

# Curriculum Framework for Physical Education

School: Mapleton Charter School

Curricular Tool: DDOE Model Units/CATCH

Grades: K-2 cluster

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Welcome to Physical Education</b> <b>Timeline : 2 lessons</b>			
<p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p><b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p>	<p><b>Big Ideas:</b> There is a way to move safely in a general space to avoid injury.</p> <p>There are different rules for different movements.</p> <p><b>Concepts:</b> Body Awareness</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• General</li> <li>• Spatial</li> </ul> <p>Safety</p> <ul style="list-style-type: none"> <li>• Playing safely</li> <li>• Injury prevention</li> </ul> <p>Movement Concepts</p> <ul style="list-style-type: none"> <li>• Effort/ pathways; levels</li> </ul>	<p><b>Essential Questions:</b> What are the ways to behave in physical activity?</p> <p>What are the rules for movement?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe personal space versus general space.</li> <li>• Demonstrate safe play and movement</li> <li>• Move safely in a general area.</li> <li>• Demonstrate how to start and stop movement to avoid injury.</li> <li>• Demonstrate an understanding of knowing how to move at different levels (low, medium, high), different directions (forward, right, left, up, down), and different pathways (straight, curved, zigzag)</li> </ul>	<p>Teacher observation with checklists</p> <p>Repeating back the ways to behave in the gym</p> <p>Oral discussions/student questioning</p> <p>Student reflection</p> <p>Performance task</p> <p>Worksheet</p>
<b>Unit Two: Fitness Gram</b> <b>Timeline: 2 lessons</b>			
<p><b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><b>Big Ideas:</b> Physical activity involves using movements and motor skills.</p> <p>Physical fitness can be measured and goals set.</p> <p>Physical activity is a personal choice.</p>	<p><b>Essential Questions:</b> Why is physical fitness good for you?</p> <p>How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe the connection between being healthy and being physically active</li> </ul>	<p>Teacher observation</p> <p>Checklists to collect data</p> <p>Scores will be entered to the Fitnessgram website to determine if students fall in the health fitness zone.</p>

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	<p><b>Concepts:</b> Physical Activity</p> <ul style="list-style-type: none"> <li>• Benefits</li> <li>• Enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the benefits of physical activity</li> <li>• Explain how to improve physical fitness</li> <li>• Create a list of activities that builds fitness</li> </ul>	<p>Oral discussions/student questioning</p> <p>Student reflection</p>
<p><b>Unit Three: Traveling with Dr. Seuss (DOE Unit<sup>1</sup>)</b> <b>Timeline: 5 lessons</b></p>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><b>Big Ideas:</b> Physical activity involves using movements and motor skills.</p> <p>There are appropriate ways to behave in physical activity settings</p> <p>Physical activity is fun</p> <p><b>Concepts:</b> Movement Concepts:</p> <ul style="list-style-type: none"> <li>• Locomotor movements <ul style="list-style-type: none"> <li>○ Jog, skip, gallop, hop, walk, slide, run, jump</li> </ul> </li> <li>• Effort; pathways; levels</li> <li>• Chasing, fleeing, dodging</li> </ul>	<p><b>Essential Questions:</b> What are the ways to move?</p> <p>What are the ways to behave in physical activity?</p> <p>How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe how words and movement go together</li> <li>• Demonstrate proper form for a variety of locomotor skills</li> <li>• Use movement concepts with a variety of locomotor movements</li> <li>• Match rhyming words</li> </ul>	<p>Teacher observation</p> <p>Oral discussions</p> <p>Exit Slip</p> <p>Obstacle course design sheet</p> <p>Student drawings</p> <p>Oral responses to teacher questioning</p> <p>Student self-reflection</p>
<p><b>Unit Four: Non-Locomotive Skills</b> <b>Timeline: 2 lessons</b></p>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical</p>	<p><b>Big Ideas:</b> Physical activity involves using movements and motor skills.</p> <p>Physical activity doesn't always involve using your feet.</p> <p><b>Concepts:</b></p>	<p><b>Essential Questions:</b> What are different ways to move?</p> <p>What are the ways to behave in a physical activity?</p> <p>How can I have fun moving?</p>	<p>Teacher observation of students gross motor skills and movements using checklists</p> <p>Repeating back the ways to behave in the gym</p> <p>Oral discussions/student questioning</p>

<sup>1</sup> Available on DOE Website at [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/phys\\_ed.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml)

