

Physical Education Curriculum Map

Sussex Montessori School

Overview: The following curriculum was created in response to the Phase 2 requirements of the charter school application process for First State Montessori Academy and will be used by Sussex Montessori School. The curriculum includes components from the “Fit for Life” model unit on the DDOE website which have been used as a guide to create a curriculum that brings forth the Montessori philosophy and maximizes learning in the multi-grade classrooms we intend to teach. Our big ideas, enduring understandings, and essential questions are similar to those on the DDOE website but have been created to match our specific units.

The multi-age classrooms we intend to teach will be broken down as follows: K-1, 2-3, 4-6. Because of this, the scope and sequences we have created match the grade level breakdown of our classrooms but we used the grade level indicators and standard as our guide. We have created three scope and sequence documents that will cover all of the grades we intend to teach.

We have also included resources from the DDOE website at the end of the document so that our physical education staff will have them readily accessible when they are created their specific classroom lesson plans and units.

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“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

Maria Montessori

As reflected by Dr. Montessori, Sussex Montessori School has the goal of providing rich experiences for children in a safe and supportive school climate in which each child is healthy, safe, engaged, supported and challenged. This will be attained through traditional academics as well as considerations of the whole child and his needs. Children must be considered in their entirety and experiences that move beyond the traditional classroom are needed. In this vein, a program of instruction in art, music, theater and dance, and physical education including health, to children in all grades.

In order to better understand their world, children need experiences offered by these supplemental classes. This not only exposes them to the arts, but allows them to use their bodies in different ways, learning about their strengths and challenges beyond the classroom walls. These classes also give children the opportunity to learn about other ways in which they may be ‘smart’, as explained by Howard Gardner’s multiple intelligences of linguistics, logical/mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, naturalistic, and

improves attendance, engagement, empowerment, ownership, teaching and learning.

(www.whatworks.wholechildeducation.org)

Additionally, it is vital that all children learn how to negotiate their ever-changing world by learning about and appropriately utilizing the tools available to them. The tools are changing quickly and children will gain familiarity and understanding of them through library and technology education. It is imperative that children educated in the 21st century are given the opportunity to learn how these tools serve the well, when to use them, and when, perhaps to set them aside.

Sussex Montessori School’s curriculum outlines a variety of ways in which children will access the arts, movement, technology and library throughout their day. The supplementary classes offered in these areas are opportunities to strengthen these connections and allow for direct instruction to further support their learning. Most importantly, children have the opportunity to experience their ever-changing world through all classes at Sussex Montessori School. It is in living Dr.

visual/spatial. Attention to each of these intelligences builds a positive school climate which in turn reduces bullying and

Montessori's mission that children are given multiple opportunities to learn how to coexist, working together respectfully and responsibly.

This document focuses on the Physical Education curriculum. Maria Montessori viewed taking care of one's body as a practical life responsibility. All people need to make time to care for themselves so that they can care for others. This curriculum focuses children on engaging in physical activity, the relationship of physical activity to one's overall well-being and to encourage lifelong habits.

Delaware Standards for Physical Education

Developed by the DE Physical Education Standards Review and Curriculum Design Team

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

Standard 1: Demonstrated competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity

Standard 4: Achieves and maintains a health-enhancing level of physical fitness

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity

Sussex Montessori School - Physical Education Unit Breakdown

K-1	2-3	4-6
Spatial Awareness (2-3 weeks)	Soccer (3-4 weeks)	Spatial Awareness through Soccer (2-3 weeks)
Cooperative Games (2-3 weeks)	Ultimate Frisbee (2-3 weeks)	Cooperative Games (2-3 weeks)
Motor Skills/Movement (4-6 weeks)	Gymnastics (6 weeks)	Volleyball (4 weeks)
Balance and Tumbling (4 weeks)	(finish gymnastics)	Balance and Jump Rope (4 weeks)
Soccer (3-4 weeks)	Basketball (4 weeks)	Basketball (4 weeks)
Fitness (8 weeks)	Fitness (6 weeks)	Fitness (6 weeks)
(finish Fitness)	Badminton/Tennis (3 weeks)	Dance (4 weeks)
Throwing and Catching (3-4 weeks)	Throwing and Catching (3-4 weeks)	Throwing and Catching (3-4 weeks)
Personal Skills (4-6 weeks)	Jump Rope (3 weeks)	Tennis (3-4 weeks)

(finish Personal Skills)	Cooperative Games (4-6 weeks)	Personal Skills (4-6 weeks)
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Total: Approximately 36 Weeks

Sussex Montessori School
Physical Education Curriculum
K-1st Grade

Summary of Physical Education for 5-7 Year Olds - K/1 Program

The overall objective of the PE program is to provide students with the skills, knowledge and attitudes necessary to make positive decisions and live active lives. Cooperation, fair play, sportsmanship, communication and respect are emphasized in all venues of activity and sport. Some of the skills, concepts and activities that are covered include the following: identifying personal boundaries and learning where their bodies are in space, through various partner and large group activities, and locomotor skills (running, hopping, jumping, galloping, skipping, sliding). Multiple tag games (Freeze tag, Chicken tag, Partner Tag, Triangle tag etc.) gave students the opportunity to practice finding different pathways, change in direction, chasing, fleeing, and dodging skills. Students also practice the skills of throwing and catching different size objects at targets (moving and stationary), moving through obstacle courses using locomotor skills and manipulative skills. Through problem solving activities and cooperative games including math problems and spelling words, students build their concept of teamwork, sportsmanship, and effective communication in games using parachutes, hula-hoops, jump ropes, soccer, playground balls. Music is also integral part of the program providing rhythm, pace and motivation to the daily cardiovascular routine. Soccer skills were explored (kicking with the inside of the foot and instep/laces, kicking at targets and with a partner). The importance of physical activity and fitness and its effects on the body systems and different muscles and emphasized in everyday routines. Students explore a variety of stretching routines that they can use in everyday life. Concepts/skills are reinforced/taught through participation in individual, partner, small and large group activities and games.

Stages of skill development are met at different times in children. All fundamental movement skills must be acquired at the mature stage of development prior to being integrated into sport - related games. The primary grade Montessori physical education emphasizes that children develop at different rates and will be ready for different types of games, dancers and gymnastic activities at different times.

The following chart is designed to provide a framework for the units that will be covered in a year. Differentiation for Kindergarten and 1st grade students will be done while students are participating in the same topics. In some cases, suggested differentiation ideas are listed but most will come not based on a child's specific grade level but instead on a child's ability. Instruction will be given to match what children are ready to learn. This will require the physical education teacher to be a keen observer and note-taker in order to plan purposeful and meaningful lessons for all students.

Note: **Highlighted Units** have been created in depth and are attached

	Unit Topic	Big Ideas	Suggested Activities Include:
Fall - 2 to 3 weeks	Spatial Awareness Standards (indicators): 1.1, 1.2, 2.1, 2.2	In order for children to participate in physical education activities, they need to be able to <ul style="list-style-type: none"> Move through general space while maintaining a safe personal space in relationship to other movers Unit Essential Question: How can I move safely?	Using hoops, poly sports and other space dividers in game Red Light, Green Light, Yellow Light "Cat and Mouse" Tag games - Partner Tag Freeze Tag

			Assessment: Observation of student awareness of personal space and movement
Fall - 2 to 3 weeks	Cooperative Games Standards (indicators): 5.2, 5.3, 5.4, 5.5, 5.6	Learning to cooperate is an important foundation skill that is necessary for physical education Unit Essential Question: How can I cooperate and work with others in a way that is good for everyone?	Parachute activities Cooperative hoops Cooperative bean bags Buddy walkers Assessment: Observation of children's improved cooperation skills

<p>Fall - 4 to 6 weeks</p>	<p>Motor Skills/Movement</p> <p>Standards (indicators): 1.3, 1.4, 1.22, 2.3, 2.4</p>	<p>It is important for students to be able to identify personal boundaries and learn where their body is in space. Young children must also learn the locomotor skills of:</p> <ul style="list-style-type: none"> • Running • Hopping • Jumping • Galloping • Skipping • Sliding <p>Unit Essential Question: What is movement and why is it important?</p>	<p>Kindergarten: practicing different locomotor skills at a set pace 1st grade: perform locomotor skills while changing speed and rhythms Kindergarten: perform locomotor skills 1st grade: perform locomotor skills using different equipment (hula hoops, variety of balls and beanbags)</p> <p>“Circle Up” - Practice with different movements</p> <p>Partner Run with different movements</p> <p>Movement to drum/tempo</p> <p>Movement activities through individual, partnered and group activities</p> <p>Assessment: Checklist documentation of movement skills (included in unit attached)</p>
<p>Winter - 4 weeks</p>	<p>Balance and Tumbling</p> <p>Standards (indicators): 1.6, 1.7, 1.8, 3.3, 3.4, 3.6</p>	<p>Young children should be able to still their body in different shapes with different pints of support</p>	<p>____ pts. of contact</p> <p>“camera” activity</p>

		<p>Beginning tumbling skills include being able to perform a forward roll and land on both feet when jumping</p> <p>Unit Essential Question: How can balance and jumping help me?</p>	<p>Partner and group mirroring</p> <p>Individual practice</p> <p>Teach forward roll</p> <p>Yoga poses</p> <p>Assessment: Demonstration of ability to hold balance for 3 seconds/Demonstration of forward roll</p>
Spring - 3 - 4 weeks	<p>Soccer</p> <p>Standards (indicators): 1.16, 1.17, 1.20, 2.11, 2.12, 2.13</p>	<p>Beginning soccer skills can teach many foundational physical education skills.</p> <p>Unit Essential Question: How do you play soccer?</p>	<p>Teaching of how to kick a ball from a stationary position</p> <p>Teaching of how to kick a ball from a running position</p> <p>Assessment: Observation of kicking from two positions</p>
Winter - 6 to 8 weeks	<p>Fitness</p> <p>Standards (indicators): 3.1, 3.2, 3.4, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 5.1, 5.2, 5.3</p>	<p>It is important for children to understand why physical fitness is necessary.</p> <p>Your body responds and reacts to movement.</p> <p>Unit Essential Question:</p>	<p>Participation logs</p> <p>Tag games (ex. fitness tag)</p> <p>Wand Stretch / Shoulder Stretch</p> <p>Cardio respiratory activities</p>

		How can I improve my fitness and wellness?	Assessment: Teacher review of participation logs / journal
Spring - 4 to 6 weeks	Personal Skills Standards (indicators): 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	In group work, it is important that children learn skills in: <ul style="list-style-type: none"> • Listening to others • Being a leader • Being a follower Unit Essential Question: What are my responsibilities as a member of this group?	Expose children to a variety of new / novel games and activities Partner Tag Partner Activities / Games Titanic Crossing the Delaware - teamwork activity Assessment: Observation of teamwork, collaboration, listening and leadership skills

List of all Standards (indicators) for K - 1st Physical Education Curriculum

Standard One Indicators:

<p>Movement Concepts</p> <p>1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium and low levels in space.</p> <p>1.2 Travel over, under, in front of, behind and through objects and over, under, in front of and behind partners, using locomotor skills.</p> <p>1.3 Change speeds in response to tempos, rhythms and signals while traveling in straight, curved, and zigzag pathways using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding and skipping</p> <p>1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running hopping, and jumping (i.e., locomotor skills).</p> <p>1.5 Demonstrate the difference between slow and fast, heavy and light and hard and soft while moving,</p>
<p>Body Management</p> <p>1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.</p>
<p>Locomotor Movement</p> <p>1.7 Roll smoothly in a forward direction, without topping or hesitating, emphasizing a rounded form.</p> <p>1.8 Land on both feet after taking off on one foot and on both feet.</p> <p>1.9 Jump a swinging role held by others.</p>
<p>Manipulative Skills</p> <p>1.10 Demonstrate the underhand movement (throw) pattern.</p>

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| <ul style="list-style-type: none">1.11 Demonstrate the overhand movement (throw) pattern.1.12 Demonstrate the two-handed overhead (throw) pattern.1.13 Catch, showing proper form, a gently thrown ball.1.14 Catch a self-tossed ball.1.15 Catch a self-bounced ball.1.16 Kick a rolled ball from a stationary position.1.17 Kick a stationary ball, using a smooth, continuous running approach.1.18 Strike a balloon upward continuously, using arms, hands and feet.1.19 Strike a balloon upward continuously, using a large, short-handled paddle.1.20 Dribble a ball in a forward direction, using the inside of the foot.1.21 Dribble a ball continuously with one hand. |
| Rhythmic Skills |
| 1.22 Create or imitate movement in response to rhythms and music. |

Standard Two Indicators:

Movement Concepts
2.1 Identify the right and left sides of the body and movement from right to left and left to right.
2.2 Identify people/objects that are within personal space and within boundaries.
Body Movement
2.3 Identify the base of support of balanced objects.
Locomotor Movement
2.4 Distinguish between a jog and a run, a hop, and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Manipulative Skills

- 2.5 Identify examples of underhand and overhand movement patterns.
- 2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.
- 2.7 Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.
- 2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.
- 2.9 Describe the proper hand and finger position for catching a ball.
- 2.10 Demonstrate and explain how to reduce the impact force while catching an object.
- 2.11 Identify the placement of the non-kicking foot when kicking with a smooth, running approach.
- 2.12 Identify the location of the contact point to strike an object upward.
- 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

Standard Three Indicators:

Fitness Concepts

- 3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength / Endurance

- 3.3 Demonstrate, for increasing periods of time a “v” sit position, a push-up position with arms extended and a squat position.
- 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.
- 3.5 Travel hand-over-hand along a horizontal ladder or hand from an overhead bar.

