

## Physical Education 3-5

### YEAR AT A GLANCE

	MODULE 1	MODULE 2	MODULE 3	MODULE 4	Module 5
Module	Cooperation	Movement Forms and Concepts	Fitness	Dance and Rhythms (gymnastics)	Individual/Team Sports Skills
<b>Physical Education Standards</b>	Standard 5: Personal and Social Responsibility	Standard 1: Movement Forms/Motor Skills and Movement Patterns Standard 2: Movement Concepts and Principles	Standard 3: Physical Activity Standard 4: Fitness Standard 6: Values Physical Activity	Standard 1: Movement Forms/Motor Skills and Movement Patterns Standard 2: Movement Concepts and Principles	Standard 1: Movement Forms/Motor Skills and Movement Patterns Standard 2: Movement Concepts and Principles Standard 3: Physical Activity Standard 5: Personal and Social Responsibility
<b>Numeracy</b>	<u>Connections:</u> <u>Numeracy Standard:</u> Construct viable arguments and critique the reasoning of others. Listen to the <b>feedback</b> of others and ask useful questions to determine if <b>feedback</b> makes sense. <u>P.E Applications:</u> Assess your partner's skills giving specific academic feedback and together create useful questions to ask other groups about the skills being assessed.	<u>Connections:</u> <u>Numeracy Standard:</u> Reason abstractly and quantitatively. Create a logical representation of the problem. Design a movement sequence that will represent the assigned math problem <u>P.E Applications:</u> Using numbers to represent movement patterns, students will use beats/counts to demonstrate and perform movements. Movement sequences will be developed using multiple movement patterns to complete a movement sequence by combining beats/counts	<u>Connections:</u> <u>Numeracy Standard:</u> Use appropriate tools strategically. Use estimation and other mathematical knowledge <b>represented through movement</b> to detect possible errors. <u>P.E Applications:</u> Estimate your pace in order to meet or exceed your previous score/time on your physical fitness test. Students will estimate the time per lap needed to meet or exceed their previously set time. Additionally, students will estimate how long each repetition of a one minute fitness test should last to exceed their previously set repetitions.	<u>Connections:</u> <u>Numeracy Standard:</u> Look for and express regularity in repeated reasoning. Understand the broader application of <b>movement patterns</b> and see the structure in similar situations. <u>P.E Applications:</u> As students evaluate dances, they will analyze the count pattern. Students will use the information about count patterns from their analyzing dance routines to create their own dance routine.	<u>Connections:</u> <u>Numeracy Standard:</u> Make sense of problems and persevere in solving them. Plan a solution <b>oriented strategy</b> instead of jumping to a solution. <u>P.E Applications:</u> <u>Teacher:</u> During game play do we want to jump into a game without practicing or having a strategy? What must a football, hockey, basketball or soccer team do before they begin the game? What would happen if a team or individual began playing a game without a plan or strategy? Why is having a strategy important? Create a strategy prior to the beginning of the

					game and re-evaluate during time outs.
<b>Literacy</b>	<p><u>Connections:</u> CCSS.ELA.Literacy.CCRA.W.1 Share arguments to support claims in an analysis of substantive topics or a <b>physical activity</b> using valid reasoning and relevant and sufficient evidence.</p> <p><u>P.E Applications:</u> Share evidence of how your team was successful or unsuccessful? Evaluate the other team and come up with evidence on how they could have improved their performance.</p>	<p><u>Connections:</u> CCSS.ELA.Literacy.CCRA.R.2 Determine central ideas or themes of a <b>physical activity</b> and analyze their development; summarize the key supporting details and ideas.</p> <p><u>P.E Applications:</u> Students will analyze movement forms and use the problem solving strategy of abstraction to determine central ideas or themes between movements. Students will analyze their partner's development of movement forms and summarize the key details and ideas throughout the learning process.</p>	<p><u>Connections:</u> CCSS.ELA.Literacy.CCRA.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a <b>physical activity</b>.</p> <p><u>P.E Applications:</u> Describe and explain the physiological changes that occur during and after exercise. Students will provide specific evidence of how individuals' bodies change, and develop relationships within the interaction of one physical activity and over the course of multiple physical activities</p>	<p><u>Connections:</u> CCSS.ELA.W.4 Produce a clear and coherent <b>presentation</b> in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>P.E Applications:</u> Students are paired or provided a small group. The teacher provides a country to research dance, then choose, learn and lead two dance moves. After each group demonstrates their dance moves, the class works together to create one international dance sequence. Teacher prompts students throughout by asking: What is similar/different between the dances? Why did your group choose the dance moves? Who is your audience? How can be best organize the dance?</p>	<p><u>Connections:</u> Determine central ideas or themes of a <b>physical activity</b> and analyze their development; summarize the key supporting details and ideas.</p> <p><u>P.E Applications:</u> Asks questions to prompt student thinking and problem solving – what do you see from Johnny's performance/in the video? What did you like? What inferences can we make? What evidence can you find to support your inference? What would you suggest to Johnny to improve his performance? Teacher provides time for and questions students to reflect on individual and own practice.</p>
<b>Tier III Vocabulary</b>	Kindness Personal Responsibility Social Responsibility Cooperation Sportsmanship	Locomotor Non-locomotor Manipulative skills Feedback Performance Movement patterns Coordination Bi-lateral Weight transfer mid-line	Cardiovascular Strength Flexibility Endurance Heart rate Vigorous Nutrition Fitness Body composition (BMI) Vo2 Max	Rhythm Gymnastics Safety Time Beat Sequence Pattern	Cooperation Sportsmanship Offense Defense Positions Strategies