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
activity settings  <b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Movement Concepts <ul style="list-style-type: none"> <li>• Non-locomotive Skills               <ul style="list-style-type: none"> <li>○ Bending, turning/twisting, balancing, pushing, pulling, stretching, rocking/swaying</li> </ul> </li> </ul>	<b>Learning Targets:</b> Students will be able to... <ul style="list-style-type: none"> <li>• Demonstrate the ability to perform a variety of non-locomotive movements in place</li> <li>• Demonstrate the ability to move to and from the middle of the body</li> <li>• Balance while in different positions</li> </ul>	Student reflection  Performance task
<b>Unit Six: Throwing &amp; Catching (DOE Model Unit<sup>2</sup>)</b> <b>Timeline: 7 lessons</b>			
<b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities  <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities  <b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	<b>Big Ideas:</b> Physical activity involves using movement and motor skills.  Different body parts have different jobs in different movement skills and activities.  We need to move to stay healthy and fit.  <b>Concepts:</b> Skill Development <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> </ul>	<b>Essential Questions:</b> What are the ways to move?  What are physical activities?  What are the rules for movement?  Why do I need to move?  Why is physical fitness good for you?  What is fitness?  What are the ways to behave in physical activity?  How can I have fun moving?  <b>Learning Targets:</b> Students will be able to... <ul style="list-style-type: none"> <li>• Use arm-leg opposition in both overhand and underhand throwing</li> <li>• Employ the “pendulum-arm” swing for an underhand throw</li> <li>• Employ the “arm over the head” swing</li> </ul>	Teacher observation with checklists for throwing, catching, and cooperation  Teacher observation of responsible social behavior of students in throwing and catching activities  Teacher observation of students helping classmates who are struggling  Student self-assessment and Reflection  Student verbally echoes the cues for throwing  Design, play, and reflection on a 2-minute throwing and/or catching activity for student and a partner

<sup>2</sup> Available on DOE Website at [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/phys\\_ed.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml)

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		for the overhead throw <ul style="list-style-type: none"> <li>• Focus to catch objects</li> <li>• Catch objects in activity settings</li> <li>• Demonstrate appropriate social behavior in throwing and catching games and activities.</li> <li>• Play low organized or simple game utilizing throwing and catching skills.</li> <li>• Work with others in game and activity settings</li> </ul>	
<b>Unit Seven: Rolling &amp; Dribbling/Bouncing</b> <b>Timeline: 3 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p><b>Standard 3:</b> Participates regularly in physical activity</p> <p><b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness</p> <p><b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p><b>Standard 6:</b> Creates opportunities</p>	<p><b>Big Ideas:</b> Physical activity involves using movement and motor skills.</p> <p>There are different rules for different movements.</p> <p>Physical fitness is good for you.</p> <p>There are ways to behave in physical activity settings.</p> <p>Physical activity is fun.</p> <p><b>Concepts:</b> Skill Development</p> <ul style="list-style-type: none"> <li>• Rolling</li> <li>• Dribbling with hand</li> <li>• Bouncing</li> </ul>	<p><b>Essential Questions:</b> What are the ways to move?</p> <p>What are the rules for this movement?</p> <p>How do these activities help me stay fit?</p> <p>What are the ways to behave in physical activity while doing this movement?</p> <p>How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Use arm-leg opposition in underhand rolling</li> <li>• Focus on the goal to roll objects</li> <li>• Roll an object in activity settings</li> <li>• Dribble and bounce at waist level, where on hand (finger pads) contact the ball, and pushing the ball to the floor.</li> <li>• Play with others in games and activity settings</li> <li>• Describe how different body parts have different jobs in different movement</li> </ul>	<p>Teacher observation with checklists</p> <p>Repeating back the ways to behave in the gym</p> <p>Oral discussions/student questioning</p> <p>Student reflection on skill development</p> <p>Game playing and observations of teamwork</p> <p>Written activities</p>