Flexibility 3.6 Stretch arms, shoulders, back and legs without hyper-flexing or hyper-extending the joints
Body Composition 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.
Assessment 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels

Standard Four Indicators:

Fitness Concepts 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping. 4.2 Explain the importance of drinking water during and after physical activity. 4.3 Explain that nutritious food provides energy for alertness and mental concentration.
Aerobic Capacity 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist. 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle. 4.6 Identify physical activities that cause the heart to beat faster. 4.7 Describe the role of blood in transporting oxygen from the lung.
Muscular Strength/Endurance 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force. 4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.
Flexibility

- | |
|---|
| 4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.
4.11 Explain how flexible muscles allow more range of motion in physical activity. |
| Body Composition
4.12 Identify the body components (e.g., bones, muscles, organs, fat and other tissues). |

Standard Five Indicators:

Self-Responsibility 5.1 Participate willingly in new physical activities. 5.2 Demonstrate acceptable responses to challenges, successes and failures in physical activity.
Social Interaction 5.3 Demonstrate the characteristics of sharing and cooperation in physical activity. 5.4 Invite others to use equipment of apparatus before repeating a turn.
Group Dynamics 5.5 Demonstrate the attributes of an effective partner in physical activity. 5.6 Demonstrate effective practices for working with a group without interfering with others.

Curriculum Area: Physical Education
Unit Topic: Motor Skill Development
Grade Level: K-1

Time Frame: 4 - 6 weeks

Summary of Unit/Concept Development:

In this unit, students will participate in a variety of movements in order to learn and practice different motor skills and movement patterns. There will be a focus on learning not only about how the body moves but also why movement is important. Students will perform many movements in both structured and unstructured activities designed to increase movement while teaching new movement patterns.

<u>Unit Essential Question</u> What is movement and why is it important?	
<u>Enduring Understanding/Big Idea</u>	<u>Standards</u>
Big Idea: Students demonstrate the motor skills and movement	Delaware Standard 1: Demonstrates competency in motor skills and

<p>patterns needed to perform a variety of physical activities.</p> <p>Big Idea: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p>Enduring Understandings: Students will understand how to that move safely, effectively, and efficiently in a variety of ways.</p> <p>Enduring understanding: Students will understand that safe, efficient and effective movement develops and maintains a healthy, active lifestyle.</p>	<p>movement patterns needed to perform a variety of physical activities</p> <p>Delaware Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p> <p>Delaware Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>
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Learning Goals/Targets:

Students will know:	Evidence of understanding will include:
<p>Students will understand that safe, efficient and effective movement develops and maintains a healthy active lifestyles.</p>	<p>Through discussion and observation, teacher will look for students sharing ideas about why movement is important.</p> <p>By focusing on the essential question, student responses will be evaluated</p> <p>Students will identify positive feelings associated with movement activities</p>

Students will be able to:	Evidence of ability will include:
<ul style="list-style-type: none"> Perform movement skills (locomotor, non-locomotor and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (games/sport/dance/recreational) settings. 	<p>Sits, stands, moves and/or practices close to others with appropriate control</p> <p>Touches others when appropriate</p> <p>Performs movements - skipping, jumping, hopping, running, etc. in general space</p>
<ul style="list-style-type: none"> Demonstrate smooth transitions between sequential movement skills used in combination. 	<p>Is able to transition between movements at appropriate pace and time</p>
<ul style="list-style-type: none"> Move in personal and general space at different levels, directions, and pathways. 	<p>Moves without bumping into others</p>
<ul style="list-style-type: none"> Respond in movement to changes in tempo, beat, rhythm, or musical style. 	<p>Body movements change with changing music of beat</p>
<ul style="list-style-type: none"> Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination. 	<p>Movements are different in response to skill</p>
<ul style="list-style-type: none"> Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target or larger space. 	<p>Changes movement skill in response to changing environment</p> <p>Ex. jumps wider when target is further away</p>
<ul style="list-style-type: none"> Respond appropriately to verbal and visual cues during physical activity. 	<p>Performs appropriate motor skill when prompted</p> <p>Off-track indicator: ex. gallops when asked to skip or vice versa</p>

<ul style="list-style-type: none"> Correct movement errors in response to feedback. 	Is able to correct movements when prompted
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Learning Sequence:

Indicator	Instructional Strategies	Assessments	Off-track Indicators
<p>1.1 Demonstrate an awareness of personal space, general space and boundaries while moving in different directions and at high, medium and low levels in space.</p> <p>1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.</p> <p>1.3 Change speeds in response to tempos, rhythms and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding and skipping.</p> <p>1.4 Change direction from forward and back and right and left in response to tempos,</p>	<p>Movement activities (skipping, jumping, hopping, running, etc., in general space) through individual, partnered and group activities.</p> <p>“Car”/hula hoop activity. Scooter boats.</p> <p>Movement activities (skipping, jumping, hopping, running, etc. in general space) through individual, partnered and group activities</p> <p>Movement warm-up.</p> <p>Movement to a drum or clapping.</p>	<p>Teacher observation.</p> <p>Peer observation.</p>	<p>The student:</p> <p>Repetitively bumps into other students.</p> <p>Is not able to explain why personal space is important.</p> <p>Sits, stands, move, and/or practices close to others or touching others.</p> <p>Gallops when asked to skip or vice versa, crosses legs or runs when asked to slide, jump when asked to hop.</p> <p>Has difficulty following the signals.</p>

rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills). 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.			
2.1 Identify the right and left sides of the body and movement from right to left to right. 2.2 Identify people/objects that are within personal space and within boundaries.	Locomotor warm-up. Scooter boats. Cooperative hoops.	Teacher observation. Peer Observation.	The Student: Consistently chooses wrong directions. Continually runs into other students while trying to move through general space.
2.4 Distinguish between a job and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.	Movement warm-up.	Teacher observation. Peer Observation	The Student: Skips when told to gallop, hops when indicated to jump, gallops when told to slide, etc...

Prior knowledge will be assessed through initial observation of motor skills.

- Teacher will observe both formally and informally to note student abilities with different motor skills (ex. running, skipping, jumping, etc.)
- Teacher will observe ability to move around with control and staying in personal space.
- Teacher will note student understanding of motor skills - ex. do they understand/know what galloping is?

Vocabulary that will be introduced:

Over, under, in front of, behind (Standard 1.2)

Straight, curved, zigzag (Standard 1.3)

Walking, running, leaping, hopping, jumping, galloping, sliding, skipping (Standard 1.3)

Teacher Feedback: Throughout each classroom activities, the teacher will provide constant feedback at children's attempts to perform movements correctly. Teachers will circulate to reinforce appropriate motor skills and reteach as necessary. Circulation and observation will be key to helping children develop new skills as it will allow the teacher to note missing skills and teach/reteach accordingly.

Ways for children to monitor own progress/Opportunities for student self-reflection: At closing of each lesson, the teacher will have children do some self-evaluation of ability to perform motor skills taught during that session. Student will also be encouraged to compare abilities from one session to the next in order to monitor their own progress. Students will be encouraged to think about why performance abilities have changed - increased or decreased, and will be encouraged to set personal goals for the next session.

Assessment:

Assessment of each task will be in the form of teacher observation. Observation is key to this unit as physical movements are being evaluated. Anecdotal records can also be used to keep track of children's attempts at mastery. The teacher will create a checklist or similar way to record student's accuracy with the different learning targets, to collect data about student mastery of specific motor skills. An example of a checklist that could be used is below:

	Walking	Running	Leaping	Hopping	Jumping	Galloping	Sliding	Skipping
Student A								

Student B								
Student C								

The information collected on this checklist will be communicated with families through a half sheet note that may look something like this:

Student Name: _____

Date: _____

Dear Families,

Your child has recently participated in a unit designed to help children learn and develop many specific movements. Below are the movements we have learned. The check next to each movement means that your child is able to perform this movement at an appropriate level for their age. For fun, you may have a family challenge at home and encourage everyone to demonstrate their abilities with these movements. If you have any questions, please let me know.

_____walking

_____running

_____leaping

_____skipping

_____galloping

_____sliding

_____hopping

_____jumping

Curriculum Area: Physical Education
Unit Topic: Fitness
Grade Level: K-1

Time Frame: 6 - 8 weeks

Summary of Unit/Concept Development:

In this unit, students will participate in a variety of activities designed to help them assess and maintain a level of physical fitness to improve health and performance. The unit will include fitness concepts, aerobic capacity, endurance activities, flexibility activities, and body composition activities. In this unit, students will focus on the F.I.T. principles (frequency, intensity and time) and how to measure it. Students will keep a participation log to chart their performance over time.

Unit Essential Question: How can I improve my fitness and wellness?	
Enduring Understanding/Big Idea	Standards
<p>Big Idea: Students will assess and maintain a level of physical fitness to improve health and performance.</p> <p>Enduring Understandings: Students will understand that:</p> <ul style="list-style-type: none"> • Their body tells them how to feel (relaxed, tired, exhausted). • Health related and skill related fitness concepts and skills develop and maintain a healthy, active lifestyle. 	<p>Delaware Standard 3: Participate regularly in physical activity</p> <p>Delaware Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Delaware Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity.</p>

Learning Goals/Targets:

Students will be able to:	Evidence of ability will include:
<p>Identify the components of health-related and skill-related fitness and identify activities that develop each component.</p>	<p>Students will list the components orally or in writing and related activities.</p>
<p>Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.</p>	<p>Students will name different body responses after rigorous physical activity</p>

Explain that too much or not enough exercise can be harmful	Through discussion, students will respond to questions about the need for exercise and results of no exercise
Explain that participation in regular physical activity contributes to wellness	Through discussion, students will respond to questions about the connection between physical activity and wellness
Engage in moderate to vigorous physical activity that develop all components of fitness	Active participation in all assigned tasks of movements
Monitor heart rate and breathing before, during and after exercise	Students can accurately monitor heart rate and breathing before, during and after exercise.

Students will know:	Evidence of ability will include:
That participation in some physical activities will increase their heart rate more than others	Choose from a list which activity increases heart rate more
Ways to monitor their physical condition	Students can correctly find their heart rate
The limits of their physical selves and mental selves and how to monitor and control them to prevent negative effects	Physical self abilities - able to hand from monkey bars, use a slide mental self abilities - able to discuss fears, do self-talk through new activities

Learning Sequence:

Indicator	Instructional Strategies	Assessments	Off-track Indicators
3.1 Participate in physical	Provide a wide variety of physical	Teacher observation.	The Student:

activities that are enjoyable and challenging.	activities that possibly strike up the interest in the students.	Peer observation.	Does not participate in physical activities either during PE or at home during leisure time.
3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.	Discuss the "F.I.T." principle (Frequency, Intensity and Time) and how to measure it.	Question/answer during discussion, Participation log. Parent questionnaire.	The Student: Unable to participate in activities of varying lengths of time due to instant fatigue.
3.3 Demonstrate for increasing periods of time, a "v" sit position, a push-up position with arms extended and a squat position. 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor. 3.5 Travel hand-over-hand along a horizontal ladder or hand from an overhead bar.	Stations: V-sit for time. Plank. Sitting squat. Lie to sit to stand. Monkey Bars.	Activity log and charting Performance at various times.	The Student: Not able to hold position or support body weight for any extended period of time.
3.6 Stretch arms, shoulders, back and legs without hyper-flexing or hyper-extending the joins	Wand stretch. Shoulder stretch	Teacher observation. Peer observation.	The Student: Not able to hold position or support body weight for any extended periods of time.

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.	Tag games. Fitness tag.	Teacher observation. Peer observation.	The student: Unable to participate in activities of varying lengths of time due to instant fatigue.
3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.	Discussion during closure of lesson.	Question/answer during discussion. Activity log.	The student: Not able to explain/answer questions accurately.
4.1 Identify enjoyable and challenging physical activities that once can do for increasing periods of time without stopping. 4.2 Explain the importance of drinking water during and after physical activity. 4.3 Explain that nutritious food provides energy for alertness and mental concentration.	Discussion during lessons of closure of lesson.	Question/answer during discussion. Survey/questionnaire with pictures to circle.	The student: Not able to identify activities. Not able to explain the importance of drinking water during and after physical activity. Unable to explain the nutritious food provides energy for alertness and mental concentration.
4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.	Class discussion. Cardio respiratory activities. Discussion during lesson or closure of lesson.	Have students make a first and demonstrate how it pumps the blood/oxygen to the rest	The student: Unable to recognize the heart as the most important muscle in the body

<p>4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.</p> <p>4.6 Identify physical activities that cause the heart to beat faster.</p> <p>4.7 Describe the role of blood in transporting oxygen from the lungs.</p>		<p>of the body.</p>	<p>and is approximately the size of a fist.</p> <p>Unable to explain that increasing the heart rate during physical activity strengthens the heart muscle.</p> <p>Unable to identify physical activities that cause the heart to beat faster.</p> <p>Unable to explain the role of blood in transporting oxygen from the lungs.</p>
<p>4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.</p> <p>4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.</p>	Discussions and demonstrations	Question/answer during discussion	<p>The student:</p> <p>Unable to explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.</p> <p>Unable to explain that the proper body position while stretching and strengthening will help prevent injury.</p>
<p>4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.</p>	Discussions during lesson	Question/answer during discussion and/or closure of lessons.	<p>The student:</p> <p>Unable to explain how flexible muscles allow more range of motion in physical activity.</p>

4.11 Explain how flexible muscles allow more range of motion in physical activities			
5.1 Participate willingly in new physical activities. 5.2 Demonstrate acceptable responses to challenges, successes and failures in physical activity.	Expose students to a variety of new / novel activities. Discuss appropriate responses during lesson.	Observation. Question/answer.	The student: Not willing to participate. Not willing to try new and different activities.
5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.	Cooperative hoops. Cooperative bean bags. Buddy walkers. Titanic.	Observation. Knowledge of results.	The student: Does not work with the group. Intentionally sabotages group's successes.