			Aerobic Anaerobic		
<b>Personalization</b>	<p><b>Emerging Learner</b> Students will be given a ACT WISE worksheet with partial or all parts of the ACT WISE resolution model written out. Students will use this model to resolve a conflict the teacher provides.</p> <p><b>Grade Level Learner</b> Students will evaluate a conflict the teacher or the students noticed within the “Circle Tag” and the “Blob Tag” games. Using a worksheet with the letters ACT WISE the students will write out each step in the conflict resolution process to solve the situation. The students will then model the conflict resolution to the teacher.</p> <p><b>Advanced Learner</b> During both the “Circle Tag” and the “Blob Tag” students will create their own conflicting situation and resolve the conflict using the ACT WISE model without using any aids. Additionally, these students will develop multiple ways to resolve each conflict they create. The students will then model the conflict resolution to the teacher.</p>	<p><b>Emerging Grade Level</b> Approaching students will be given the three components of analyzing and be asked to develop the appropriate questions for each component. Further these students will use these components to evaluate their peers.</p> <p><b>Grade Level Learner</b> Students will name the three components of analyzing, describe the questions that appropriately describe the component, and fully evaluate a jump rope routine correctly.</p> <p><b>Advanced Learner</b> Students will name and describe the three components of analyzing and fully evaluate a jump rope routine correctly in addition to analyzing another movement.</p>	<p><b>Emerging Grade Level</b> Students will rotate through all stations with their portfolio books to help them identify exercises that fit into the 5 health components. Additionally, student portfolios are prompting tools equipped with an appropriate process of identifying each components and visuals that provide examples of each component.</p> <p><b>Grade Level Learner</b> Students rotate through stations 1-5 without their portfolio. Students will be required to use their knowledge of the 5 components to perform and discuss each component.</p> <p><b>Advanced Learner</b> Advanced learners will be designated as the trainers. These students will be dispersed among each group to evaluate and provide further examples for each component reminding the others of the necessary practices for each component. Additionally, these students will model each activity before the group begins the exercise. The trainer will also help facilitate the discussions during “accountable</p>	<p><b>Emerging Learner: Gymnastics sequence</b> Students will create a gymnastics sequence using all components of a sequence. While performing a sequence partners can assist in the performance of individual stunts. Additionally, students will spend some time exploring and watching other groups combine stunts and perform movements to help these students fully understand how to combine skills to develop a sequence.</p> <p><b>Grade Level Learner Gymnastic Sequence</b> Students will create a gymnastics sequence using all components of a sequence and then decide an alternative way to sequence their movements to improve their performance. Some students can begin to create a theme for their sequence. Examples (Food, Sports, Holidays, Cars, Bikes, Ocean, etc.)</p> <p><b>Advanced Learner Gymnastics Sequence</b> Students will create a gymnastics sequence in combination with a theme and putting their sequence to music. This</p>	<p><b>Emerging Grade Level Four Corners:</b> Students who are the “offensive players” will move only when an assistant coach (who has a strategies list) calls out an offensive strategy. The other assistant coach will provide feedback to the offensive players as they perform the strategy. Students must move to the grade</p> <p><b>Grade Level Learner Four Corners:</b> The offensive players will move without any prompt by the assistant coaches. They assistant coaches will give identify the offensive strategies used and provide feedback based on the level of performance.</p> <p><b>Advanced Learner Four Corners:</b> The offensive players will successfully implement strategies while reacting to an opponent. One defensive player will begin in the middle of the square and move to interrupt a successful completion. One assistant coach will observe and provide feedback to the offensive players. If students are repeatedly.</p>

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