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for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity		skills <ul style="list-style-type: none"> <li>• Demonstrate appropriate social behavior in throwing and catching games and activities.</li> <li>• Play low organized or simple game utilizing throwing and catching skills.</li> </ul>	
<b>Unit Eight: Kicking, Punting &amp; Trapping</b> <b>Timeline: 3 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p><b>Standard 3:</b> Participates regularly in physical activity.</p> <p><b>Standard 4:</b> Achieves and maintains a health-enhancing level of fitness.</p> <p><b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical</p>	<p><b>Big Ideas:</b> Physical activity involves using movement and motor skills.</p> <p>Physical fitness is good for your body and heart.</p> <p>Fitness can be attained in many ways. Physical activity is fun.</p> <p><b>Concepts:</b> Skill Development</p> <ul style="list-style-type: none"> <li>• Kicking</li> <li>• Punting</li> <li>• Dribbling with foot</li> <li>• Trapping</li> </ul>	<p><b>Essential Questions:</b> What are the ways to move?  What are the rules for these movements?  How do kicking, punting, and trapping contribute to fitness?  What are the ways to behave in physical activities that involve kicking, punting, and trapping?  How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Use the instep and the top of foot to kick a ball</li> <li>• Drop the ball and punt with the correct part of the foot</li> <li>• Dribble a ball with the feet</li> <li>• Stop a ball using the bottom and side of their foot</li> <li>• Focus on the goal to roll objects</li> <li>• Describe which body parts are used when kicking, punting, and trapping</li> <li>• Demonstrate the ability to dribble with a foot by using a series of taps or pushes</li> </ul>	<p>Kicking &amp; trapping checklist for practice</p> <p>Repeating back the ways to kick, punt, and trap</p> <p>Oral discussions/student questioning</p> <p>Student reflection on skills</p> <p>Game playing and observations of teamwork</p> <p>Written activities</p>

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activity.		<ul style="list-style-type: none"> <li>• Demonstrate proper technique for dribbling a ball with foot; use inside of foot, keep the ball close, eyes up, using appropriate speed/control</li> <li>• Demonstrate proper punting technique; dropping the ball correctly, contacting the ball with correct part of foot, pointing the toe down.</li> <li>• Demonstrate proper technique when stopping/trapping a ball; use the side of foot or bottom of foot, give with the ball to reduce bounce off.</li> </ul>	
<b>Unit Nine-A: Rhythms (Kindergarten only)</b> <b>Timeline: 3 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 3:</b> Participates regularly in physical activity</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><b>Big Ideas:</b> Physical activity involves using movement and motor skills.</p> <p>Physical activity is fun</p> <p><b>Concepts:</b> Rhythm</p> <ul style="list-style-type: none"> <li>• Command Dances (chicken dance, hokey pokey, etc.)</li> <li>• Following rhythms</li> </ul>	<p><b>Essential Questions:</b> What are the ways to move? Why do I need to move? How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe how music and movement go together</li> <li>• Compare organized dances with free-form dancing</li> <li>• Demonstrate ability to move with the beat of music</li> <li>• Demonstrate the ability to follow a sequence of movements to rhythm or words of song</li> <li>• Demonstrate the ability to work together with a partner or group</li> </ul>	<p>Teacher observation of students' skill growth with checklists</p> <p>Oral discussions/student questioning</p> <p>Student reflection on skills</p> <p>Game playing and observations of teamwork</p>
<b>Unit Nine-B: Specialized Skills - Jumping Rope, Cup Stacking, Hula Hoping (Grades 1-2)</b> <b>Timeline: 3 lessons</b>			
<b>Standard 1:</b> Demonstrates	<b>Big Ideas:</b>	<b>Essential Questions:</b>	Teacher observation using a

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<p>competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><u>Standard 6:</u> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Physical activity involves using movement and motor skills.</p> <p>Physical activity is fun.</p> <p><b>Concepts:</b> Specialized Skills</p> <ul style="list-style-type: none"> <li>• Cup stacking</li> <li>• Rope Jumping</li> <li>• Hula Hoping</li> </ul>	<p>What are the ways to move?</p> <p>How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain the physical benefits of jumping rope, hula hooping, cup stacking</li> <li>• Demonstrate how to properly jump a long and short rope; using proper rope turning technique, jumping in rhythm with the rope</li> <li>• Demonstrate how to hula hoop around varies body parts</li> <li>• Demonstrate proper cup stacking technique and compete in cup stacking events.</li> </ul>	<p>checklist</p> <p>Repeating back the ways to be most successful at jumping rope, cup stacking, and hula hooping</p> <p>Oral discussions/student questioning</p> <p>Student reflection on skills</p> <p>Game playing and observations of teamwork</p> <p>Written activities</p>
<p><b>Unit Ten: Working Together</b> <b>Timeline: 3 lessons</b></p>			
<p><u>Standard 5:</u> Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p><b>Big Ideas:</b> Teams are greater than anyone athlete.</p> <p>Exercising with a friend can be motivating and fun.</p> <p><b>Concepts:</b> Cooperation</p> <ul style="list-style-type: none"> <li>• Teamwork; small/large group</li> <li>• Problem solving skills/strategy</li> <li>• Conflict resolution</li> </ul>	<p><b>Essential Questions:</b> What are the ways to behave in physical activity?</p> <p>How can I contribute to a team?</p> <p>Why is a team stronger than an individual?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe the importance of working together</li> <li>• Demonstrate the ability to work together with a partner</li> <li>• Demonstrate the ability to work in a small group or large group</li> </ul>	<p>Teacher observation of team work activities.</p> <p>Teacher observation of responsible social behavior.</p> <p>Teacher observation of students helping classmates who are struggling</p> <p>Checklist for teamwork</p> <p>Cooperation checklist</p> <p>Student self-assessment of responsible social behavior</p>