Prior knowledge will be assessed through initial responses in participation log in the form of answers to questions related to fitness. These questions/answers will be created by the teacher to give background information about student's participation in different fitness activities. Additionally, students will fill out individual checklists about their physical activities inside and outside of school in order to give the teacher additional information about variety and duration of fitness activities students have experience with.

Vocabulary that will be introduced:

F.I.T. - Frequency, Intensity, Time
V-sit, plank, sitting squat, monkey bars
Stretch

Teacher feedback: Throughout each classroom activities the teacher will provide constant feedback at children's attempts to perform movements correctly. Teachers will circulate to reinforce appropriate fitness movements and reteach as necessary. Circulation and observation will be key to helping children develop new skills as it will allow the teacher to note missing skills and teach/reteach accordingly. Also, the relationship between fitness and health/wellness will be articulated and reinforced often to promote positive routines and attitudes regarding fitness.

In students participation logs, teacher will provide feedback to reinforce positive attempts at increasing fitness levels as well as to reinforce positive attempts at increasing the variety of fitness activities.

Ways for children to monitor own progress/Opportunities for student self-reflection: Participation logs will be used to document the frequency, intensity and duration of different fitness activities. Students will note individual patterns as well as gains in frequency, intensity and duration. Participation logs will also naturally increase the amount of self-reflection students are doing.

Assessment: Student participation logs will be evaluated for increasing duration, frequency and intensity of physical fitness activities. Based on student responses, a suggested plan for increasing physical activity will be made to individuals, small groups or classes. Students will also fill out an individual reflection sheet bases on their own participation logs. To further gain information about students understanding of fitness and wellness, the teacher will read individual reflection sheets and have individual conferences with students to gain insight into student understanding.

Options:

Discussion: In order to gain an in-depth understanding of children's knowledge about the Unit Essential Question, the teacher will have a class discussion and observe who can identify ways to improve fitness and wellness. Student responses will be recorded as part of the anecdotal records the teacher keeps in her data collection. An example of the recording sheet is below:

	How can I improve my fitness and wellness? (student response)
Student A	
Student B	
Student C	
Student D	

Reflection Activity: Students will complete a graphic organizer like the one below to show ways they can improve their personal fitness. The overall goal for this unit will be for students to identify at least 3 ways (exercise, nutrition, lifestyle, etc.) that they can improve their overall fitness.

Curriculum Area: Physical Education/Health
Unit Topic: Personal, Interpersonal and Life Skills
Grade Level: K-1

Time Frame: 4 - 6 weeks

Summary of Unit/Concept Development:

In this unit, students will participate in a variety of activities that are designed to help children grow as positive, contributing members of a classroom community within the physical education setting. Lessons are designed to help children learn about responsibility, self-expression and social interaction within the context of a safe environment so that when they encounter similar situation, they will have had experiences to help guide them.

<u>Unit Essential Question:</u> What are my responsibilities as a member of this group?	
<u>Enduring Understanding/Big Idea</u>	<u>Standards</u>
<p>Big Idea: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p>Enduring Understanding: Students will understand that:</p> <ul style="list-style-type: none">● Positively interacting with others makes physical activity more enjoyable	<p>Delaware Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Delaware Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.</p>

Learning Goals/Targets:

Students will be able to:	Evidence of ability will include:
Explain that a person's character and values are reflected in the way the person thinks, feels and acts	Explaining how character and values are related to thoughts, feelings and actions
Act as a leader and a follower	Observation of student in the role of a leader and follower during group activities
Identify factors that lead to group success and help solve group problems	Working together to solve group challenge activities - Demonstrate an active role
Motivate group members to work together to provide constructive feedback.	Working together to solve group challenge activities - Observation of child verbally or non-verbally motivating others
Demonstrate respect for varying ideas and options	Responding to different options in option in positive, appropriate way
Participate in a class of school services activity and explain how volunteering enhances self-esteem	Takes an active role in class service project and can express feelings associate with the project.

Students will know:	Evidence of ability will include:
How it feels to be a member of a team	Expression of feelings about being a part of the team/group
Why it is important to help others	Explaining how you helped others and telling why
A basic understanding of respect and responsibility	Participation in group discussions about the meaning of these terms

Learning Sequence:

Indicator	Instructional Strategies	Assessments	Off-track Indicators
<p>5.1 Participate willingly in new physical activities.</p> <p>5.2 Demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p>	<p>Expose students to a variety of new / novel activities.</p> <p>Discuss appropriate responses during lesson.</p>	<p>Observation.</p> <p>Question/answer.</p>	<p>The Student:</p> <p>Not willing to participate.</p> <p>Not willing to try new and different activities.</p>
<p>5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.</p> <p>5.4 Invite others to use equipment or apparatus before repeating a turn.</p>	<p>Cooperative hoops.</p> <p>Cooperative bean bags.</p> <p>Buddy walkers.</p> <p>Titanic.</p> <p>Crossing the Delaware.</p>	<p>Observation.</p> <p>Knowledge of results.</p>	<p>The Student:</p> <p>Does not work with the group.</p> <p>Intentionally sabotages group's successes.</p> <p>Argues, yells, acts out during activity.</p> <p>Puts peers safety at risk.</p>
<p>5.5 Demonstrate the attributes of an effective partner in physical activity.</p> <p>5.6 Demonstrate effective practices for working with a group without interfering with others.</p>	<p>Discussion.</p>		<p>The student:</p> <p>Does not work with the group.</p> <p>Intentionally sabotages group's successes.</p> <p>Arques, yells, acts out during activity.</p> <p>Puts other student's safety at risk.</p>

Prior knowledge will be assessed through initial responses in participation log in the form of answers to questions related to responsibility as a member of a group. Students will be shown the Unit Essential Question as part of an initial discussion and the teacher will pose open-ended questions to gain a clear understanding of children's background and experience with the topic. Also, the teacher will observe student interactions in prior classes to determine their comfort level with different roles within the group. The teacher will take time as a careful observer to determine what the necessary personal and social skills each group needs to focus on.

Vocabulary that will be introduced:

Stress, wellness, goal, character, values, leader, follower, cooperative, respect, responsibility service activity, volunteering

Teacher feedback: Throughout each classroom activities, the teacher will provide constant feedback at children's attempts to make positive contributions to the group, to solve problems, to work together, to act responsibly, to listen and to follow directions, The teacher will circulate to reinforce appropriate personal and social skills. Circulation and observation will be important to helping children develop new skills as it will allow the teacher to note missing skills and teach/reteach accordingly. Also, the relationship between personal social skills and their impact on a group will be articulated and reinforced often to make the connection obvious for students.

Ways for children to monitor own progress / Opportunities for student self-reflection: After group problem solving activities, students will be given time for self-reflection. Question will focus on how each child did personally but also how their action impacted the group.

Examples might include:

- How did I help my group today?
- What is one way I showed responsibility today
- What was my role within the group? Would I choose that role again? Why or why not?
- If we were to do this again, what might I do differently
- What is one way someone else helped you today?

- What is one thing you want to remember about your work as a group member today?

Assessment: Assessment during this unit will be in the form of teacher observation and a final reflection activity.

Observation: The teacher will look for examples of each child making positive contributions to the group and keep anecdotal records that document each child understands how to work in a group. While perfection will not be expected, it will be expected that all children make positive gains in their abilities to be positive members of a group. Students will be required to demonstrate the following abilities

- Acting as a leader and follower
- Positively reinforcing others
- Expressing feelings and needs in the physical education setting

Reflection Activity: Students will draw/write about a time when they were a leader and a follower in physical education. A sample reflection sheet may look like this:

A time when I was a leader:	A Time when I was a follower:
One good thing I did as a leader:	One good thing I did as a follower:
How I felt about being a leader....	How I felt about being a follower...

What did you like best? (circle one)	Being a leader Being a follower

The teacher will collect student responses to gain an understanding of what they understand about these topics. If information is hard to decipher, the teacher should check in with the student to determine what they were trying to express. Also, as children are completing the reflection sheet, adults may add words or labels to help the information be clearer. The reflection sheets will be checked to see if

	Child can give an example of being a leader and follower	Child can give a way they positively supported someone else	Child can express feelings about being a leader and follower	Other notes:
Student A				
Student B				
Student C				
Student D				

Sussex Montessori School
Physical Education Curriculum
2nd-3rd Grade

Summary of physical Education for 7-9 Year olds – 2nd / 3rd Grade Program

Students are involved and introduced to cooperative and competitive activities. Emphasis is placed on learning versus winning. Authentic assessment is utilized within the program. They involve teacher evaluating students, students evaluating themselves and peer evaluation.

Activities are designed to incorporate critical thinking through skill analysis, game design and problem solving activities. The overall objective of the PE program is to provide students with the skills, knowledge and attitudes necessary to make positive decisions and live active lives. Cooperation, fair play, sportsmanship, communication, respect, empathy and confidence are emphasized in all venues of activity and sport. Some of the skills, concepts, and activities that have been covered up until this point include: locomotor skills (running, hopping, jumping, galloping, skipping, sliding, leaping etc.), problem solving activities and cooperative games with parachute, teamwork, sportsmanship, effective communication activities with hula hoops, Students improved their skills at throwing and catching different size balls (stationary, moving, and in game situations), throwing at targets (large, small, stationary, and moving), passing and receiving soccer balls, kicking (inside of the foot, instep, from hands), kicking at targets/with a partner. They practice soccer skills (dribbling, passing, receiving, shooting, change of direction/change of speed in order to get open). Spatial and body awareness was emphasized in tag games that improved chasing, fleeing and dodging skills. Fitness activities and games improved their running skills and understanding of the importance of physical activity and the effects on the heart and other muscles. Concepts and skills are reinforced/taught through participation in individual and group activities.

Stages of skill development are met at different times in children. All fundamental movement skills must be acquired at the mature stage of development prior to being integrated into sport - related games. The primary grade Montessori physical education

emphasizes that children develop at different rates and will be ready for different types of games, dance and gymnastic activities at different times.

The following chart is designed to provide a framework for the units that will be covered in a year. Differentiation for Kindergarten and 1st grade students will be done while students are participating in the same topics. In some cases, suggested differentiation ideas are listed but most will come not based on a child's specific grade level but instead on a child's ability. Instruction will be given to match what children are ready to learn. This will require the physical education teacher to be a keen observer and note-taker in order to plan purposeful and meaningful lessons for all students.

	Unit Topic	Big Idea	Suggested Activities Include:
Fall - 3 - 4 weeks	Soccer Standards (indicators): 1.1, 1.2, 1.20, 1.21, 1.26, 1.27	Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities, specifically in soccer Unit Essential Question: How do you play soccer?	Soccer: Dribbling, passing, shooting, concept of depth, team work, cooperation <ul style="list-style-type: none"> • Individual practice • With partners • Small-sided games Assessment: Observation of soccer skills
Fall - 2 to 3 weeks	Ultimate Frisbee Standards (indicators): 1.1, 1.2, 1.16, 1.19	Ultimate frisbee is a cooperative group game that can be used to teach specific throwing skills in conjunction with group participation and teamwork skills Unit Essential Question: How do you throw a frisbee?	Teaching how to throw and catch a Frisbee Teaching rules of game Participation in mini-games Assessment: Observation of children's improved cooperation skills

Fall - 6 weeks	Gymnastics Standards (indicators): 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.29, 1.30, 1.31, 1.33, 2.4, 2.5	<p>Students can use skills in balance and tumbling in many other physical activity.</p> <p>Gymnastics can increase strength and flexibility which can help children in other physical activities.</p> <p>Unit Essential Question: How can tumbling and gymnastics increase my fitness level?</p>	<p>Instruction, Demonstrations on the following skills:</p> <p>Headstands</p> <p>Points of contact (balances)</p> <p>Based of support (concept)</p> <p>Tripods</p> <p>“Tightrope Walking”</p> <p>Individual Balances</p> <p>Partnered Balances</p> <p>Forward Roll</p> <p>Straddle Role</p> <p>Partnered Routine</p>
Winter - 4 weeks	Basketball Standards (indicators): 1.25	<p>Basketball is a sport that involve dribbling, passing and shooting.</p> <p>Unit Essential Question: How do you play basketball?</p>	<p>Basketball: Dribbling, passing, shooting, teamwork, cooperation</p> <ul style="list-style-type: none"> • Individual practice • With partners • Small-sided games <p>Lessons include demonstrations, modeling, practice and coaching</p> <p>Assessment: Teacher observation of skills in dribbling, passing and shooting</p>
Winter - 6 weeks	Fitness Standards (indicators): 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3,	<p>It is important for children to understand why physical fitness is necessary.</p>	<p>Participation logs</p> <p>Tag games (ex. fitness tag)</p>

