cues to help the students remember the proper technique, focusing a lot on control/soft touches. It's usually safer to have the students partner up (one in the middle with the ball, and the other against the wall). Allow the students to dribble under control in space and switch after about a minute or so. Add obstacles to make it more challenging like cones or blocks or something. Relay races are another way to teach dribbling, although with speed they tend to lose that control, so try to focus them on control and not necessarily speed at the start. Students can pass the ball against the wall to practice passing with their instep (inside of their foot). When using the wall, be careful about safety and not having students walk in front of kicked balls. A progression of passing is to have students kick at a cone, can they knock it down or hit it. With partners the student can practice passing a soccer ball using their instep to receive and pass. Combine dribbling with passing, again relay race format is good for this (dribble to a cone turn dribble halfway back then pass to the next person in line or pass after the turn at the cone). Kicking a soccer ball with laces for power is the next skill to teach. Make sure their toes are pointed down and use their shoelaces, landing on their kicking foot. This skill is used more for shooting. Stations are a great way to review all the skills, creating different challenges within the stations.

## Instructional Strategies

- Large Group discussion
- I do, you do, we do
- Individual practice
- Partner practice
- Stations
- Small-sided games
- Obstacle challenges

## Sample Assessments and Performance Tasks

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## Unit 6: Manipulatives; Soccer

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 21</b> Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.</p> <p><i>Content Statement: Demonstrate developing control of fundamental manipulative skills. (IB)</i></p>	<p><b><u>Essential Understanding</u></b> -Dribble with feet</p> <p><b><u>Extended Understanding</u></b> -Dribble with control changing environments</p>	<p><b><u>Academic Vocabulary</u></b> -Kick -Dribble -Pass -Critical elements/cues</p>
<p><b>Ultimate Learning Target</b> Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.</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 a soccer dribble.</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.</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 adjust depending on the variations.</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b> Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b> Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	

**Content Elaborations**

In this unit, soccer dribbling and kicking/passing will be the focus. Start by teaching dribbling skills. Use the critical elements and cues to help the students remember the proper technique, focusing a lot on control/soft touches. It's usually safer to have the students partner up (one in the middle with the ball, and the other against the wall). Allow the students to dribble under control in space and switch after about a minute or so. Add obstacles to make it more challenging like cones or blocks or something. Relay races are another way to teach dribbling, although with speed they tend to lose that control, so try to focus them on control and not necessarily speed at the start. Students can pass the ball against the wall to practice passing with their instep (inside of their foot). When using the wall, be careful about safety and not having students walk in front of kicked balls. A progression of passing is to have students kick at a cone, can they knock it down or hit it. With partners the student can practice passing a soccer ball using their instep to receive and pass. Combine dribbling with passing, again relay race format is good for this (dribble to a cone turn dribble halfway back then pass to the next person in line or pass after the turn at the cone). Kicking a soccer ball with laces for power is the next skill to teach. Make sure their toes are pointed down and use their shoelaces, landing on their kicking foot. This skill is used more for shooting. Stations are a great way to review all the skills, creating different challenges within the stations.

**Instructional Strategies**

- Large Group discussion
- I do, you do, we do
- Individual practice
- Partner practice
- Stations
- Small-sided games
- Obstacle challenges

**Sample Assessments and Performance Tasks**

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the K-2 grade band to help assess standard 1..

[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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[Elementary Year at a Glance](#) - This provides an optional unit layout for K-5th grades for an entire year.

## Unit 7: Manipulatives; Striking with Hands/implements

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 22</b> Strike a variety of objects with the hand or an implement with purpose to control force/direction.</p> <p><i>Content Statement: Demonstrate developing control of fundamental manipulative skills. (IB)</i></p>	<p><b><u>Essential Understanding</u></b> -Striking objects</p> <p><b><u>Extended Understanding</u></b> -Strike different objects with hand and/or implement</p>	<p><b><u>Academic Vocabulary</u></b> -Striking -Control -Force -Direction</p>
<p><b>Ultimate Learning Target</b> Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Strike a variety of objects with the hand or an implement with purpose to control force/direction.</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 how to strike an object using their hand or implement.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can strike an object with control using their hand or 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 to adjust technique depending on the force and/or direction of the object.</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b> Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b> Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	

## Content Elaborations

In this unit practice using hands and/or implements to strike different objects. Depending on space and equipment, this can be done in the students personal space maintaining control by limiting force and learning how to read the object depending on how it was hit. With hands, balloons work really well, with a progression to a beach ball. If using an implement, there are different types of balls that can be used depending on the implement being used. After practicing in their own personal space, set a target for them to hit with the object. This can still be done in their personal space or have them partner up/small groups to take turns trying to hit the target with the object. Stations are a good way to teach different hand/implements with different types of balls and different types of target challenges. If you have a net, a large or small sided game can be played using the skills being taught.