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<b>Unit Eleven: Fitness Concepts (Warming up to CATCH -- DOE Model Unit<sup>3</sup>)</b> <b>Timeline: 4 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><b>Big Ideas:</b></p> <p>Physical Fitness is good for you.</p> <p>The body works easier or harder depending on the type of activity being performed.</p> <p>Any type of movement is considered physical activity</p> <p>Physical activity is integral to lifetime fitness.</p> <p><b>Concepts:</b></p> <p>Fitness</p> <ul style="list-style-type: none"> <li>• Muscular Endurance</li> <li>• Cardiovascular Endurance</li> <li>• Flexibility</li> <li>• Agility</li> <li>• Muscular Strength</li> <li>• Body Composition</li> </ul> <p>Health Based:</p> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Heart Rate: active/resting/target</li> </ul>	<p><b>Essential Questions:</b></p> <p>What is fitness?</p> <p>Why is physical fitness good for you?</p> <p>Why do we need to move?</p> <p><b>Learning Targets:</b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe fitness components and which body parts are affected when performing various fitness component activities</li> <li>• Describe how fitness components promote a healthy lifestyle</li> <li>• Demonstrate a variety of activities that use different muscles at different paces</li> <li>• Participate in class discussion that will center around how fitness components promote a healthy lifestyle</li> <li>• Recognize changes that occur in their body due to activity</li> <li>• Practice physical activity at home.</li> <li>• Identify light, moderate, vigorous levels of intensity in physical activity.</li> <li>• Identify activities that use muscular strength and/or flexibility</li> </ul>	<p>Teacher observation with checklists</p> <p>Repeating back the ways to behave in the gym</p> <p>Oral discussions/student questioning</p> <p>Student self-assessment</p> <p>Observations of teamwork and collaboration</p> <p>Performance task</p> <p>Written activities</p>

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Twelve - A: Baseball skills – Hitting and running (Kindergarten)</b> <b>Timeline: 2 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.</p>	<p><b>Big Ideas:</b> Physical activity involves using movement and motor skills.</p> <p>There are different rules for different movements.</p> <p>Physical activity is fun.</p> <p><b>Concepts:</b> Skill Development</p> <ul style="list-style-type: none"> <li>• Striking with long handled implements</li> <li>• Base running</li> <li>• Basic baseball concepts</li> </ul>	<p><b>Essential Questions:</b> What are the ways to move?  What are the rules for movement?  How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify location of each base (first, second, third, home) and which direction to move after striking the ball.</li> <li>• Demonstrate the ability to strike a ball with a bat off of the tee using proper form.</li> <li>• Demonstrate an understanding of base running concepts; direction around bases, keeping the proper order of base runners, moving only to an empty base.</li> </ul>	<p>Teacher observation with checklists</p> <p>Oral discussions/student questioning</p> <p>Paddle &amp; Racquet checklist for practice</p> <p>Student self-assessment</p> <p>Observations of teamwork and collaboration</p> <p>Performance task</p> <p>Written activities</p>
<b>Unit Twelve - B: Paddle Play/Racquets (Grades 1-2)</b> <b>Timeline: 2 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p><b>Standard 6:</b> Creates opportunities</p>	<p><b>Big Ideas:</b> Physical activity involves using movement and motor skills.</p> <p>There are different rules for different movements.</p> <p>Physical activity is fun.</p> <p><b>Concepts:</b> Skill Development</p> <ul style="list-style-type: none"> <li>• Striking with short handled implements</li> </ul>	<p><b>Essential Questions:</b> What are the ways to move when using paddles and racquets?  What are the rules for movement?  How can I have fun moving using paddles and racquets?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to use the handshake grip</li> <li>• Demonstrate the ability to use the</li> </ul>	<p>Teacher observation with checklists</p> <p>Oral discussions/student questioning</p> <p>Paddle &amp; Racquet checklist for practice</p> <p>Student self-assessment</p> <p>Observations of teamwork and collaboration</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.		paddle to balance, carry, send, receive, and move objects <ul style="list-style-type: none"> <li>• Demonstrate how to continuously strike an object</li> <li>• Demonstrate how to strike an object using the proper grip, proper underhand swing (opposite foot forward, hold object a waist level, and swing forward towards target)</li> </ul>	Performance task  Written activities