	4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25	<p>Your body responds and reacts to movement.</p> <p>Unit Essential Question: How can I improve my fitness and wellness?</p>	<p>Wand Stretch / Shoulder Stretch</p> <p>Cardio respiratory activities</p> <p>Assessment: Teacher review of participation logs/journal</p>
Spring - 3 to 4 weeks	<p>Badminton / Tennis</p> <p>Standards (indicators): 1.22, 1.23</p>	<p>Beginning tennis skills can teach many foundational physical education skills</p> <p>Unit Essential Question: What are some ways you use a racket when playing sports?</p>	<p>Teaching of how to use a racket</p> <p>Balloon striking activities (with both arms and paddles)</p> <p>Hitting ball to partners and targets</p> <p>Hitting ball / birdie over a net</p> <p>Assessment: Observation of using a racket correctly</p>
Spring - 3 - 4 weeks	<p>Throwing and Catching</p> <p>Standards (indicators): 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 2.9, 2.10, 2.11, 2.12</p>	<p>There are many specific techniques regarding throwing and catching that children need to be taught</p> <p>Unit Essential Question: How do you throw and catch?</p>	<p>Teaching of correct throwing and catching motion</p> <p>Introduction of Softball</p> <p>Throwing to partners, wall sports, and buckets</p> <p>Assessment: Observation of correct throwing and catching motion</p>

Spring - 3 weeks	<p>Jump Rope</p> <p>Standards (indicators): 1.9, 1.10, 1.11, 1.28</p>	<p>Jumping Rope is a great way to increase fitness levels and can be done by yourself or with others</p> <p>Unit Essential Question: How can jumping rope increase my fitness level?</p>	<p>Jumping rope activities Teach to bend knees to absorb force “swing and spring”</p> <p>Skills to focus on - turning rope, jumping single step, double step, backwards</p> <p>Encourage children to notice tempo and rhythm</p> <p>Focus on health benefits of jumping rope</p> <p>Assessment: Is able to use the “swing and spring” technique to jump rope for at least 5 turns of the rope</p>
Spring - 4 to 6 weeks	<p>Cooperative Games</p> <p>Standards (indicators): 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12</p>	<p>Young children must learn skills of cooperation. Games can be used to teach and reinforce the skills of cooperation.</p> <p>Unit Essential Question: How can I work together with others?</p>	<p>Tag games: partner tag, triangle tag, blob tag Problem solving games</p> <p>Assessment: Observation of growth or mastery in terms of cooperation skills used when playing different cooperative games</p>

List of all Standards (indicators) for 2nd - 3rd Physical Education Curriculum

Standard One Indicators:

Movement Concepts

- 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.
- 1.2 Chase, flee and move away from others in a constantly changing environment.

Body Management

- 1.3 Transfer weight from feet to hands and from hands to feet, landing with control.
- 1.4 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
- 1.5 Perform and inverted balance (tripod) by evenly distributing weight on body parts.
- 1.6 Perform a forward roll.
- 1.7 Perform a straddle roll.
- 1.8 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.

Locomotor Movement

- 1.9 Jump for distance, landing on both feet and bending the hips, knees and ankles to reduce the impact force.
- 1.10 Skip and leap, using proper form.
- 1.11 Jump continuously a forward-turning rope and a backward-turning rope.

Manipulative Skills

- 1.12 Roll a ball for distance, using proper form.
- 1.13 Throw a ball for distance, using proper form.
- 1.14 Catch a gently thrown ball above the waist, reducing the impact force.
- 1.15 Catch a gently thrown ball below the waist, reducing the impact force.
- 1.16 Catch, while traveling, an object thrown by a stationary partner.
- 1.17 Roll a ball for accuracy toward a target.
- 1.18 Throw a ball, using the overhand movement pattern with increasing accuracy.
- 1.19 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.

- 1.20 Kick a slowly rolling ball.
- 1.21 Kick a ball to a stationary partner, using the inside of the foot.
- 1.22 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- 1.23 Strike a ball continuously upward, using a paddle or racket.
- 1.24 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- 1.25 Hand-dribble, with control, a ball for a sustained period.
- 1.25 Hand-dribble a ball continuously while moving around obstacles.
- 1.26 Foot-dribble, with control, a ball along the ground.
- 1.27 Foot-dribble a ball continuously while traveling and changing directions.
- 1.28 Jump a rope turned repeatedly.
- 1.29 Balance while traveling and manipulating an object on a ground-level balance beam.

Rhythmic Skills

- 1.30 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
- 1.31 Perform rhythmic sequences related to simple folk dance or ribbon routines.
- 1.32 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.
- 1.33 Perform a line dance, circle dance and a folk dance with a partner.

Standard Two Indicators:

Movement Concepts

- 2.1 Define open space.
- 2.2 Explain how to reduce the impact force of an oncoming object.
- 2.3 Describe how changing speed and changing direction can allow one person to move away from another

Body Management:

- 2.4 Explain the importance of a wide rather than a narrow base of support in balance activities.

2.5 Explain why one hand or foot is often preferred when practicing movement skills

Manipulative Skills

- 2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.
- 2.7 Identify different opportunities to use striking skills
- 2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.
- 2.9 Explain key elements of throwing for distance.
- 2.10 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body and away from the body.
- 2.11 Identify the roles of body parts not directly involved in catching objects.
- 2.12 Explain the difference between throwing to a stationary partner and throwing to a moving partner.
- 2.13 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.
- 2.14 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.
- 2.15 Identify when to begin the kicking motion when kicking a slowly rolling ball.
- 2.16 Identify the different points of contact when striking a balloon upward and striking a balloon forward.
- 2.17 Explain the purpose of using a side orientation when striking a ball from a batting tee.
- 2.18 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

Rhythmic Skills

- 2.19 Define the terms folk dance, line dance and circle dance.
- 2.20 Compare and contrast folk dances, line dances and circle dances.

Standard Three Indicators:

Fitness Concepts

- 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.
- 3.2 Demonstrate warm-up and cool-down exercises.

3.3 Demonstrate how to lift and carry objects correctly.

Aerobic Capacity

3.4 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups to increase breathing and heart rate.

Muscular Strength/Endurance

3.5 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.

3.6 Traverse the overhead ladder one bar at a time.

Flexibility

3.7 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.

Body Composition

3.8 Engage in moderate to vigorous physical activity for increasing periods of time,

Assessment:

3.9 Measure and record improvements in individual fitness levels.

Standard Four Indicators:

Fitness Concepts

4.1 Explain the fuel requirements of the body during physical activity and inactivity.

4.2 Identify the body's normal reactions to moderate to vigorous physical activity.

4.3 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.

4.4 Identify ways to increase time for physical activity outside of school.

4.5 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water

is consumed.

4.6 Explain that fluid needs are linked to energy expenditure.

4.7 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

4.8 List and define the components of physical fitness.

4.9 Explain the purpose of warming up before physical activity and cooling down after physical activity.

4.10 Recognize that the body will adapt to increased workloads.

Aerobic Capacity

4.11 Compare and contrast the function of the heart during rest and during physical activity.

4.12 Describe the relationship between the heart and lungs during physical activity.

4.13 Compare and contrast changes in heart rate before, during and after physical activity.

Muscular Strength/Endurance

4.14 Explain that a stronger heart muscle can pump more blood with each beat.

4.15 Describe how muscle strength and muscle endurance enhances motor skill performance.

4.16 Identify muscles begin strengthened during the performance of particular physical activities.

4.17 Identify which activities or skills would be accomplished more efficiently with stronger muscles.

4.18 Name and locate the major muscle of the body.

4.19 Describe and demonstrate how to relieve a muscle cramp.

4.20 Explain the role that weight-bearing activities play in bone strength.

4.21 Describe the role of muscle strength and proper lifting in the prevention of back injuries.

Flexibility

4.22 Identify the muscles being stretched during the performance of particular physical activities.

4.23 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

4.24 Identify flexibility exercises that are not safe for the joints and should be avoided.

4.25 Explain why a particular stretch in appropriate preparation for a particular physical activity.

Body Composition

- 4.26 Describe the differences in density and weight between bones, muscles, organs and fat.
- 4.27 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long period of moderate physical activity.

Standard Five Indicators:

Self-Responsibility

- 5.1 Participate in a variety of group settings (e.g., partners, small groups, and large groups) without interfering with others.
- 5.2 Accept responsibility for one's own behavior in a group activity.
- 5.3 Set a personal goal to improve a motor skill and work toward that goal during non-school time.
- 5.4 Collect data and record progress toward mastery of a motor skill.
- 5.5 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Social Interaction

- 5.6 Acknowledge one's opponent or partner before, during and after an activity or game and give positive feedback on the opponent's or partner's performance.
- 5.7 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.
- 5.8 Demonstrate respect for individual differences in physical abilities.
- 5.9 Demonstrate respect for equipment during physical activities.
- 5.10 Demonstrate how to solve a problem with another person during physical activity.

Group Dynamics

- 5.11 Participate positively in physical activities that rely on cooperation.
- 5.12 Work in pairs or group to achieve an agreed-upon goal.

Sussex Montessori School

Physical Education Curriculum

4th-6th Grade

Summary of Physical Education for 9-12 Year olds - 4, 5, 6 Program

The overall objective of the PE program is to provide students with the skills, knowledge, and attitudes necessary to make positive decisions and live active lives. Cooperation, fair play, sportsmanship, communication, and respect are emphasized in all venues of activity and sport. Music has played a big role in our activities, providing rhythm and pace as well as motivation. Students participated actively in running and stretching routines that can be used in promoting health in everyday life. Some of the concepts that have been covered up until this point include: problem solving activities and cooperative games with the parachute, teamwork in small and large groups, and effective communication. To build their skills, the students will have continued teaching and practice throwing at targets (large, small, stationary, and moving), throwing and catching to partners/teammates (Stationary, moving, and in game situations), volleyball skills (overhead pass-set, forearm pass-bump, underhand, overhand serve), hockey skills and lead up

games (dribbling, passing, receiving, shooting, etc.), cutting (change of direction/change of speed in order to get open), moving into open space, spatial and body awareness, principles of offense and defense and general fitness activities and games, Health units were based on improvement of personal and interpersonal life skills: communication, conflict resolution decision making, confidence, self esteem and goal setting. Concepts/skills are reinforced/taught through participation in individual, small and large group activities and games.

The 4/5/6 grade curriculum builds on the previous program goals:

- Students will be able to apply fundamental motor skills in all three categories of movement (locomotor, non-locomotor and manipulative) within educational games, dance and gymnastic activities.
- Student are involved and introduced to cooperative and competitive activities.
- Emphasis is placed on learning versus winning.
- Authentic assessment is utilized within the program. They involve teacher evaluating students, students evaluating themselves and peer evaluation.
- Activities are designed to incorporate critical thinking through skill analysis, game design and problem solving activities.

Stages of skill development are met at different times in children. All fundamental movement skills must be acquired at the mature stage of development prior to being integrated into sport - related games. The primary grade Montessori physical education emphasizes that children develop at different rates and will be ready for different types of games, dances and gymnastic activities at different times.

Note: As per Delaware State Code, all 4th graders will be evaluated using the Fitness Gram

The following chart is designed to provide a framework for the units that will be covered in a year. Differentiation for 4th, 5th and 6th grade students will be done while students are participating in the same topics. In some cases, suggested differentiation ideas are listed but most will come not based on a child's specific grade level but instead on a child's ability. Instruction will be given to match what children are ready to learn. This will require the physical education teacher to be a keen observer and note taker in order to plan purposeful and meaningful lessons for all students.