## Instructional Strategies

- Large group discussion
- I do, we do, you do
- Individual practice; balloons, beach balls, paddle
- Partner work
- Station practice/challenges

## Sample Assessments and Performance Tasks

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the K-2 grade band to help assess standard 1..

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## Instructional Resources



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## Unit 8: Game Play

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 23</b> Depends on the game wanting to play. Focus on Benchmark 1B (reviewing previously learned skills)</p> <p><i>Content Statement: Demonstrate developing control of fundamental manipulative skills. (1B)</i></p>	<p><b><u>Essential Understanding</u></b> -Basic Skill</p> <p><b><u>Extended Understanding</u></b> -Use skill to play a game</p>	<p><b><u>Academic Vocabulary</u></b> -Sportsmanship -Skills cues</p>
<p><b>Ultimate Learning Target</b> Demonstrates competency in a variety of motor skills and movement patterns.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Depends on the game wanting to play. Focus on Benchmark 1B (reviewing previously learned skills)</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 skill focus.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can demonstrate proper technique of skills.</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 adjust technique depending on the environment.</li> </ul>	
<p><b>Standard 1B (Prior Grade Standard)</b> Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard 1B (Future Grade Standard)</b> Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	

## Content Elaborations

Use this week to play a small or large sided game. Focus on the skills previously taught and especially standard 4B (behavior, rules, etc.)

## 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

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the K-2 grade band to help assess standard 1, 2, and 4

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## Instructional Resources

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## Unit 9: Fitness and Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 24</b> Identify opportunities for physical activity at school, home and in the community.</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities. (3A)</i></p>	<p><b><u>Essential Understanding</u></b> -Different opportunities for physical Activity</p> <p><b><u>Extended Understanding</u></b> -Identify PA for school, home and in community</p>	<p><b><u>Academic Vocabulary</u></b> -Physical activity -Community -Health-related fitness -Components (CE, MS, ME, FL, BC) -Heart rate -Improve</p>
<p><b>Ultimate Learning Target</b> Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Identify opportunities for physical activity at school, home and in the community.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify multiple opportunities for physical activity.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify multiple physical activities for each at school, home, and in the community..</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify why it is important to know different opportunities for physical activity.</li> </ul>	
<p><b>Standard 3A (Prior Grade Standard)</b> Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b>Standard 3A (Future Grade Standard)</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	

## Content Elaborations

Use this week to review fitness and physical activity concepts, specifically for the State Tests. Using stations is a great way to do this review.

## Instructional Strategies

- Large group discussion
- I do, we do, you do demonstration and practice
- Teacher led then student led warm-up/Cool Down sequences
- Stations
- Partner work
- State Test
- Do a worksheet together
- Verbal or written check for understanding

## Sample Assessments and Performance Tasks

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

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## Instructional Resources

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[Elementary Year at a Glance](#) - This provides an optional unit layout for K-5th grades for an entire year.

## Unit 9: Fitness and Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 25</b></p> <p>Track the amount of physical activity within the school day and compare it to the recommendation for daily</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities. (3A)</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>-Track physical activity</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>-Compare PA within school day with daily recommendation</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>-Physical activity</li> <li>-Community</li> <li>-Health-related fitness</li> <li>-Components (CE, MS, ME, FL, BC)</li> <li>-Heart rate</li> <li>-Improve</li> </ul>
<p><b>Ultimate Learning Target</b></p> <p>Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Track the amount of physical activity within the school day and compare it to the recommendation for daily</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 and know how long they were active for each one.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can track their physical activity within the school day.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can compare their daily PA with the daily recommendation.</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>Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</p>	



## Content Elaborations

Use this week to review fitness and physical activity concepts, specifically for the State Tests. Using stations is a great way to do this review.

## Instructional Strategies

- Large group discussion
- I do, we do, you do demonstration and practice
- Teacher led then student led warm-up/Cool Down sequences
- Stations
- Partner work
- State Test
- Do a worksheet together
- Verbal or written check for understanding

## Sample Assessments and Performance Tasks

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[Elementary Year at a Glance](#) - This provides an optional unit layout for K-5th grades for an entire year.