# Curriculum Framework for Physical Education

School: Mapleton Charter School Curricular Tool: DDOE Model Units/CATCH Grade: 3-5 cluster

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Welcome to Physical Education</b> <b>Timeline : 1 lesson</b>			
<p><b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p>	<p><b>Big Ideas:</b> There are ways to behave in physical activity settings.</p> <p>There are different rules for different movements.</p> <p><b>Concepts:</b> Body Awareness</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• General</li> <li>• Spatial</li> </ul> <p>Safety</p> <ul style="list-style-type: none"> <li>• Playing safely</li> <li>• Injury prevention</li> <li>• Sports/Physical Activity safety</li> </ul> <p>Movement Concepts</p> <ul style="list-style-type: none"> <li>• Effort/ pathways; levels</li> </ul>	<p><b>Essential Questions:</b> What are the ways to behave in physical activity?</p> <p>What are the rules for movement?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe personal space versus general space</li> <li>• Demonstrate safe play and movement</li> <li>• Move safely in a general area</li> <li>• Demonstrate how to start and stop movement to avoid injury</li> <li>• Demonstrate an understanding of knowing how to move at different levels (low, medium, high), different directions (forward, right, left, up, down), and different pathways (straight, curved, zigzag)</li> </ul>	<p>Teacher observation with checklists</p> <p>Repeating back the ways to behave in the gym</p> <p>Oral discussions/student questioning</p> <p>Student reflection</p> <p>Performance task</p> <p>Written responses</p>
<b>Unit Two: Fitness Gram</b> <b>Timeline: 2 lessons</b>			
<p><b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><b>Big Ideas:</b> Physical activity involves using movements and motor skills.</p> <p>Physical fitness can be measured and goals set.</p>	<p><b>Essential Questions:</b> Why is physical fitness good for you?</p> <p>How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe the connection between being</li> </ul>	<p>Teacher observation</p> <p>Checklists to collect data</p> <p>Scores will be entered to the Fitnessgram website to determine if students fall in the health fitness zone.</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	Physical activity is a personal choice. <u>Concepts:</u> Physical Activity <ul style="list-style-type: none"> <li>• Benefits</li> <li>• Enjoyment</li> </ul>	healthy and being physically active <ul style="list-style-type: none"> <li>• Explain the benefits of physical activity</li> <li>• Explain how to improve physical fitness</li> <li>• Create a list of activities that builds fitness</li> </ul>	Oral discussions/student questioning  Student reflection
<b>Unit Three: Cooperation (DOE Model Unit<sup>1</sup>)</b> <b>Timeline: 6 lessons</b>			
<p><b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><b>Big Ideas:</b> There are behavioral expectations in physically active settings.</p> <p>Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge, and/or self-expression.</p> <p><b>Concepts:</b> Cooperation</p> <ul style="list-style-type: none"> <li>• Teamwork; small/large group</li> <li>• Problem solving skills/strategy</li> <li>• Conflict resolution</li> </ul>	<p><b>Essential Questions:</b> What are the behavioral expectations in a physically active setting?</p> <p>Why participate in physical activity?</p> <p><b>Learning Targets:</b> Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Explain the benefits of being a cooperative person (sense of belonging, successfully solving a problem, a sense of accomplishment)</li> <li>• Describe and demonstrate how cooperative people behave towards each other</li> <li>• Demonstrate the skills of a cooperative person to solve increasingly complex problems</li> <li>• Reflect on personal cooperation skills</li> </ul>	Transfer/performance task  Teacher observation with checklists  Oral discussions/student questioning  Homework assignments  Written responses
<b>Unit Four: CATCHing Physical Activity (DOE Model Unit<sup>2</sup>)</b> <b>Timeline: 4 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	<p><b>Big Ideas:</b> Physical activity involves using movement and motor skills.</p>	<p><b>Essential Questions:</b> What are the ways to move?</p> <p>What are physical activities?</p>	Transfer task as outlined in the unit  Teacher observation with