Note: **Highlighted Units** have been created in depth and are attached

	Unit Topic	Big Ideas	Suggested Activities Include:
Fall - 2 to 3 weeks	Spatial Awareness through Soccer Standards: 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.30, 1.33, 1.44, 2.3, 2.7, 2.14	<p>In order for children to participate in physical education activities, they need to be able to:</p> <ul style="list-style-type: none"> • Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities <p>Unit Essential Question: How can I move safely? How do you play soccer?</p>	<p>Soccer (Revisited from prior years): Dribbling, passing, shooting, concept of depth, team work, cooperation</p> <ul style="list-style-type: none"> • Individual practice • With partners • Small-sided games <p>Assessment: Observation of student awareness of personal space and movement / Observation of soccer skills</p>
Fall - 2 to 3 weeks	Cooperative Games Standards: 1.13, 1.14, 1.44, 1.45	<p>Cooperation over competition is an important foundation skill that is necessary for physical education</p> <p>Unit Essential Question: Why is it important to cooperate?</p>	<p>Cooperative games</p> <p>Buddy walkers</p> <p>Ultimate Frisbee</p> <p>Assessment: Observation of students using cooperation over competition</p>
Fall - 4 weeks	Volleyball	Understanding the core concepts of a sport are an important learning	Teaching of volleyball skills and game rules

	Standards: 1.35, 1.36, 1.37, 2.13, 2.17	<p>experience for all children</p> <p>Volleyball is an ideal sport to introduce the idea that different players have different roles</p> <p>Unit Essential Question: How do you play volleyball?</p>	<p>Passing, serving, game positions and different roles of players</p> <p>History of the game</p> <p>Practice skills and concepts in game situations and perform authentic assessment</p> <p>Assessment: Observation of skills and understanding of positions</p>
Winter - 4 weeks	<p>Balance and Jump rope</p> <p>Standards: 1.1, 1.5, 1.6, 1.7, 1.8, 1.46, 2.4, 2.5, 2.6</p>	<p>Skills in balancing and jumping need to be taught, practiced and reinforced to help children master.</p> <p>Balancing and jumping are skill that children can apply to many different physical activities.</p> <p>Unit Essential Question: What are balancing and jumping and why are they important?</p>	<p>Transfer of weight, forward rolls, partner routines and stunts</p> <p>Emphasize cooperation, responsibility concentration, safety concepts</p> <p>Jump rope activities:</p> <ul style="list-style-type: none"> • “swing and spring” • Bend knees to absorb force • Long jump • Triple jump • Jump a self-turned rope <p>Assessment: Skills completed in isolation (balancing for 3 seconds, jump roping for 30 seconds)</p>
Fall - 4	Basketball	Basketball skills in dribbling, passing	Dribbling, passing, shooting

weeks	Standards: 1.2, 1.3, 1.4, 1.31, 1.32, 2.1, 2.2, 2.15, 2.24	<p>and shooting should be introduced to young children.</p> <p>Understanding the core concepts of a sport are an important learning experience for all children</p> <p>Unit Essential Question: How do you play basketball?</p>	<p>Cutting (change of direction and change of speed)</p> <p>Offense and defense</p> <p>Offensive and defensive strategies</p> <p>Teamwork and fitness aspects of the game</p> <p>History of the game</p> <p>Assessment: Observation of skills in dribbling, passing and shooting</p>
Winter / Spring - 4 to 6 weeks	<p>Dance</p> <p>Standards: 1.38, 1.39, 1.40, 1.41, 1.42, 2.25, 2.26</p>	<p>Creative movement, self-expression and confidence can be developed through dance experiences</p> <p>Structured dances allow children opportunities to learn movement patterns and sequences</p> <p>Unit Essential Question: How can dancing increase my physical fitness?</p>	<p>Creative movement</p> <p>Line dancing</p> <p>Square dancing (age-appropriate)</p> <p>Opportunities for self-expression, creativity and confidence building</p> <p>Assessment: 6th grade project completion (see unit description)</p>
Spring - 3 to 4	Throwing and catching	Skills in throwing and catching need to be taught, practiced and reinforced to	Football - punting, forearm pass, adjusting to catch football

weeks	Standards: 1.9, 1.10, 1.11, 1.12, 1.15, 1.16, 2.12, 2.21	<p>help children master.</p> <p>Throwing and catching are skills that children can apply to many different physical activities.</p> <p>Understanding the core concepts of a sport are an important learning experience for all children.</p> <p>Unit Essential Question: How do you catch and throw different balls?</p>	<p>Baseball - Demonstration, modeling, practicing and coaching of the following skills:</p> <ul style="list-style-type: none"> ● Catching a fly ball ● Throwing to moving partner ● Overhead throwing ● Underhand throwing ● Fielding a ground ball <p>Assessment: Observation of performance of above skills</p>
Spring - 3 to 4 weeks	<p>Tennis</p> <p>Standards: 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29. 2.10, 2.11, 2.16, 2.20, 2.22, 2.23</p>	<p>Understanding the core concepts of a sport are an important learning experience for all children</p> <p>Unit Essential Question: How do you play tennis?</p>	<p>Demonstration, modeling, practice, coaching of following skills:</p> <ul style="list-style-type: none"> ● Striking tossed ball ● Serving ● Forehand stroke ● Backhand stroke ● Intended direction <p>Assessment: Observation of performance of above skills</p>
Spring - 4 to 6 weeks	<p>Personal Skills</p> <p>Standards: 5.4, 5.5, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19</p>	<p>It is important that children develop good personal and interpersonal life skills to become active participants in a healthy, active lifestyle.</p>	<p>Group Goal Setting</p> <p>Journals</p> <p>Sportsmanship lessons</p>

		<p>Developing group participation skills will help children in all areas of learning</p> <p>Unit Essential Question: What are my responsibilities as a group member? How can I help others learn about health and fitness?</p>	<p>Responsibility and self-control lessons</p> <p>Lessons on leaders and leadership attributes/strategies</p> <ul style="list-style-type: none"> ● River Crossing ● Stepping Stones ● Flip the Boat ● Human Knot <p>Problem solving activity creation</p> <p>Assessment: 5th grade project completion (see unit description)</p>
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List of all standards (indicators) for 4th - 6th Physical Education Curriculum

Standard One Indicators:

Body Management

- 1.1 Perform simple balance stunts with a partner while sharing a common base of support.
- 1.2 Change direction quickly to maintain the spacing between two players.
- 1.3 Change direction quickly to increase the spacing between two players.
- 1.4 Determine the spacing between offensive and defensive players based on the speed of the players.
- 1.5 Perform simple small-group balance stunts by distributing weight and base of support.

Locomotor Movement

- 1.6 Jump a self-turned rope.
- 1.7 Jump for height, using proper takeoff and landing form.
- 1.8 Jump for distance, using proper takeoff and landing form.

Manipulative Skills

- 1.9 Catch a fly ball above the head, below the waist and away from the body.
- 1.10 Throw and catch an object with a partner while both partners are moving.
- 1.11 Throw overhand at increasingly smaller targets, using proper follow-through.
- 1.12 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.
- 1.13 Throw a flying disc for distance, using the backhand movement pattern.
- 1.14 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
- 1.15 Throw and catch an object underhand and overhand while avoiding an opponent.
- 1.16 Field a thrown ground ball.
- 1.17 Kick a ball to a moving partner, using the inside of the foot.
- 1.18 Kick a stationary ball from the ground into the air.
- 1.19 Punt a ball dropped from the hands.

Indicator

- 1.20 Punt a ball, dropped from the hands, at a target.
- 1.21 Stop a kicked ball by trapping it with the foot while standing still.
- 1.22 Stop a kicked ball by trapping it with the foot while moving.
- 1.23 Strike a ball, with a paddle or racket, a lightweight object that has been tossed by a partner.

- 1.24 Serve a lightweight ball to a partner, using the underhand movement pattern.
- 1.25 Strike a tossed ball, with different implements, from a side orientation.
- 1.26 Serve a lightweight ball over a low net, using the underhand movement pattern.
- 1.27 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- 1.28 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- 1.29 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- 1.30 Keep a foot-dribbled ball away from a defensive partner.
- 1.31 Keep a hand-dribbled ball away from a defensive partner.
- 1.32 Dribble and pass a ball to a partner while being guarded.
- 1.33 Dribble a ball and kick it toward a goal while being guarded.
- 1.34 Manipulate an object by using a long-handled implement.
- 1.35 Volley a tossed lightweight ball, using the forearm pass.
- 1.36 Volley an object repeatedly with a partner, using the forearm pass.
- 1.37 Volley a tossed ball to an intended location.

Rhythmic Skills

- 1.38 Perform a series of basic square-dance steps.
- 1.39 Perform a routine to music that includes even and uneven locomotor patterns.
- 1.40 Design and perform a creative dance, combining, locomotor patterns with intentional changes in speed and direction.
- 1.41 Design and perform a routine to music that involves manipulation of an object.
- 1.42 Perform folk and line dances.
- 1.43 Develop, refine and demonstrate routines to music.

Combinations of Movement Patterns and Skills

- 1.44 Combine relationships, levels speed, direction, and pathways in complex individual and group physical activities.
- 1.45 Combine motor skills to play a lead-up or modified game.
- 1.46 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling balancing and transferring weight.

Standard Two Indicators:

Movement Concepts

- 2.1 Explain the difference between offense and defense.
- 2.2 Describe ways to create more space between an offensive player and a defensive player.
- 2.3 Explain the importance of open space in playing sport-related games.
- 2.4 Explain the differences in applying and receiving force when jumping for height and distance.
- 2.5 Explain how to increase force based on the principles of biomechanics.
- 2.6 Explain how impact force is reduced by increasing the duration of impact.
- 2.7 Analyze and correct errors in movement patterns.
- 2.8 Provide feedback to a partner to assist in developing and improving movement skills.
- 2.9 Identify practices and procedures necessary for safe participation in physical activities.

Body Management

- 2.10 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.
- 2.11 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.
- 2.12 Explain how to adjust body position to catch a ball thrown off-center.

Manipulative Skills

- 2.13 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.
- 2.14 Distinguish between punting and kicking and describe the similarities and differences.
- 2.15 Compare and contrast dribbling a ball without a defender and with a defender.
- 2.16 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.
- 2.17 Identify key body position used for volleying a ball.
- 2.20 Identify the following phases for striking a ball: Preparation, application of force, follow-through and recovery.
- 2.21 Explain the role of the legs, shoulders and forearm in the forearm pass.
- 2.22 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- 2.23 Illustrate how the intended direction of an object is affected by the angle of the implement of body part at the time of

<p>contact.</p> <p>2.24 Identify opportunities to pass or dribble while being guarded.</p>
<p>Rhythmic Skills</p> <p>2.25 Identify steps and rhythm patterns for folk and line dances.</p> <p>2.26 Explain how movement qualities contribute to the aesthetic dimension of physical activity.</p>

Standard Three Indicators:

<p>Fitness Concepts</p> <p>3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing and striking.</p> <p>3.2 Participate in appropriate warm-up and cool-down exercise for particular physical activities.</p>
<p>Aerobic Capacity</p> <p>3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.</p>
<p>Muscular Strength/Endurance</p> <p>3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups and triceps push-ups.</p> <p>3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.</p>
<p>Flexibility</p> <p>3.6 Demonstrate basic stretches using proper alignment for hamstrings quadriceps, hip flexors, triceps, back shoulders, hip adductors, hip abductors and calves.</p>
<p>Body Composition</p> <p>3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p>

Assessment

- 3.8 Monitor the intensity of one's heart rate during physical activity.
- 3.9 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.
- 3.10 Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.

Standard Four Indicators:

Fitness Concepts

- 4.1 Identify the correct body alignment for performing lower-body stretches.
- 4.2 Explain the principles of physical fitness: frequency, intensity, time and type.
- 4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.
- 4.4 Identify healthful choices for meals and snacks that help improve physical performance.
- 4.5 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.
- 4.5 Explain why the body needs water before, during, and after physical activity.
- 4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.
- 4.7 Explain the purpose of warm-up and cool-down periods
- 4.8 Develop and describe three short-term and three long-term fitness goals.
- 4.9 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or ways to improve performance in areas that do not meet minimum standards.
- 4.10 Describe the principles of training and the application to each of the components of health-related physical fitness.

Aerobic Capacity

- 4.11 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 5-second intervals.
- 4.12 Explain why a strong heart is able to return quickly to its resting rate after exertion.
- 4.13 Identify two characteristics of physical activity that build aerobic capacity.
- 4.14 Determine the intensity of personal physical activity by using the concept of perceived exertion.
- 4.15 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.
- 4.16 Compare target heart rate and perceived exertion during physical activity.
- 4.17 Measure and record the heart rate before, during, and after vigorous physical activity.
- 4.18 Explain how technology can assist in the pursuit of physical fitness.

Muscular Strength/Endurance

- 4.19 Describe the difference between muscular strength and muscular endurance.
- 4.20 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.
- 4.21 Recognize how strengthening major muscles can improve performance at work and play.
- 4.22 Describe the correct form to push and pull heavy objects.

Flexibility

- 4.23 Explain the value of increased flexibility when participating in physical activity.
- 4.24 Explain the benefits of stretching after warm-up activities.

Body Composition

- 4.25 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.
- 4.26 Explain why body weight is maintained when calorie intake is equal to the calories expended.
- 4.27 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

Standard Five Indicators:

Self-Responsibility

- 5.1 Set a personal goal to improve and area of health-related physical fitness and work toward that goal during non-school time.
- 5.2 Collect data and record progress toward attainment of a personal fitness goal.
- 5.3 Accept responsibility for one's own performance without blaming others.
- 5.4 Respond to winning and losing with dignity and respect.
- 5.5 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
- 5.6 Work toward a long-term physical activity goal and record data on one's progress.
- 5.7 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.
- 5.8 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
- 5.9 Participate productively in group physical activities.
- 5.10 Evaluate individual responsibility in group efforts.

Social Interaction

- 5.11 Include others in physical activities and respect individual differences in skill and motivation.
- 5.12 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
- 5.13 Acknowledge orally the contributions and strengths of others.
- 5.14 Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics

- 5.15 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.
- 5.16 Accommodate individual differences in others' physical abilities in small-group activities.
- 5.17 Appreciate physical games and activities reflecting diverse heritages.
- 5.18 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.19 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solutions.

Curriculum Area: Physical Education
Unit Topic: Volleyball
Grade Level 4-6 (Focus on 6th grade)

Time Frame: 4 weeks

Summary of Unit/Concept Development:

In this unit, students will be introduced to the fundamental concepts of volleyball. They will learn skills in passing, serving, game positions and different roles of players. Students will be exposed to the history of the game and will make connections to their social studies learning. Overtime, students will practice skills and concepts in game situations and participate in an authentic game simulation.