## Unit 10: Nutrition

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 26</b> Suggest alternatives to unhealthy food and beverage choices related to physical activity.</p> <p><i>Content Statement: Describes current level of physical activity and identifies additional physical activity opportunities. (3A)</i></p>	<p><b>Essential Understanding</b> -Healthy food</p> <p><b>Extended Understanding</b> -Create a MyPlate of healthy food</p>	<p><b>Academic Vocabulary</b> -Healthy -Unhealthy -Physical Activity -Protein, Grains, Fruit, Vegetables, Dairy</p>
<p><b>Ultimate Learning Target</b> Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- Suggest alternatives to unhealthy food and beverage choices related to physical activity.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify different categories of healthy foods..</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can create a MyPlate of healthy foods.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can explain how healthy foods are related to physical activity.</li> </ul>	
<p><b>Standard 3A (Prior Grade Standard)</b> Describes current level of physical activity and identifies additional physical activity opportunities.</p>	<p><b>Standard 3A (Future Grade Standard)</b> Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.</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 plank 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 2nd grade, so give the test at the end of the unit. For K-1st grades, give them a myplate and have them draw and color the different foods.

### Instructional Strategies

- Large Group discussion
- Partner/Small Group & share
- Nutrition Relay Race - create healthy plate by finding cards that match the different categories
- Game that has students identifying healthy vs unhealthy foods
- State test

### Sample Assessments and Performance Tasks

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

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## Unit 11: Manipulatives; Basketball

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 27</b> Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.</p> <p><i>Content Statement: Demonstrate developing control of fundamental manipulative skills. (IB)</i></p>	<p><b><u>Essential Understanding</u></b> -Dribble with hands</p> <p><b><u>Extended Understanding</u></b> -Dribble with control changing environments</p>	<p><b><u>Academic Vocabulary</u></b> -Dribble -Pass -Critical elements/cues</p>
<p><b>Ultimate Learning Target</b> Demonstrate developing control of fundamental manipulative skills.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.</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/cues for dribbling with hands.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can dribble a ball with hands under control with variations of environment.</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 adapt to the different variations when dribbling a ball with hands..</li> </ul>	
<p><b>Standard IB (Prior Grade Standard)</b> Demonstrate developing control of fundamental manipulative skills.</p>	<p><b>Standard IB (Future Grade Standard)</b> Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>	

## Content Elaborations

In this unit, basketball dribbling will be the focus, however passing can also be included. This unit can be taught very similar to how the soccer unit was taught earlier in the year. Start by teaching dribbling skills. Use the critical elements and cues to help the students remember the proper technique, focusing a lot on control and use of finger pads. Allow the students to try to continuously dribble in space and switch after about a minute or so. Add obstacles to make it more challenging like cones or blocks or something. Relay races are another way to teach dribbling, although with speed they tend to lose that control, so try to focus them on control and technique and not necessarily speed at the start. Students can pass the ball against the wall then with a partner. Combine dribbling with passing, again relay race format is good for this (dribble to a cone turn dribble halfway back then pass to the next person in line or pass after the turn at the cone). Stations are a great way to review all the skills, creating different challenges within the stations.

Some game options - Dribble knock away, Dribble Tag, Builders & Bulldozers

## Instructional Strategies

- Large Group discussion
- Practice individual skills w/o partner and w/ partner
- Small sided games
- Stations Challenges
- Relay Races
- State Test

## Sample Assessments and Performance Tasks

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the K-2 grade band to help assess standard I

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## Instructional Resources

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## Unit 12: Dance

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 28</b> Perform rhythmic dance steps and sequences.</p> <p><i>Content Statement: Demonstrate locomotor and non-locomotor skills in a variety of ways. (IA)</i></p>	<p><b><u>Essential Understanding</u></b> -Find a Rhythm</p> <p><b><u>Extended Understanding</u></b> -Perform dance steps with rhythm of music</p>	<p><b><u>Academic Vocabulary</u></b> -Rhythm -Sequence -Perform</p>
<p><b>Ultimate Learning Target</b> Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- Perform rhythmic dance steps and sequences.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can verbally state what a rhythm is and how we will use it in PE</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can perform dance steps in rhythm to music.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain why dance is a physical activity.</li> </ul>	
<p><b>Standard IA (Prior Grade Standard)</b> Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>	<p><b>Standard IA (Future Grade Standard)</b> Combine locomotor and non-locomotor skills into movement patterns.</p>	

**Content Elaborations**

In this unit there are several different ways of teaching dance. It's great to include the music teacher and do the dance unit together. Teach a specific dance to the students to try and follow along to the sequence of steps. Youtube is a great resource when teaching dance. Allow students to have the time to explore their own dance steps as well.