<sup>1</sup> Available on DOE Website at [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/phys\\_ed.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml)

<sup>2</sup> Available on DOE Website at [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/phys\\_ed.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml)

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>Standard 3:</b> Participates regularly in physical activity</p> <p><b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness</p>	<p>Moving is important.</p> <p>Physical fitness is good for you.</p> <p><b>Concepts:</b> Fitness</p> <ul style="list-style-type: none"> <li>• Muscular Endurance</li> <li>• Cardiovascular Endurance</li> <li>• Flexibility</li> <li>• Agility</li> <li>• Muscular Strength</li> <li>• Body Composition</li> <li>• Goal Setting</li> </ul> <p>Health Based</p> <ul style="list-style-type: none"> <li>• Heart Rate: active/resting/target</li> <li>• Skeletal system</li> <li>• Muscular system</li> <li>• Cardio-respiratory system</li> </ul>	<p>Why is moving important?</p> <p>Why is physical fitness good for you?</p> <p>What is fitness?</p> <p>How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain how much physical activity each day keeps us healthy</li> <li>• Compare warm-ups and cool-downs and their impact on the body</li> <li>• Label activities as rest, light, moderate, or vigorous</li> <li>• Plan for a goal of 60 minutes of MVPA daily</li> <li>• Choose physical activities to meet their goal</li> <li>• Describe different activities that meet the need for MVPA</li> </ul>	<p>checklists</p> <p>Oral discussions/student questioning</p> <p>Homework logs</p> <p>Written activities</p>
<p><b>Unit Five - A: The Modern and Ancient Olympics Interdisciplinary Unit with ELA (Grade 4 only)</b> <b>Timeline: 4 lessons</b></p>			
<p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p><b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-</p>	<p><b>Big Ideas:</b> Physical activity provides a variety of opportunities for enjoyment and social interaction.</p> <p>Being physically fit contributes to being healthy.</p> <p>Rules for movement depend on the situation.</p> <p><b>Concepts:</b></p>	<p><b>Essential Questions:</b> Why do I participate in physical activity?</p> <p>How does fitness affect my body?</p> <p>How are movement rules applied in different situations?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain what the Olympics are and why</li> </ul>	<p>Observation of student performance with checklists</p> <p>Rubrics for event play</p> <p>Self and peer assessment</p> <p>Oral discussions/student questioning</p> <p>Observations of teamwork and collaboration</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
expression, and/or social interaction through physical activity	Fitness <ul style="list-style-type: none"> <li>• Muscular Endurance</li> <li>• Cardiovascular Endurance</li> <li>• Flexibility</li> <li>• Agility</li> <li>• Muscular Strength</li> </ul> Skill Development <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Running</li> <li>• Jumping</li> <li>• Wrestling</li> </ul>	they are important. <ul style="list-style-type: none"> <li>• Participate in a sampling of Olympic events – running, sprinting, jumping, discus and javelin throws</li> <li>• Design several new events and conduct a modern Olympics for the school</li> <li>• Explain the importance of a healthy body and how a healthy body contributes to excellence in athleticism</li> <li>• Perform specific motor activities related to sports from the early Olympics</li> <li>• Participate fully during physical education class</li> <li>• Improve personal effort and engagement level of exertion during class</li> </ul>	Performance task with ELA  Written activities
<b>Unit Five - B: Rhythms - Basic Rhythms, Line Dance, Group Dance (Grades 3 and 5)</b> <b>Timeline: 4 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 3: Participates regularly in physical activity</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><b>Big Ideas:</b> Physical activity involves using movement and motor skills.</p> <p>We need to move.</p> <p>Physical activity is fun.</p> <p><b>Concepts:</b> Rhythm</p> <ul style="list-style-type: none"> <li>• Command Dances</li> <li>• Following rhythms</li> </ul>	<p><b>Essential Questions:</b> What are the ways to move?</p> <p>Why do I need to move?</p> <p>How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify the beat of music</li> <li>• Demonstrate ability to move with the beat of music</li> <li>• Articulate the rules for an organized dance</li> <li>• Demonstrate the ability to follow a sequence of movements to rhythm or words of song</li> <li>• Demonstrate the ability to work together with a partner or group</li> </ul>	Observation of student performance with checklists  Rubrics for event play  Self and peer assessment  Oral discussions/student questioning  Observations of teamwork and collaboration  Performance task with ELA  Written activities