<u>Unit Essential Question:</u> How do you play volleyball?	
<u>Enduring Understanding/Big Idea</u>	<u>Standards</u>
Big Ideas: Understanding the core concepts of a sport are an important learning experience for all children. Volleyball is an ideal sport to introduce the idea that different players have different roles. Enduring Understanding:	Delaware Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Delaware Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

<p>Students will understand that:</p> <ul style="list-style-type: none"> • There are skills specific to the sport of volleyball • Different positions have different roles when playing volleyball • Volleyball is a way to participate in physical activity and thus improve one's fitness level. 	
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Learning Goals/Targets:

Students will be able to:	Evidence of ability will include:
Perform specific volleyball skills such as passing serving	Correct performance of skills in passing and serving
Participate in an authentic game experience	Correct participation in game simulation

Students will know:	Evidence of ability will include:
The roles of different positions	Explanation of the role of each position prior to being in that position
How to keep score in a volleyball match	Correct scorekeeping during a match

Learning Sequence:

Indicator	Instructional Strategies	Assessments	Off-track Indicators
<p>1.35 Volley a tossed lightweight ball, using the forearm pass.</p> <p>1.36 Volley an object repeatedly with a partner, using the forearm pass.</p> <p>1.37 Volley a tossed ball to an intended location.</p> <p>2.13 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.</p> <p>2.17 Identify key body positions used for volleying a ball.</p>	<p>Cooperative over net: 1 v. 1 over net 2 v. 2 over net 3 v. 3 over net</p> <p>Balloon striking/volleying. Beach ball striking/volleying</p> <p>Beach balls: 2 v. 2 volley 3 v. 3 volley</p> <p>Teaching and modeling of skills in passing and serving</p> <p>Game simulation</p>	<p>Teacher observation</p> <p>Game Simulation</p>	<p>Does not use the sweet spot and/or does not use surface area.</p> <p>Doesn't use enough force to get the ball over the net.</p> <p>Is unable to hit the ball more than 4 times continuously.</p>

Prior knowledge: While some children may have experience with volleyball, learning and reinforcing the fundamentals will be the focus of this unit. Students who have prior knowledge will be used to model specific skills and help with demonstrations. One way the teacher will find out if children have experience with volleyball will be through a beginning of the year survey that will be given to find out what sports students participate in outside of school.

Vocabulary that will be introduced:

Volley, Serve, Pass, Scoring Terms

Teacher feedback: Throughout the unit, feedback will be given during practice sessions to help children develop their skills in passing and serving. Also, small group will be created to help children who are having difficulty understanding the roles of the different positions or how to keep score.

Ways for children to monitor own progress/Opportunities for student self-reflection: At the end of the unit, students will be asked if volleyball is something they would like to pursue and individual time for reflection will be given. Through this self-reflection, if there is an interest, the physical education teacher will seek to create opportunities for children to continue developing their skills in this sport. This could be done during recess, after school or at another time that does not interfere with the children's classroom instruction.

Assessment:

Game simulation: Students will participate in a game simulation where they will demonstrate their abilities in:

- the specific skills of passing and serving
- understanding the roles of the different positions
- understanding how to keep score

Curriculum Area: Physical Education
Unit Topic: Balance and Jump rope
Grade Level: 4 - 6

Time Frame: 4 weeks

Summary of Unit/Concept Development:

In this unit, students will participate in a variety of movements in order to learn and practice different motor skills and movement patterns. There will be a focus on learning not only about appropriate body movement but also why movement is important. Concepts focused on personal expression and how external forces can change movements, as well as concepts focused on personal judgement and accuracy will be explored. Lessons will include activities on body management, locomotor movement, manipulative skills, rhythmic skills, combination of movement patterns and movement concepts.

<u>Unit Essential Question</u> What are balancing and jumping and why are they important?	
<u>Enduring Understanding/Big Idea</u>	<u>Standards</u>
Big Idea: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities specifically	Delaware Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

<p>in balancing and jumping.</p> <p>Enduring Understandings: Students will understand that the ability to move in a safe, efficient and effective manner using balance and jumping is critical in the development of confidence in performing motor skills that are necessary to maintain a healthy active lifestyle.</p>	<p>Delaware Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>
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Learning Goals/Targets:

Students will know:	Evidence of understanding will include:
The basic principles of balancing and jumping	Students share orally basic movement principles of balancing and jumping
How to modify personal movement performance as a result of internal and external feedback	Teacher observation of purposeful modifying of movement

Students will be able to:	Evidence of ability will include:
Modify movement in response to the environment	Teacher observation of purposeful modifying of movement
Balance for 3 seconds	Observation of student balancing for at least 3 seconds
Jump rope for 30 seconds	Observation of student jumping rope for 30 seconds consecutively
Employ the principles of space, effort and relationship to modify	States reason why movement was modified

movements	
Evaluation of the critical elements of a movement skill or skill combination and provide appropriate feedback	Observation of student giving appropriate feedback to a peer
Analyze movement sequences for the proper use of body mechanics and suggest improvements	Observation of student giving appropriate suggestions to peer
Discuss how the principles of force and motion impact the quality of movement	Discussion - student orally shares an idea regarding how the principles impact the quality of movement
Analyze how the use of energy and flow contributes to more effective, efficient or creative movements	Students shares example that shows analysis regarding energy and flow
Describe how to refine and increase control when performing movement skills	Orally states one way to refine and increase control
Analyze how a movement skill can be transferred to another movement setting	Shares analysis of one way to transfer movement skill to a different setting. Example: jumping rope
Discuss how practice, regular participation and appropriate feedback improve performance	Participation in class discussion

Learning Sequence:

Indicator	Instructional Strategies	Assessments	Off-track Indicators
Body Management	Partner balance. Balance routines.	Is able to hold balances for 3 seconds.	The student:

<p>1.1 Perform simple balance stunts with a partner while sharing a common base of support.</p> <p>1.5 Perform simple small-group balance stunts by distributing weight and base of support.</p>		<p>Teacher observation.</p> <p>Peer observation.</p>	<p>Is unable to hold balance for 3 seconds before falling.</p>
<p>Locomotor Movement</p> <p>1.6 Jump a self-turned rope.</p> <p>1.7 Jump for height, using proper takeoff and landing form.</p> <p>1.8 Jump for distance, using proper takeoff and landing form.</p>	<p>Jumping rope.</p> <p>High Jump.</p> <p>“swing and spring”</p> <p>Bend knees to absorb force.</p> <p>Long Jump.</p> <p>Triple Jump.</p> <p>Bend Knees to absorb force (during landing).</p>	<p>Can jump consecutively for 30 seconds.</p> <p>Direct observation.</p> <p>Peer observation.</p>	<p>The student”</p> <p>Is unable to jump consecutively for 30 seconds.</p> <p>Does not use “Swing and spring”</p>

Prior knowledge will be assessed through initial observation of motor skills.

- Teacher will observe both formally and informally to note student abilities with different motor skills
- Teacher will observe for appropriate movements and possible changes made during movement activities
- Teacher will observe ability to move around with control and staying in personal space
- Teacher will note student ability to personal express self during movement activities
- Teacher will note skills in balance and jump roping

Vocabulary that will be introduced:

Force, motion, spatial awareness, “swing and spring”

Teacher feedback: Throughout each classroom activities, the teacher will provide constant feedback at children’s attempts to perform movements correctly. Teachers will circulate to reinforce appropriate motor skills and reteach as necessary. Circulation and observation will be key to helping children develop new skills as it will allow the teacher to note missing skills and teach/reteach accordingly.

Ways for children to monitor own progress/Opportunities for student self-reflection: At closing of each lesson, the teacher will have children do some self-evaluation of ability to perform motor skills taught during that session. Students will also be encouraged to compare abilities from one session to the next in order to monitor their own progress. Students will be encouraged to think about why performance abilities have changed - increased or decreased, and will encouraged to set personal goals for the next session, Students can track progress in regard to length of time balancing and jump roping. The teacher may record children’s progress and show them prior to each class in order to help them set new goals and reflect on progress.

Assessment:

Assessment of each task will be in the form of teacher observation, Observation is used in this unit as physical movements are being evaluated. Anecdotal records can also be used to keep track of children’s attempts at mastery. The teacher will create a checklist, or similar way to record student’s accuracy with the different learning targets, to collect data about student mastery of skills, Throughout the unit, examples of growth will be documented. Examples of modifying movements and expression through movements will be documented.

In this unit the two main skills that need to be observed are:

- Is able to hold balance for three seconds
- Can jump rope consecutively for 30 seconds

The teacher may use a checklist to record children's mastery of these two skills. The following example has the teacher collect data at the beginning and end of the unit. This is a way to document progress. Checklist Example:

	Is able to hold balance for three seconds		Can jump rope consecutively for 30 seconds	
	Beginning	End	Beginning	End
Student A				
Student B				
Student C				

Curriculum Area: Physical Education
Unit Topic: Fitness
Grade Level: 4 - 6 (Focus of 4th grade)

Time Frame: 6 - 8 weeks

Summary of Unit/Concept Development:

In this unit, students will participate in a variety of activities designed to help them assess and maintain a level of physical fitness to improve health and performance. The unit will include fitness concepts, aerobic capacity, endurance activities, flexibility activities, and body composition activities. In this unit, students will focus on the F.I.T. principles (frequency, intensity and time) and how to measure it. Students will keep a participation log to chart their performance over time.

Unit Essential Question:
How can I improve my fitness and wellness?

<u>Enduring Understanding/Big Idea</u>	<u>Standards</u>
<p>Big Ideas:</p> <ul style="list-style-type: none"> Students will assess and maintain a level of physical fitness to improve health and performance. Students will demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance. <p>Enduring Understanding: Students will understand that:</p> <ul style="list-style-type: none"> The components of health-related fitness can be developed, measured and maintained to support a healthy, active lifestyle Fitness is an individualized and personal achievement 	<p>Delaware Standard 3: Participates regularly in physical activity</p> <p>Delaware Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p>

Learning Goals/Targets:

Students will be able to:	Evidence of ability will include:
Describe the physical, social, and emotional benefits of regular physical activity	Student shares benefits of regular physical activity during class discussion
Differentiate among activities that improve skill fitness versus health-related fitness	Contributes to class chart listing different activities
Describe how body systems adapt over time to regular physical	Explains one way a body system adapts over time to when

activity	participating in regular physical activity.
Describe the relationship between physical activity, healthy eating and body composition	Explains orally one way physical activity, healthy eating and body composition are related.
Discuss the relationship between practice, training and injury prevention	Explains orally one way practice, training, and injuring prevention are related
Discuss how the principles of training including F.I.T., overload, progression and specificity improve personal fitness	Giving an example of how training can improve personal fitness
Engage in moderate to vigorous forms of physical activity that address each component of fitness	Engaging in physical activity as instructed by teacher
Engage in physical activity at a target heart rate for a minimum of 20 minutes	Participates physical activities for 20 minutes with target heart rate
Access personal fitness, develop a personal fitness plan based on the finding and use technology to implement the plan	Completion of personal fitness plan

Students will know:	Evidence of ability will include:
The impact and benefits of regular physical activity	Writing down one way physical activity can benefit a person in form of an "exit ticket"
Activities that improve overall physical fitness	Journal entry brainstorming list of activities that improve physical fitness
The principles of training	Oral explanation of principles of training

The impact of various training techniques	Oral explanation of impact/benefits of training
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Learning Sequence:

Indicator	Instructional Strategies	Assessments	Off-track Indicators
<p>3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing and striking</p> <p>3.2 Participate in appropriate warm-up and cool-down exercises for particular physical activities.</p>	<p>Student led warm-ups. Provide and/or expose students to a variety of activities that are new and challenging.</p> <p>Bend knees...lift with legs not back.</p>	<p>Group discussion of positives and things that can be improved upon in the warm activity/game.</p> <p>Discussion on how warm-up activity relates to skill or activity being worked on.</p>	<p>The student:</p> <p>Is unable to demonstrate appropriate ways to warm up muscles and joints.</p> <p>Does not participate during warm-ups.</p>
<p>3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.</p>	<p>Discuss "F.I.T." principle and how it effects the overall health of a person over time.</p>	<p>Student journals.</p>	<p>The student:</p> <p>Does not fill out journals.</p> <p>Does not increase or decrease amount of time participating in moderate to vigorous physical activities.</p>
<p>3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups and triceps push-ups.</p>	<p><u>Stations:</u></p> <p>Curl-ups</p> <p>Partnered hi-5's</p> <p>Pushups</p> <p>Side planks</p>	<p>Student journals.</p>	<p>The student:</p> <p>Does not participate at appropriate intensity to increase aerobic capacity.</p> <p>Does not increase ability to do</p>

3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.	Dips		exercises. Unable to keep knees up at 90 degrees.
3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors and calves.	Demonstrate and have students try each stretch station.	Demonstrate stretch and ask which muscles are stretched.	The student: Is unable to stretch using proper alignment, without bouncing and holding at least 30 seconds.
3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.	Fitness tag. Crow's nest Ladders.	Journals	The student: Is unable to sustain continuous movement for increasing periods of time
Assessment 3.8 Monitor the intensity of one's heart rate during physical activity. 3.9 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments. 3.10 Meet minimum requirements for health-related physical fitness, using	Teach how to take heart rate. Discuss resting heart rate, active heart rate, and target heart rate. Physical Best Tests introduction.	Ask students to check heart rate at random times during class. Physical best tests.	The students: Doesn't know where to find their heart rate. Has difficulty completing the tests. Does not meet the minimum requirements for health-related physical fitness.