Below is an example of a lesson for dance related to a book.

**Read Giraffe's Can't Dance**

- Read the whole book, then break it down.
- "When he tried to run around" - let the students run around in personal space
- The Jungle Dance - Play any music you want and let the students just move freely with the music
- When it talks about Gerald's Skills - discuss differences in people and skills and how it makes others feel when people are laughing or making fun. Talk about empathy and how it relates to the story at this point -
- The Warthogs - Ballroom dance (Waltz - Show a video of a Waltz and have the students try to imitate with or without a partner - Resources - [Little Movers](#), [Learn to Dance](#), [Beauty and the Beast](#))
- The Rhinos - Rock N Roll (Dances - [Old time rock and roll](#), [Hey Baby let's rock and roll](#))
- Lions - Tango (Dances - [Tango Night](#), [I can Tango](#))
- Chimps - Cha Cha (Dances - [Cheerful Cha Cha Cha](#), [Cha Cha Wiggle](#))
- Baboons - Scottish Reel (Dances - [Highland Fling](#), [Circassian Circle](#))
- Reemphasize Differences with people. Everyone is different. Talk about trying and not quitting - doing your best no matter what, etc
- Gerald's Free Dance - Try to imitate Gerald - Then let them create their own dance on how they are feeling the music
- Everyone Twirl Around and Finish in a Bow

Variations - Split class into animals and let them learn the dance related to that animal, then when you read it, they can perform it.

**Instructional Strategies**

- Large Group discussion
- Use Videos (YouTube or your own)
- Teach a variety of different types of dances (hip hop, line dancing, etc.)
- Dances from around the World (incorporate Cultures/Global empathy)
- I do , we do, you do
- State Test

**Sample Assessments and Performance Tasks**

[Ohio Department of Education Physical Education Evaluation Instrument](#) - Use the K-2 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

[Online Physical Education Network \(OPEN\)](#) - This site provides teachers with sample unit plans in a variety of activities that are aligned with all benchmarks and standards.

[Columbus City Schools Physical Education Sample Units](#) - This site will provide teachers with a variety of sample units that can be implemented immediately that are all aligned with all benchmarks and standards.

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## Unit 13: Fitness/Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 29</b> Identify specific health benefits from participation in daily physical activity.</p> <p><i>Content Statement: Identifies health benefits as reasons to value physical activity. (5A)</i></p>	<p><b>Essential Understanding</b> -Identify health benefits</p> <p><b>Extended Understanding</b> -Identify specific benefits with specific activities</p>	<p><b>Academic Vocabulary</b> -Health benefits -Physical activity</p>
<p><b>Ultimate Learning Target</b> Identifies health benefits as reasons to value physical activity.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- Identify specific health benefits from participation in daily physical activity.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can verbally state different healthy benefits of being active.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify specific health benefits of being active.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify reasons why it's important to be physically active.</li> </ul>	
<p><b>Standard 5A (Prior Grade Standard)</b> Identifies health benefits as reasons to value physical activity.</p>	<p><b>Standard 5A (Future Grade Standard)</b> Identifies multiple, specific health benefits as a reason to value physical activity.</p>	

## Content Elaborations

This is another fitness unit and can be taught similarly to the other fitness units previously. This one is more specific to the ODE Standard 5 and the last opportunity to give the state test related to that standard 5.

## Instructional Strategies

- Large Group Discussion
- Watch a video and discuss
- Relay race matching (positive/negative outcomes using cards or something similar)
- Stations
- State Test

## Sample Assessments and Performance Tasks

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## Unit 13: Fitness/Physical Activity

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 30</b> Discuss personal reasons (why?) for enjoying physical activity.</p> <p><i>Content Statement: Identifies reasons to participate in physical activity. (5B)</i></p>	<p><b>Essential Understanding</b> -Reasons for enjoying PA</p> <p><b>Extended Understanding</b> -Personal reasons why to enjoy PA</p>	<p><b>Academic Vocabulary</b> -Health benefits -Physical activity</p>
<p><b>Ultimate Learning Target</b> Identifies reasons to participate in physical activity.</p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- Discuss personal reasons (why?) for enjoying physical activity.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can verbally state different physical activities.</li> </ul> <p><b>Underpinning Skills Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can identify reasons why one would enjoy being physically active..</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can discuss personal reasons why they enjoy physical activities..</li> </ul>	
<p><b>Standard 5B (Prior Grade Standard)</b> Identifies reasons to participate in physical activity.</p>	<p><b>Standard 5B (Future Grade Standard)</b> Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.</p>	

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