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Six: A Lifetime of Physical Activity – Sport Application:</b> Volleyball, Basketball, Tennis, Ultimate Frisbee <b>Timeline: 4 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p><b>Standard 3:</b> Participates regularly in physical activity</p>	<p><b>Big Ideas:</b> Physical activity involves using movement and motor skills throughout your life.</p> <p>Rules for movement depend on the situation.</p> <p>Moving and exercising at each stage of life is important.</p> <p><b>Concepts:</b> Skill Development</p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Dribbling</li> <li>• Striking without implement</li> <li>• Striking with short implement</li> <li>• Striking with long implement</li> </ul>	<p><b>Essential Questions:</b> How does movement relate to the games I play?</p> <p>How are movement rules applied in different situations?</p> <p>Why is movement important?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Describe why exercise is important for every stage of life</li> <li>• Describe ideas for making regular physical activity a part of a healthy lifestyle</li> <li>• List the benefits of physical activity</li> <li>• Participate cooperatively in competitive and noncompetitive activities</li> <li>• Logically connect health related components of fitness with specific movements</li> <li>• Perform specific motor activities related to sports they can play throughout their lifetime</li> <li>• Perform individually and as part of a group</li> <li>• Identify physical activity opportunities at school and within the community for regular participation in physical activity</li> <li>• Describe key elements of performing volleyball, basketball, tennis, and ultimate Frisbee</li> </ul>	<p>Teacher observation with checklists</p> <p>Repeating back the ways to behave in the gym</p> <p>Oral discussions/student questioning</p> <p>Student reflection</p> <p>Performance task</p> <p>Written activities</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Seven: Kicking and Trapping – Sport Application: Indoor Soccer</b> <b>Timeline: 4 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p><b>Standard 3:</b> Participates regularly in physical activity</p> <p><b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness</p> <p><b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p>	<p><b>Big Ideas:</b> Development of coordinated sequential movement can lead to success in dynamic situations.</p> <p>Movement knowledge and practice influences decision making, strategy and performance.</p> <p>Skilled movement can lead to active participation and enjoyment in a variety of physical activities.</p> <p>Body awareness, spatial awareness and object manipulation promote safety.</p> <p>Good sportsmanship promotes the enjoyment of an activity, benefits self and others and fosters positive relations.</p> <p><b>Concepts:</b> Skill Development</p> <ul style="list-style-type: none"> <li>• Kicking</li> <li>• Punting</li> <li>• Dribbling with foot</li> <li>• Trapping</li> <li>• Timing</li> <li>• Balance</li> <li>• Foot-eye coordination</li> </ul>	<p><b>Essential Questions:</b> What are the sequential movements of kicking, punting, passing and dribbling?</p> <p>Why is it necessary to vary the force used when kicking?</p> <p>How can knowledge of basic movements allow you to adapt to dynamic situations?</p> <p>How can practice affect your ability to kick?</p> <p>How does your body respond to a continuous game of soccer?</p> <p>Why is it important to be aware of your own self-space and surroundings when kicking?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• List a variety of activities that involve kicking</li> <li>• Demonstrate various kicking, punting, dribbling and trapping techniques.</li> <li>• Pass to a moving target</li> <li>• Trap a moving ball</li> <li>• Punt a ball for distance</li> <li>• Use various kicking skills in lead-up activities and/or small-sided/modified game situations</li> <li>• Use various strategies in a dynamic situation</li> <li>• Kick and/or move position to an open space</li> </ul>	<p>Kicking &amp; trapping checklist for practice</p> <p>Repeating back the ways to kick, punt, and trap</p> <p>Oral discussions/student questioning</p> <p>Student reflection on skills</p> <p>Game playing and observations of teamwork</p> <p>Written activities</p>