scientifically based health-related physical fitness assessments.			
<p>4.1 Identify the correct body alignment for performing lower-body stretches.</p> <p>4.2 Examine the principles of physical fitness: frequency, intensity, time and type.</p> <p>4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.</p> <p>4.4 Identify healthful choices for meals and snacks that help improve physical performance.</p> <p>4.5 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.</p> <p>4.5 Explain why the body needs water before during and after physical</p>	<p>Stationary stretching. Plyometric stretching. Discuss dangers of ballistic stretching. Discuss goal setting. Discuss food groups, whole foods vs. processed foods, vitamins, and minerals. Discuss sugars, fats, salts and calories. Discuss hydration. Discuss sugars and sugar substitutes. Discuss electrolytes. Class discussions. Talk about the differences between short term foals and long term goals...and actions plans (ways to get there). <u>Talk about strategies and rules of goal setting:</u> Must be measurable. Must be attainable Teach how to take pulse</p>	<p>Error detection (in partners and with demonstrations) Questions during discussions and/or closure of the lesson. Student journals. Make up a menu for the week. Discussion Goal setting/writing.</p>	<p>The student:</p> <p>Unable to identify the correct body alignment. Unable to identify or explain the F.I.T. principle. Sets immeasurable or unattainable goals for self. Unable to identify the steps necessary to attain goals. Unable to identify bad food choices in their diet and/or unable to identify healthy food choices to replace them with. Is unable to explain why consumption of water is important. Is unable to explain why the body uses more carbohydrates during high intensity physical activities. Unable to explain the purpose of warm-up and cool down activities and/or stretching. Unable to explain the differences between short term and long term goals. Unable to understand results and/or</p>

<p>activity.</p> <p>4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.</p> <p>4.7 Explain the purpose of warm-up and cool-down periods.</p> <p>4.8 Develop and describe three short-term and three long-term fitness goals.</p> <p>4.9 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.</p> <p>4.10 Describe the principles of training and the application to each of the components of health-related physical fitness.</p>			<p>able to come up with ways to improve performance.</p> <p>Unable to identify and/or explain the principles or training.</p>
<p>4.11 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 5-second intervals.</p>	<p>Discuss recover.</p> <p>Discuss perceived exertion.</p> <p>Discuss target heart rate</p>	<p>Have them do it and write it in their journal/log.</p> <p>Questions during</p>	<p>The student:</p> <p>Unable to calculate heart rate.</p>

<p>4.12 Explain why a strong heart is able to return quickly to its resting rate after exertion.</p> <p>4.13 Identify two characteristics of physical activity that build aerobic capacity.</p> <p>4.14 Determine the intensity of personal physical activity by using the concept of perceived exertion.</p> <p>4.15 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.</p> <p>4.16 Compare target heart rate and perceived exertion during physical activity.</p> <p>4.17 Measure and record the heart rate before, during and after vigorous physical activity.</p> <p>4.18 Explain how technology can assist in the pursuit of physical fitness.</p>	<p>formula. Talk about heart rate monitors, fitness machines, computers, etc. and their relation to fitness.</p>	<p>discussions and /or closure of the lesson. Journals. Discussion during closure of lessons.</p>	<p>Unable to explain the principle of recovery. Unable to understand and/or determine the intensity of their activity based on the concept of perceived exertion. Unable to figure out their target heart rate. Unable to find carotid artery. Does not understand how technology assists in improving physical fitness.</p>
4.19 Describe the difference between	Discussions.	Question during	The student:

<p>muscular strength and muscular endurance.</p> <p>4.20 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.</p> <p>4.21 Recognize how strengthening major muscle can improve performance at work and play</p> <p>4.22 Describe the correct form to push and pull heavy object.</p>	<p>Demonstration/discussion.</p>	<p>discussions and/or closure of the lesson.</p>	<p>Unable to describe the difference between muscular strength and muscular endurance.</p> <p>Does not connect muscular strength and endurance with improvement.</p> <p>Stains back while pushing and pulling objects.</p> <p>Does not understand the power/strength comes from legs.</p>
<p>4.23 Explain the value of increased flexibility when participating in physical activity.</p>	<p>Discussion.</p>	<p>Question during discussion and/or closure of the lesson.</p>	<p>The student:</p> <p>Is unable to identify the benefits of stretching after a warm-up activity.</p>
<p>Self-Responsibility</p> <p>5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal during non-school time.</p> <p>5.2 Collect data and record progress toward attainment of a personal fitness</p>	<p>Go over goal setting.</p> <p>Goals should be:</p> <ul style="list-style-type: none"> ● Realistic. ● Attainable. ● Measurable <p>Use journal.</p> <p>Discuss taking responsibility for self (the one person that we control).</p>	<p>Teacher observation.</p> <p>Journals.</p> <p>Peer observation (and critique on goals).</p> <p>Knowledge of results (will see that the score improves).</p> <p>Discussion.</p>	<p>The student:</p> <p>Goal is not realistic, attainable and/or measurable.</p> <p>Does not write in the journal.</p> <p>Blames others for own performance.</p> <p>Gets upset when he/she loses.</p> <p>Does not improve chosen component.</p> <p>Does not work toward long term goal.</p>

goal. 5.3 Accept responsibility for one's own performance without blaming others. 5.6 Work toward a long-term physical activity goal and record data on one's progress.			Puts safety on self or others at risk in order to be successful during activities.
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Prior knowledge will be assessed through initial responses in participation log in the form of answers to questions relate to fitness. These questions/answers will be created by the teacher to give background information about student's participation in different fitness activities. Additionally, students will fill out individual checklist about their physical activities inside and outside of school in order to give the teacher additional information about variety and duration of fitness activities students have experience with. These checklist or surveys, will give the teacher information about the exposure children have had with different fitness concepts.

Vocabulary that will be introduced:

Physical activity, physical benefits, social benefits, emotional benefits, body systems, training, diet, fitness, goals (long/short term), practice, health-related fitness

Teacher feedback: Throughout each classroom activities, the teacher will provide constant feedback at children's attempts to perform movements correctly. Teachers will circulate to reinforce appropriate fitness movements and reteach as necessary. Circulation and observation will be key to helping children develop new skills as it will allow the teacher to note missing skills and teach/reteach accordingly. Also, the relationship between fitness and health/wellness will be articulated and reinforced often to promote positive routines and attitudes regarding fitness.

In students participation logs, teacher will provide feedback to reinforce positive attempts at increasing fitness levels as well as to reinforce positive attempts at increasing the variety of fitness activities. Also, where relevant, notes will be made on students

checklist and surveys to promote healthy choices. For example, noticing that a child has a strong variety of activities that they participate in.

Ways for children to monitor own progress/Opportunities for student self/reflection: Participation logs will be used to document the frequency, intensity and duration of different fitness activities. Students will note individual patterns as well as gains in frequency, intensity and duration. Participation logs will also naturally increase the amount of self-reflection students are doing.

Assessment:

Specific Skill Assessment: Have students record fitness scores in journal (heart rate: push-up, high 5 sets, etc.)

Teacher record if child can accurately measure heart rate

Student participation logs will be evaluated for increasing duration, frequency and intensity of physical fitness activities. Based on student responses, a suggested plan for increasing physical activity will be made to individuals, small groups or classes. Students will also fill out an individual reflection sheet based on their own participation logs. To further gain information about students understanding of fitness and wellness, the teacher will read individual reflection sheets and have individual conferences with students to gain insight into student understanding.

Class Discussion Anecdotal Records: In order to gain an in-depth understanding of children's knowledge about the Unit Essential Questions, the teacher will have a class discussion and observe who can identify ways to improve fitness and wellness. Student responses will be recorded as part of the anecdotal records the teacher keep in her data collection.

4th grade Physical Education Project: Students in 4th grade will have focused lessons on short and long-term goal setting in terms of fitness. They will complete a Participation Log/Journal along with the 5th and 6th grade students in their class but they will receive deeper instruction and foundational skills about how to set goals, track progress, and reflect. (Students in 5th and 6th grade will repeat this process setting new physical fitness goals for themselves and tracking progress in their Participation Log/Journal).

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Attachment 4J - Physical

Fitness Gram: 4th graders will also participate in the Fitness Gram as mandated by state code. This will be integrated into the Participation Logs/Journals.

Curriculum Area: Physical Education
Unit Topic: Dance
Grade: 4 - 6 (Focus on 6th grade)

Time frame: 4 - 6 weeks

Summary of Unit/Concept Development:

In this unit, students will learn a variety of structured dances and experiment with creative movement to music. Structured dances will include line dances and square dances that are traditional or based on current trends. All dances and music will be age and content appropriate. Students will also experiment with creative movements as they develop different movements to different tempos and music.

Unit Essential Question: How can dancing increase my physical fitness?	
Enduring Understanding/Big Idea	Standards
Big Ideas: <ul style="list-style-type: none"> • Creative movement, self-expression and confidence can be developed through dance experiences • Structured dances allow children opportunities to learn movement patterns and sequences <p>Enduring Understandings: Students will understand that:</p> <ul style="list-style-type: none"> • Movement patterns such as those in dance are a great way to strengthen one's physical fitness • Dance can be individualized, with partners, or with a group but includes movement to music 	<p>Delaware Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Delaware Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Delaware Standard 3: Participates regularly in physical activity</p> <p>Delaware Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p>

Learning Goals/Targets:

Students will be able to:	Evidence of ability will include:
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Perform line dances	Performing line dances correctly
Perform square dances	Performing square dances correctly
Perform movements to a beat/tempo	Performing a movement that correctly matches beat/tempo
Perform dances individually and with a partner	Performing specific movements with a partner and by oneself

Students will know:	Evidence of ability will include:
Basic dance steps associated with the line/square dances taught	Performing line/square dances correctly
How to listen for the beat and identify tempo	Performing specific movements that correctly match beat/tempo

Learning Sequence:

Indictor	Instructional Strategies	Assessments	Off-track Indicators
<p>1.38 Perform a series of basic square-dance steps.</p> <p>1.39 Perform a routine to music that includes even and uneven locomotor patterns.</p> <p>1.40 Design and perform a creative dance, combining locomotor patterns</p>	<p>Dancer Naming (heads, sides, partner, corner, couples, boys, girls, center, ends).</p> <p>Circle left, circle right, Forward and back, Do-si-do, Swing, Promenade, Allemande, Arm turns, Right</p>	<p>Teacher observation.</p> <p>Group observation.</p> <p>Group observation after performance.</p> <p>Peer observation.</p>	<p>The student:</p> <p>Is unable to perform basic square dance steps.</p> <p>Cannot remember square dance steps.</p> <p>Does not work with group to design to dance.</p>

<p>with intentional changes in speed and direction.</p> <p>1.41 Design and perform a routine to music that involves manipulation of an object.</p> <p>1.42 Perform folk and line dances.</p> <p>1.43 Develop, refine and demonstrate routines to music</p>	<p>and left grand, Left hand star, Right hand star, Star promenade.</p> <p>Line Dances.</p> <p>Folk Dances: Virginia Reel, Tarantella, La Cucaracha.</p>		
<p>2.25 Identify steps and rhythm patterns for folk and line dances.</p> <p>2.26 Explain how movement qualities contribute to the aesthetic dimensions of physical activity.</p>	<p>Demonstrations.</p>	<p>Questions during discussions and/or closure of the lesson.</p>	<p>The student:</p> <p>Is unable to identify the steps and rhythm pattern for folk and line dances.</p>

Prior knowledge: While some children may have experience with structured dances, it will be necessary to teach foundation skills to everyone to ensure that all directions, terms and expectations are understood by all. This will be important because for the line dances and square dances, it will be great if children have prior experience, but starting from the basics will allow everyone to perform the movements in the same way.

Vocabulary that will be introduced:

Circle left, circle right, forward and back, Do-si-do, Swing, Promenade, Allemande, Arm turns, Right and left grand, Left hand star, Right hand star, Star promenade.

Teacher feedback: Throughout the unit on dance, the focus of the teacher feedback will be on reinforcing children's participation and attempts at correct movements. Because dancing in front of others can sometimes be uncomfortable for children, all feedback will be done on an individual basis and will focus on the positive movements and attempts at mastery, rather than on perfection of movements.

Ways for children to monitor own progress/Opportunities for student self-reflection: At the end of each new dance instruction, children will be given time for personal reflection about the new dance learned. Focused reflective questions might include:

- Did I like the dance we just learned?
- What was easy/hard about the dance we just learned?
- How did it feel to perform the dance we just learned?

Assessment:

6th grade Physical Education Project: Students in 6th grade will give a dance demonstration to younger students. In this project, children will decide upon a dance to perform which could include a line dance or square dance. To integrate this unit with social studies, students will work with the teacher to share a little about the origin of the dance they have chosen. The goal will be for children to go to other classes and perform a traditional dance from a specific geographic location and share about the culture they have chosen. The dance can be one learned in class or learned on their own with the assistance of the physical education teacher.

Assessment will be 1) observation of the performance and 2) a self-evaluation of the presentation

Curriculum Area: Physical Education
Unit Topic: Throwing and Catching
Grade Level: 4 - 6 (Focus on 6th grade)

Time Frame: 3 - 4 weeks

Summary of Unit/Concept Development:

In this unit, students will be introduced to the fundamental concepts of throwing and catching. Specific skills in throwing baseball type balls and footballs will be demonstrated, modeled, practiced and coached. Other non-sport specific skills in basic catching and throwing will be introduced. Fun and creative ways to practice catching and throwing will also be included.

<u>Unit Essential Question:</u> How do you throw and catch different balls?	
<u>Enduring Understanding/Big Idea</u>	<u>Standards</u>
<p>Big Ideas: Skills in throwing and catching need to be taught practiced, and reinforced to help children develop mastery.</p> <p>Throwing and catching are skills that children can apply to many different physical activities.</p> <p>Understanding the core concepts of a sport (baseball, football) are an important learning experience for all children.</p> <p>Enduring Understands: Students will understand that:</p> <ul style="list-style-type: none">• There are specific movements used when throwing• There are specific movements used when catching	<p>Delaware Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Delaware Standard 2: Demonstrated understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>

Learning Goals/Targets:

Students will be able to:	Evidence of ability will include:
Throw a spherical ball (like a baseball) and an ellipsoid shaped ball (like a football)	Observation of correct throwing motion of different types of balls
Catch a spherical ball (like a baseball) ad an ellipsoid shaped ball (like a football)	Observation of correct catching motion with different types of balls

Students will know:	Evidence of ability will include:
The specific techniques used to throw different types of balls	Explaining correct throwing process prior to demonstration
The specific techniques used to catch different types of balls	Explaining correct catching process prior to demonstration

Learning Sequence:

Indicator	Instructional Strategies	Assessments	Off-track Indicators
1.9 Catch a fly ball above the head, below the waist and away from the body. 1.10 Throw and catch an object with a partner while both partners are moving.	"Target, reach, bring to chest." Throw and catch is self space. Partner throw catch. Partner throw catch while moving (lead passes). Wall ball practice.	Teacher observation. Peer observation. Knowledge of results (able to hit the target). Knowledge of results (it gets to the partner).	The student: Is unable to catch the ball. Throws behind partner (so the partner has to stop forward progression or go back to catch). Unable to hit targets. Is unable to get ball back to partner or

<p>1.11 Throw overhead at increasingly smaller targets, using proper follow-through</p> <p>1.12 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.</p> <p>1.15 Throw and catch an object underhand and overhand while avoiding an opponent.</p> <p>1.16 Field a thrown ground ball.</p> <p>2.12 Explain how to adjust body position to catch a ball thrown off-center.</p> <p>2.21 Explain the role of the legs, shoulders and forearm in the forearm pass.</p>	<p>Partner practice. Throwing to target on wall.</p>		<p>to intended location.</p>
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Prior knowledge: One way the teacher will find out if children have experience with baseball and football (or other sport that involve catching and throwing) will be through a beginning of the year survey that will be given to find out what sports students participate in outside of school. The teacher will also observe student techniques with throwing and catching and create small groups so that those who have lots of experience are not wasting time learning basic skills they have already mastered.

Teacher feedback: Throughout the unit, feedback will be given during practice sessions to help children develop their skills in throwing and catching. Also, small groups will be created to help children who are not experiencing the same levels of success with correct throwing and catching techniques. Small groups will meet and receive instruction based on their needs and abilities and the teacher will provide feedback as attempts are made and new skills are attained.

Assessment:

Throwing and Catching Demonstration: Students will participate in a partner demonstration where they showcase the throwing and catching skills learned in this unit. The teacher will observe and evaluate student abilities. Students will also be asked to do a self-evaluation where they rate their ability to use the modeled strategies in catching and throwing correctly.

**Unit Topic: Personal, Interpersonal and Life Skills
Grade 4 - 6 (Focus on 5th grade)**

Time Frame: 4 - 6 weeks

Summary of Unit/Concept Development:

In this unit, students will participate in a variety of activities that are designed to help children grow as positive, contributing members of a classroom community within the physical education setting. Lessons are designed to help children learn about responsibility, self-expression, and social interaction within the context of a safe environment so that when they encounter similar situations, they will have had experiences to help guide them. This will extend prior year experiences with this topic by looking more deeply at what defines good character, the characteristics of a leader, cooperation versus competition, and developing one's ability to work with others.

Unit Essential Question: What are my responsibilities as a member of this group?	
<u>Enduring Understanding/Big Idea</u>	<u>Standards</u>
Big Idea: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles and strategies that apply to the learning and performance of physical activity. Enduring Understanding: Students will understand that developing good personal and interpersonal life skills will help them become active participants in a healthy, active lifestyle	Delaware Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Delaware Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity

Learning Goals/Targets:

Students will be able to:	Evidence of ability will include:
Describe actions/situations that show evidence of good character.	Contributing to class chart on ways to demonstrate good character.
Develop and articulate a group's goals and vision.	Participation in group goal setting activity.
Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.	Can identify a role model and explain how they have influenced them personally.
Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.	Ability to articulate leadership skills being used during an activity.
Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.	Self-reflection on contributions toward group goal in the form of an "exit ticket" after group activity.
Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.	Complete a graphic organizer about cooperative and competitive strategies (Venn Diagram)
Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service and participate in activities through school of community-based health or service organizations.	5 th grade project (see assessment)
Formulate and express a position on health issues and educate peers about the health issue or cause.	5 th grade project (see assessment)

Students will know:	Evidence of ability will include:
The importance and impact of role models	Can identify a role model and explain how they have influenced them personally
How to demonstrate leadership qualities	Being able to explain/demonstrate leadership skills being utilized
The importance of cooperation and teamwork while in a group setting	Participation in discussion about the importance of cooperation / Demonstrating skills of cooperation over competition
How to develop and achieve common group goals	Can explain the process used to create group goals

Learning Sequence:

Indicator	Instructional Strategies	Assessments	Off-track Indicators
<p>5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal during non-school time.</p> <p>5.2 Collect data and record progress toward attainment of a personal fitness goal.</p> <p>5.3 Accept responsibility for one's own performance without blaming others.</p>	<p>Go over goal setting. <u>Goal should be:</u></p> <ul style="list-style-type: none"> • Realistic. • Attainable. • Measurable. <p>Use a journal. Discuss taking responsibility for self (the only person that we control). Discuss sportsmanship and appropriate responses to winning and losing (say</p>	<p>Teacher observation. Journals. Peer observation (and critique on goals). Knowledge of results (will see that the score improves). Discussion.</p>	<p>The student:</p> <p>Goal is not realistic, attainable, and/or measurable. Does not write in the journal. Blames other for own performance. Gets upset when he/she loses. Taunts others when he/she wins. Does not improve chosen component. Does not work toward long term goal. Puts safety of self or others at risk in order to be successful during activities.</p>

<p>5.4 Respond to winning and losing with dignity and respect.</p> <p>5.5 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.</p> <p>5.6 Work toward a long-term physical activity and record data on one's progress.</p> <p>5.7 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.</p> <p>5.8 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.</p> <p>5.9 Participate productively in group physical activities.</p> <p>5.10 Evaluate individual responsibility in group efforts.</p>	<p>"good game" no matter what).</p> <p>Discuss safety and taking care of self and others.</p> <p>Discuss self control and responsibility of self.</p> <p>Discuss contribution to group efforts.</p>		<p>Does not participate in physical activities or does not participate productively.</p> <p>Does not feel that he or she has a responsibility to contribute to the group's efforts.</p> <p>Refuses to partner up with members of the class based on skill and/or motivation.</p>
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<p>5.11 Include others in physical activities and respect individual differences in skill ad motivation.</p> <p>5.12 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities,</p> <p>5.13 Acknowledge orally the contributions and strengths of others.</p> <p>5.14 Identify and define the role of each participant in a cooperative physical activity.</p>	<p>Discuss how to include and adapt to people with varying levels of experience and abilities.</p> <p>Discuss effective communication.</p> <p>Discuss what makes a good leader and what characteristics help the group in getting things done.</p>	<p>Teacher observation.</p> <p>Peer observation.</p> <p>Question and answer during group discussion of closure.</p>	<p>The student:</p> <p>Does not listen to ideas of others.</p> <p>Does not contribute ideas to the group activities</p> <p>Does not accept other ideas.</p> <p>Wants to be the leader at all times and isn't willing to follow.</p>
<p>5.15 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.</p>	<p>Letters and numbers,</p> <p>"All aboard."</p> <p>Buddy walkers.</p> <p>Scooter boats.</p> <p>Hoop it up.</p> <p>Titanic.</p> <p>Crossing the Delaware.</p> <p>Stepping stones</p> <p>T-p shuffle.</p> <p>Acid river.</p> <p>Plate walk.</p> <p>Flip the boat.</p> <p>The human knot.</p> <p>Problem solving activity</p>	<p>Knowledge of results (they complete the activity).</p> <p>Group reflections.</p> <p>Teacher observation.</p> <p>Reflection during closure of lesson.</p>	<p>The students:</p> <p>Will not follow other ideas because he or she did not come up with it.</p> <p>Not open to listening to others ideas.</p> <p>Keeps sticking to the same idea over and over even though it has been continually unsuccessful.</p> <p>Has difficulty communicating effectively with members of the group (yelling and arguing).</p> <p>Intentionally sabotages group's efforts.</p>

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Prior knowledge will be assessed through initial responses in participation log in the form of answers to questions related to responsibility as a member of a group. Students will be show the Unit Essential Question as part of an initial discussion and the teacher will pose open-ended questions to gain a clear understanding of children’s background and experience with this topic. Also the teacher will observe student interactions in prior classes to determine their comfort level with different roles within the group. The teacher will take time as a careful observer to determine what the necessary personal and social skills each group need to focus on.

Vocabulary that will be introduced:

Good character, role model, goals, leadership strategies, cooperative strategies, competitive strategies

Teacher feedback: Throughout each classroom activities, the teacher will provide constant feedback at children’s attempts to make positive contributions to the group, to solve problems, to work together, to act responsibly, to listen and to follow directions. The teacher will circulate to reinforce appropriate personal and social skills, Circulation and observation will be important to helping children develop new skills as it will allow the teacher to note missing skills and teach/reteach accordingly. Also, the relationship between personal social skills and their impact on a group will be articulated and reinforced often to make the connection obvious for students. On a deeper level, attempts at cooperation over competition will be acknowledged and reinforced.

Ways for children to monitor own progress/Opportunities for student self-reflection: After group problem solving activities, students will be given time for self-reflection. Questions will focus on how each child did personally but also how their actions impacted the group.

Examples might include:

- How did I help my group today?
- What leadership skills did I use?
- What was my role within the group? Would I choose that role again? Why or why not?
- If we were to do this again, what might I do differently?
- What is one way someone else helped you today?
- What is one thing you want to remember about your work as a group member today?

Assessment:

Assessment during this unit will be in the form of teacher observation and completion of various tasks throughout the unit. Graphic organizers and class charts will be created to remind children of the content they are learning and allow for the teacher to not student understanding.

Observation: The teacher will look for examples of each child making positive contribution to the group and keep anecdotal records that document each child understands how to work in a group. While perfection will not be expected, it will be expected that all children make positive gains in their abilities to be positive members of a group. Students will be required to demonstrate the following abilities

- Demonstrating characteristics of a leader
- Relying more on cooperation than competition
- Acting with good character

Physical Education/Health Project: Students in 5th grade will complete an integrated project will support from their classroom teacher and the physical education teacher. In this project, students can choose between the following learning activities or create a similar project that allows them to develop and demonstrate their understanding of how they can make a difference by helping other in a way that is related to a health issue.

Project ideas include:

- Investigate opportunities for volunteer service and participate in activities through school or community based health service organizations
- Formulate and express a position on a health issue and educate peers about the health issue or cause
- Investigate local and state laws that impact personal, family and community wellness and formulate ways that individuals and groups can work together to improve wellness
- Create a public service announcement or campaign to educate others on a specific health issue
- Create a school-wide event/activity that will increase awareness about a specific health issue

From DDOE Website

BIG IDEA: Fit for Life

Physical Education - Enduring Understandings and Essential Questions

Grade Clusters	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
K - 2	EU: Physical Activity involves using movement and motor skills. EQ: What are ways to move? What are physical activities?	EU: There are different rules for different movements. EQ: What are the rules for movement?	EU: We need to move. EQ: Why do I need to move?	EU: Physical fitness is good for you. EQ: Why is physical fitness good for you? What is fitness?	EU: There are ways to behave in physical activity settings. EQ: What are the ways to behave in physical activity?	EU: Physical activity is fun. EQ: How can I have fun moving?

3 - 5	<p>EU: Physical Activity involves using movements and motor skills.</p> <p>EQ: How does movement relate to the games I play?</p>	<p>EU: Rules for movement depend on the situation.</p> <p>EQ: How are movement rules applied in different situations?</p>	<p>EU: Moving is important.</p> <p>EQ: Why is movement important?</p>	<p>EU: Being physically fit contributes to being healthy.</p> <p>EQ: How does fitness affect my body?</p>	<p>EU: There are behavioral expectations in physical activity settings.</p> <p>EQ: What are the behavioral expectations in physical activity settings?</p>	<p>EU: Physical activity provides a variety of opportunities for enjoyment and social interaction.</p> <p>EQ: Why do I participate in physical activity?</p>
6 - 8	<p>EU: Physical Activity involves using movement and motor skills throughout your life.</p> <p>EQ: What ways can I use physical activities throughout my life?</p>	<p>EU: Movement concepts, principles, strategies and tactics are used in physical activities.</p> <p>EQ: What are the concept, principles, strategies and tactics used in physical activity?</p>	<p>EU: We need to be physically active.</p> <p>EQ: What is the importance of being physically active?</p>	<p>EU: Physical fitness is essential to health throughout life.</p> <p>EQ: How does my health benefit from being physically fit?</p>	<p>EU: There are personal and social behavioral expectations in physical activity settings.</p> <p>EQ: What are the personal and social behavioral expectations in physical settings?</p>	<p>EU: Physical activity provides a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression.</p> <p>EQ: What makes physical activity meaningful?</p>