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Eight – A: Specialized Skills - Jumping Rope, Cup Stacking, Hula Hoping (Grade 3)</b> <b>Timeline: 3 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><b>Big Ideas:</b> Physical activity involves using movement and motor skills.</p> <p>Physical activity is fun.</p> <p><b>Concepts:</b> Specialized Skills</p> <ul style="list-style-type: none"> <li>• Cup stacking</li> <li>• Rope Jumping</li> <li>• Hula Hoping</li> </ul>	<p><b>Essential Questions:</b> What are the ways to move?</p> <p>How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain the physical benefits of jumping rope, hula hooping, cup stacking</li> <li>• Demonstrate how to properly jump a long and short rope; using proper rope turning technique, jumping in rhythm with the rope</li> <li>• Demonstrate how to hula hoop around varies body parts</li> <li>• Demonstrate proper cup stacking technique and compete in cup stacking events</li> </ul>	<p>Teacher observation using a checklist</p> <p>Repeating back the ways to be most successful at jumping rope, cup stacking, and hula hooping</p> <p>Oral discussions/student questioning</p> <p>Student reflection on skills</p> <p>Game playing and observations of teamwork</p> <p>Written activities</p>
<b>Unit Eight - B: Juggling (Grades 4 and 5)</b> <b>Timeline: 3 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Physical activity is fun.</p> <p>Juggling requires focus despite distractions</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Group juggling</li> <li>• Individual juggling</li> <li>• Juggling with different objects</li> </ul>	<p><b>Essential Questions:</b> What are the ways to move?</p> <p>How can I have fun moving?</p> <p><b>Learning Targets:</b> Students will be able to</p> <ul style="list-style-type: none"> <li>• Develop their hand eye coordination.</li> <li>• Keep multiple objects in the air at the same time</li> <li>• Demonstrate concentration and focus</li> </ul>	<p><b>Informal:</b></p> <p>Teacher observation using a checklist</p> <p>Oral discussions/student questioning</p> <p>Game playing and observations of teamwork</p> <p>Written activities</p> <p>Juggling demonstration</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Nine: Throwing, Catching, and Playing on a Team - Sport Application: Flag Football, Floor Hockey</b> <b>Timeline: 4 lessons</b>			
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p><b>Standard 3:</b> Participates regularly in physical activity</p>	<p><b>Big Ideas:</b> Physical activity involves using movement and motor skills throughout your life.</p> <p>Rules for movement depend on the situation.</p> <p>Moving is important.</p> <p><b>Concepts:</b> Skill Development</p> <ul style="list-style-type: none"> <li>• Kicking</li> <li>• Dribbling</li> <li>• Throwing</li> <li>• Catching</li> <li>• Striking with long handled implement</li> </ul>	<p><b>Essential Questions:</b> How does movement relate to the games I play?</p> <p>How are movement rules applied in different situations?</p> <p>Why is movement important?</p> <p>What are some characteristics of good sportsmanship?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Participate cooperatively in competitive and noncompetitive activities</li> <li>• Explain the importance of a healthy body</li> <li>• Logically connect health related components of fitness with specific movements</li> <li>• Perform specific motor activities related to sports they can play throughout their lifetime</li> <li>• Perform individually and as part of a group</li> <li>• Identify physical activity opportunities at school and within the community for regular participation in physical activity</li> <li>• Participate fully during physical education class</li> <li>• Improve personal effort and engagement level of exertion during class</li> <li>• Learn the basic rules of flag football, soccer, and floor hockey</li> </ul>	<p>Teacher observation with checklists for throwing, catching, and cooperation</p> <p>Student verbally echoes the cues for throwing</p> <p>Student self-assessment and reflection</p> <p>Oral discussions/student questioning</p> <p>Game playing and observations of teamwork</p> <p>Written activities</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Ten: Walking for a Lifetime Fitness (DOE Model Unit<sup>3</sup> – Adapted for 3-5 Grade Cluster)</b> <b>Timeline: 4 lessons</b>			
<p><b>Standard 3:</b> Participates regularly in physical activity</p> <p><b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness</p> <p><b>Standard 6:</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><b>Big Ideas:</b> Physical activity provides an opportunity for enjoyment, health, challenge, self-expression, and/or social interaction.</p> <p>Moving is important for your whole life.</p> <p>Being physically fit contributes to being healthy.</p> <p><b>Concepts:</b> Fitness</p> <ul style="list-style-type: none"> <li>• Cardiovascular endurance</li> <li>• Muscular endurance</li> </ul>	<p><b>Essential Questions:</b> Why do I participate in physical activity?</p> <p>How does fitness affect my body?</p> <p>Why is movement important?</p> <p><b>Learning Targets:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>○ Describe and demonstrate proper stretching for walking</li> <li>○ Explain the health and social benefits of walking</li> <li>○ Explain why walking is an important lifetime activity</li> <li>○ Use a pedometer correctly including reading and recording data</li> <li>○ Set goals and keep data logs</li> <li>○ Plan a walking route based on their personal environment and step needs</li> </ul>	<p>Transfer Task as described in the project</p> <p>Teacher observation using checklists</p> <p>Oral discussions/student questioning</p> <p>Homework logs</p> <p>Written responses</p>

<sup>3</sup> Available on DOE Website at [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/phys\\_ed.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml)