



Course Name: Elementary School Physical Education

Unit Name	Movement Concepts: Lower Elementary
Content <i>(Topics Covered)</i>	Space Awareness: Where the body moves. Location: (Self-space, General Space) Directions: (Up/down, Forward/backward, Right/left, Clockwise/counterclockwise) Levels: (Low, Medium, High) Pathways: (Straight, Curved and Zigzag) Extensions: (Large/small, Far/near) Effort: How the body moves. Time: (fast, slow) Force: (Strong, light) Flow: (Bound/free) Relationships: Of Body Parts: (Round/curved, Narrow, Wide, Twisted, Symmetrical/nonsymmetrical) With objects and/or people: (Over/under, on/off, near, far, in front/behind, along/through, meeting/parting, surrounding, around, alongside) With people: (leading/following, mirroring/matching, unison/contrast, between groups, groups, partners, solo, alone in a mass)
Time to teach	2 classes for 45 minutes
Essential Questions <i>(What you teach)</i>	What are the definitions of the movement concepts (levels, shapes, extensions, pathways, force, time and flow)?
Unit Objectives <i>(What will students know and be able to do)</i>	<u>Space Awareness:</u> <u>Grade 2:</u> The students will be able to combine skills in general space to a rhythm. <u>Grade 1:</u> The students will be able to move in their self-space in response to designated beats/rhythms. <u>Kindergarten:</u> 1. The students will be able to differentiate between movement in personal (self-space) and general space. 2. The students will be able to move in their personal space to a rhythm. <u>Pathways, Shapes, and Levels:</u>

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Grade 2:

The students will be able to combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences.

Grade 1:

1. The students will be able to travel demonstrating low, middle, and high levels.
2. The students will be able to travel demonstrating a variety of relationships with objects (e.g. over, under, around, through).

Kindergarten:

The students will be able to travel in three different pathways.

Speed, Direction, and Force:

Grade 2:

The students will be able to vary time and force with gradual increases and decreases.

Grade 1:

1. The students will be able to differentiate between fast and slow speeds.
2. The students will be able to differentiate between strong and light force.

Kindergarten:

The students will be able to travel in general space with different speeds.



Learning Standards <i>(National Standards)</i>	<u>Space Awareness</u> S2.E1.2 S2.E1.1 S2.E1.Ka S2.E1Kb <u>Pathways, Shapes, Levels</u> S2.E2.2 S2.E2.1a S2.E2.1b S2.E2.K <u>Speed, Direction, Force</u> S2.E3.2 S2.E3.1a S2.E3.1b S2.E3.K <u>Alignment & Muscular Tension (S2.E4)</u> Developmentally appropriate/emerging outcomes first appear in Grade 3. <u>Strategies & Tactics(S2.E5)</u> Developmentally appropriate/emerging outcomes first appear in Grade 3.
Lessons/ Activities <i>(Required)</i>	Week 1: Location and Directions Week 2: Pathways and Levels All other movement concepts (shapes, extensions, force, time and flow) will be embedded in lessons throughout the year.
Assessments <i>(Required Common Assessments)</i>	

Course Name: Elementary School Physical Education

Unit Name	Dribbling with Feet and Kicking – Lower Elementary
Content <i>(Topics Covered)</i>	<p><u>Dribbling with Feet</u></p> <ol style="list-style-type: none"> 1. Gently tap (keep ball under control and close to body) 2. Contact middle of the ball. 3. Use the inside/outside of the foot. 4. Head up 5. Trap (Foot on top/Body behind ball) <p><u>Kicking</u></p> <ol style="list-style-type: none"> 1. Arms extend forward in preparation for kicking action. 2. Contact with ball is made directly below center of ball (travel in air); contact with ball is made directly behind center of ball (travel on ground). 3. Contact the ball with shoelaces or top of foot for kicking action. 4. Trunk leans back slightly in preparation for kicking action. 5. Follow through with kicking leg extended forward and upward target.
Time to teach	4 lessons for 45 minutes per lesson
Essential Questions <i>(What you teach)</i>	<p>What knowledge and skills are essential to be successful in activities using dribbling with feet?</p> <p>What are the skills necessary to dribble a ball with feet?</p> <p>What are the skills necessary to kick a moving ball?</p> <p>What are the skills necessary to kick a stationary ball?</p>
Unit Objectives <i>(What will students know and be able to do)</i>	<p><u>Dribbling with Feet</u></p> <p>1st: Taps or dribbles a ball using the inside of the foot while walking in general space.</p> <p>2nd: Dribbles with the feet in general space with control of ball and body.</p> <p><u>Kicking</u></p> <p>1st: Approaches a stationary ball and kicks it forward demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>2nd: Uses a continuous running approach and kicks a moving ball, demonstrating 3 out of the 5 critical elements of a mature pattern.</p>

<p>Learning Standards <i>(National Standards)</i></p>	<p><u>Dribbling with Feet</u> S1.E18.1 S1.E18.2 <u>Kicking</u> S1.E21.1 S1.E21.2</p>
<p>Lessons/ Activities <i>(Required)</i></p>	<p>Lesson 1: Kick a slowly rolling ball using the instep. Run up to and kick a stationary ball as far as possible with the instep. Lesson 2: Kick a stationary ball along the ground toward a stationary partner or target while using the inside of the foot. Lesson 3: Dribble and jog slowly while using the inside of either foot. Lesson 4: Dribble and slowly jog around stationary obstacles while using the insides of each foot.</p>
<p>Assessments <i>(Required Common Assessments)</i></p>	<p>TBA</p>

Course Name: Elementary School Physical Education

Unit Name	Throwing and Catching –Lower Elementary
Content /Cues <i>(Topics Covered)</i>	<p><u>Catching:</u></p> <ol style="list-style-type: none"> 1. Extend arms outward to reach for the ball. 2. Watch the ball all the way into the hands. 3. Catch with hands only; No cradling against the body. 4. Pull the ball into the body as the catch is made. 5. Curl the body slightly around the ball. <p><u>Underhand Throwing:</u></p> <ol style="list-style-type: none"> 1. Face target 2. Arm back 3. Step with opposite foot 4. Release ball between knee and waist level 5. Follow through to the target <p><u>Overhand Throwing:</u></p> <ol style="list-style-type: none"> 1. Side to target 2. Arm back and elbow at shoulder height 3. Step with opposite foot 4. Hip and spine rotate 5. Follow through to the target
Time to teach	4 lessons for 45 minutes per lesson
Essential Questions <i>(What you teach)</i>	<p>What knowledge and skills are essential to be successful in activities using throwing and catching?</p> <p>What are the skills that are necessary to catch?</p> <p>What are the skills that are necessary to throw underhand?</p> <p>What are the skills that are necessary to throw overhand?</p>
Unit Objectives <i>(What will students know and be able to do)</i>	<p>Grade 1:</p> <p><u>Catching:</u></p> <ol style="list-style-type: none"> 1. Students will be able to catch a soft object from a self toss before it bounces. 2. Students will be able to catch various sizes of objects either self tossed or from a skilled thrower. <p><u>Underhand Throwing:</u></p> <ol style="list-style-type: none"> 1. Students will be able to demonstrate 2 of the 5 critical elements listed above with a mature pattern by the end of first grade. <p><u>Overhand Throwing:</u></p> <p>Students will be introduced to the critical elements of overhand throwing.</p> <p>Grade 2:</p>

	<p><u>Catching:</u> Students will be able to catch a self-tossed or well thrown large ball with hands, not trapping or cradling against the body.</p> <p><u>Underhand Throwing:</u> Students will be able throw underhand using a mature pattern and displaying all 5 cues.</p> <p><u>Overhand Throwing:</u> Students will be able throw overhand demonstrating 2 of the 5 critical elements of a mature pattern.</p>
<p>Learning Standards <i>(National Standards)</i></p>	<p><u>Catching:</u> S1.E16.1a S1.E16.1b S1.E16.2</p> <p><u>Underhand Throwing:</u> S1.E13.1 S1.E13.2</p> <p><u>Overhand Throwing:</u> S1.E14.2</p>
<p>Lessons/ Activities <i>(Required)</i></p>	<p>Lesson 1: Underhand throwing</p> <p>Lesson 2: Overhand throwing</p> <p>Lesson 3: Catching</p> <p>Lesson 4: Review and practice skills</p>
<p>Assessments <i>(Required Common Assessments)</i></p>	<p>NASPE Overhand Catching Assessment</p>

Course Name: Elementary School Physical Education

Unit Name	Dribbling with Hands and Shooting – Lower Elementary
Content /Cues <i>(Topics Covered)</i>	<p>Dribbling with Hands:</p> <ol style="list-style-type: none"> 1. Knees slightly bent 2. Opposite foot forward when dribbling in self-space 3. Contact ball with finger pads 4. Firm contact with top of ball (Ball to side/front of body for travel) 5. Eyes up/over <p>Shooting:</p> <ol style="list-style-type: none"> 1. Bend knees 2. Elbow under the ball 3. Eyes on target 4. Follow through/Flick of the wrist
Time to teach	4 lessons for 45 minutes per lesson
Essential Questions <i>(What you teach)</i>	<p>What knowledge and skills are essential to be successful in activities using dribbling with hands?</p> <p>What are the skills that are necessary to shoot?</p>
Unit Objectives <i>(What will students know and be able to do)</i>	<p><u>Dribbling with Hands:</u></p> <p>1st grade: Students will dribble a ball continuously in self-space using the preferred hand.</p> <p>2nd grade: Students will be able to dribble in self-space with preferred hand demonstrating a mature pattern. Students will be able to dribble using the preferred hand while walking in general space.</p> <p><u>Shooting:</u> Students will be introduced to the critical elements of shooting.</p>
Learning Standards <i>(National Standards)</i>	<p><u>Dribbling with Hands:</u></p> <p>S1.E17.1 S1.E17.2a S1.E17.2b</p>
Lessons/ Activities <i>(Required)</i>	<p>Lesson 1: Dribbling in place with critical elements observed.</p> <p>Lesson 2: Dribbling with control of the ball while walking in general space.</p> <p>Lesson 3: Dribbling while jogging in general space maintaining consistent speed.</p>

	Lesson 4: Dribbling activities involving maneuvering through obstacles and/or other players.
Assessments <i>(Required Common Assessments)</i>	Suggested assessment: NASPE Dribble with Hand and Jog Assessment Task: Dribble a ball with one hand to a cone and back while jogging slowly.



Course Name: Elementary School Physical Education

Unit Name	Locomotor Skills and Jump Rope-Lower Elementary
Content <i>(Topics Covered)</i>	<p><u>Running:</u> Arm/leg opposition, heel to toe, trunk forward, and arms swing straight.</p> <p><u>Hopping:</u> One foot jump and land.</p> <p><u>Skipping:</u> Step and a hop and alternating foot.</p> <p><u>Galloping:</u> Step and run with one foot stays forward</p> <p><u>Sliding:</u> Step and run and facing side.</p> <p><u>Leaping:</u> One foot take off, lands on opposite foot, arm opposition, and bend knees on landing.</p> <p><u>Jumping and Landing for Distance (Horizontal Plane)</u></p> <ol style="list-style-type: none">1. Arms back and knees bend in preparation for jumping action.2. Arms extend forward as body propels forward.3. Body extends and stretches slightly upward while in flight.4. Hips, knees, and ankles bend on landing.5. Shoulders, knees, and ankles align for balance after landing. <p><u>Jumping and Landing for Distance (Vertical Plane)</u></p> <ol style="list-style-type: none">1. Hips, knees, and ankles bend in preparation for jumping action.2. Arms extend upward as body propels upward.3. Body extends and stretches upward while in flight.4. Hips, knees, and ankles bend on landing.5. Shoulders, knees, and ankles align for balance after landing. <p><u>Individual Jumping Rope</u></p> <ol style="list-style-type: none">1. Hips, knees, and ankles bend in preparation for jumping action.2. Rope placement on floor behind body.3. Head up.4. Elbows close to body while turning rope with wrists.5. Small jumps while shoulders, hips, and knees align for balance after landing. <p><u>Long Jumping Rope</u></p> <p>Jumper:</p> <ol style="list-style-type: none">1. Stand sideways to the rope.2. Head up and eyes on turner.3. Small jumps while shoulders, hips, and knees align for balance after landing. <p>Turner:</p> <ol style="list-style-type: none">1. Turn with partner2. Swing rope with smooth motion.
Time to teach	4 lessons of 45 minutes each
Essential	What should you do in order to correctly run? Gallop? Skip? Leap? Hop? Slide?

<p>Questions (What you teach)</p>	<p>What is the difference between jogging and sprinting? What should you do in order to correctly jump horizontally and vertically? What should you do in order to correctly use a jump rope?</p>
<p>Unit Objectives (What will students know and be able to do)</p>	<p><u>Grade 1:</u> Students will hop, gallop, jog, and slide using a mature pattern. Students will demonstrate 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings. Students will demonstrate 2 of the 5 critical elements for jumping and landing in a vertical plane. Students will jump forward and backwards consecutively using a self-turned rope. Students will jump with a long rope up to 5 times consecutively with teacher assisted turning. <u>Grade 2:</u> Students will skip using a mature pattern. Students will run with a mature pattern. Students will travel showing differentiation between jogging and sprinting. Students will demonstrate 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1 and 2 foot take offs and landings. Students will demonstrate 4 of the 5 critical elements for jumping and landing in a vertical plane. Students will jump self-turned rope consecutively forward and backward with a mature pattern. Students will jump a long rope 5 times consecutively with student turners.</p>
<p>Learning Standards (National Standards)</p>	<p><u>Hopping, Galloping, Running, Sliding, Skipping, Leaping</u> S1.E1.1 S1.E1.2 <u>Jogging, Running</u> S1.E2.2a S1.E2.2b <u>Jumping and Landing (Horizontal):</u> S1.E3.1 S1.E3.2 <u>Jumping and Landing (Vertical):</u> S1.E4.1 S1.E4.2 <u>Jump Rope:</u> S1.E27.1a S1.E27.1b S1.E27.2a S1.E27.2b</p>
<p>Lessons/ Activities (Required)</p>	<p>Week 1: Locomotor Skills Week 2: Locomotor Skills/ Jumping and Landing Week 3: Jump Rope Week 4: Jump Rope</p>

Assessments <i>(Required Common Assessments)</i>	
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Course Name: Elementary School Physical Education

Unit Name	Volleying Skills – Lower Elementary
Content <i>(Topics Covered)</i>	<u>Underhand Volley</u> 1. Face the target in preparation for the volley. 2. Opposite foot forward. 3. Flat surface with hand for contact of the ball. 4. Contact with the ball between knee and waist level. 5. Follow through upward and to the target. <u>Overhead Volley</u> 1. Body aligned and positioned under the ball. 2. Knees, arms, and ankles bent in preparation for the volley. 3. Hands rounded; thumbs and first fingers make triangle (without touching) in preparation. 4. Ball contacts only the finger pads; wrists stay firm. 5. Arms extended upward on contact; follow through slightly toward target.
Time to teach	4 lessons - 45 minutes each
Essential Questions <i>(What you teach)</i>	1. What knowledge is necessary to underhand volley? 2. What skills are essential to volley an object upward, with an open hand? 3. What skills are necessary to volley an object upward with consecutive hits?
Unit Objectives <i>(What will students know and be able to do)</i>	<u>Underhand Volley</u> Students will be able to volley an object upward, with an open hand. Students will be able to volley an object upward with consecutive hits. <u>Overhead Volley</u> Students will review the elements of the overhead volley.
Learning Standards <i>(National Standards)</i>	<u>Underhand Volley</u> S1.E22.1 S1.E22.2 <u>Overhead Volley</u> S1.E23
Assessments <i>(Required Common Assessments)</i>	

Course Name: Elementary School Physical Education

Unit Name	Lower Elementary - Striking with Short Implements and Long Implements
Content <i>(Topics Covered)</i>	<p><u>Striking with Short Implements</u></p> <ol style="list-style-type: none"> 1. Racket back in preparation for striking. 2. Step on opposite foot as contact is made. 3. Swing racket or paddle low to high. 4. Coil and uncoil the trunk for preparation and execution of the striking action. 5. Follow through for completion of the striking action. <p><u>Striking with Long Implements (Side-Arm Pattern)</u></p> <ol style="list-style-type: none"> 1. Bat up and back in preparation for the striking action. 2. Step forward on opposite foot as contact is made. 3. Coil and uncoil the trunk for preparation and execution of the striking action. 4. Swing the bat on the horizontal plane. 5. Wrist uncocks on follow-through for completion of the striking action
Time to teach	4 lessons for 45 minutes per lesson
Essential Questions <i>(What you teach)</i>	<p>What knowledge and skills are essential to be successful in activities using short handled implements? What skills are necessary for striking with a short handled implement? What knowledge and skills are essential to be successful in striking with a long handled implement? What skills are necessary for striking with a long handled implement?</p>
Unit Objectives <i>(What will students know and be able to do)</i>	<p><u>Striking with Short Implements</u></p> <p>Grade 1: Students will strike a ball with a short-handled implement, sending it upward.</p> <p>Grade 2: Students will strike and object upward with a short-handled implement, using consecutive hits.</p> <p><u>Striking with Long Implements (Side-Arm Pattern)</u></p> <p>Grade 1: Introduce striking with long implements.</p> <p>Grade 2: Students will strike a ball off a tee or cone with a bat using correct grip and side/body orientation.</p>

<p>Learning Standards <i>(National Standards)</i></p>	<p><u>Striking with Short Implements</u> S1.E24.1 S1.E24.2 <u>Striking with Long Implements (Side-Arm Pattern)</u> S1.E25.2</p>
<p>Lessons/ Activities <i>(Required)</i></p>	<p>Lesson 1: Introduce striking with a short handled implement. Lesson 2: Review and practice striking with a short handled implement. Lesson 3: Introduce striking with a long handled implement. Lesson 4: Review and practice striking with a long handled implement.</p>
<p>Assessments <i>(Required Common Assessments)</i></p>	<p>NASPE Striking Assessment</p>

Course Name: Elementary School Physical Education

Unit Name	Non-Locomotor (Gymnastics and Dance)- Lower Elementary
Content <i>(Topics Covered)</i>	<p><u>Dance:</u> Rhythm</p> <p><u>Gymnastics:</u> Balance: Dynamic and static Narrow Curved Twisting Curling Bending Stretching Weight Transfer</p>
Time to teach	4 lessons for 45 minutes per lesson
Essential Questions <i>(What you teach)</i>	<p>What is dynamic balancing? What is static balancing? What are 6 different ways you can move your body? What is weight transfer?</p>
Unit Objectives <i>(What will students know and be able to do)</i>	<p><u>Dance:</u> 1st: Students will be able to combine locomotor and nonlocomotor skills in a teacher-designed dance. 2nd: Students will be able to perform a teacher and/or student designed rhythmic activity with correct response to simple rhythms.</p> <p><u>Gymnastics:</u> 1st: Students will be able to maintain stillness on different bases of support with different body shapes. Students will be able to transfer weight from one body part to another in self-space in dance and gymnastic environment. Students will roll with either a narrow or curled body shape. Students will demonstrate twisting, curling, bending, and stretching actions. 2nd: Students will be able to balance on different bases of support combining levels and shapes. Students will be able to balance in an inverted position with stillness and</p>

	<p>supportive base. Students will transfer weight from feet to different body parts, bases of support for balance, and while traveling. Students will roll in different directions with either narrow or curled body shapes. Students will differentiate among twisting, curling, bending, and stretching actions. Students will combine balances and transfers into a 3-part sequence.</p>
<p>Learning Standards <i>(National Standards)</i></p>	<p><u>Dance</u> S1.E5.1 S1.E5.2 <u>Balance</u> S1.E7.1 S1.E7.2a S1.E7.2b <u>Gymnastics: (Weight Transfer, Rolling, Curling, Stretching, Twisting, Bending, and Combinations)</u> S1.E8.1 S1.E8.2 S1.E9.1 S1.E9.2 S1.E10.1 S1.E10.2 S1.E11.2</p>
<p>Lessons/ Activities <i>(Required)</i></p>	<p>Week 1: Dance/Creative Movement Week 2: Dance/Creative Movement Week 3: Gymnastics Week 4: Gymnastics</p>
<p>Assessments <i>(Required Common Assessments)</i></p>	



Course Name: Elementary School Physical Education

Unit Name	Movement Concepts – Upper Elementary
Content <i>(Topics Covered)</i>	Space Awareness: Where the body moves. Location: (Self-space, General Space) Directions: (Up/down, Forward/backward, Right/left, Clockwise/ counterclockwise) Levels: (Low, Medium, High) Pathways: (Straight, Curved and Zigzag) Extensions: (Large/small, Far/near) Effort: How the body moves. Time: (fast, slow) Force: (Strong, light) Flow: (Bound/free) Relationships: Of Body Parts: (Round/curved, Narrow, Wide, Twisted, Symmetrical/ nonsymmetrical) With objects and/or people: (Over/under, on/off, near, far, in front/behind, along/through, meeting/parting, surrounding, around, alongside) With people: (leading/following, mirroring/matching, unison/contrast, between groups, groups, partners, solo, alone in a mass)
Time to teach	2 lessons of 45 minutes each
Essential Questions <i>(What you teach)</i>	What are the definitions of the movement concepts (levels, shapes, extensions, pathways, force, time and flow)?
Unit Objectives <i>(What will students know and be able to do)</i>	<u>Space Awareness:</u> <u>Grade 4:</u> <ol style="list-style-type: none">1. The students will be able to apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).2. The students will be able to apply the concept of closing spaces in small-sided practice tasks.3. The students will be able to dribble in general space with changes in directions and speed. <u>Grade 3:</u>

Fig. 1

The students will be able to recognize the concepts of open spaces in a movement context.

Pathways, Shapes, and Levels:

Grade 4:

The students will be able to combine movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.

Grade 3:

The students will be able to recognize locomotor skills specific to a wide variety of physical activities.

Speed, Direction, and Force:

Grade 4:

1. The students will be able to apply the movement concepts of speed, endurance and pacing for running.
2. The students will be able to apply the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.

Grade 3:

The students will be able to combine concepts (direction, levels, force, time) with skills as direction by the teacher.

Alignment and Muscular Tension:

Grade 4:

The students will be able to apply the skills of alignment and muscular tension in a variety of gymnastics and dance activities.

Grade 3:

1. The students will be able to employ the concept of alignment in gymnastics and dance.
2. The students will be able to employ the concept of muscular tension with balance in gymnastics and dance.

Strategies and Tactics:

Grade 4:

1. The students will be able to apply offensive strategies and tactics in chasing and fleeing activities.
2. The students will be able to apply simple defensive strategies and tactics in chasing and fleeing activities.
3. The students will be able to recognize the types of kicks needed for different games and sports situations.

Grade 3:

1. The students will be able to apply simple strategies and tactics in chasing activities.
2. The students will be able to apply simple strategies in fleeing activities.

<p>Learning Standards <i>(National Standards)</i></p>	<p><u>Space Awareness</u> S2.E1.4a S2.E1.4b S2.E1.4c S2.E1.3 <u>Pathways, Shapes, Levels</u> S2.E2.4 S2.E2.3 <u>Speed, Direction, Force</u> S2.E3.4a S2.E3.4b S2.E3.3 <u>Alignment & Muscular Tension</u> S2.E4 (Grade 4: applies skill) S2.E4.3a S2.E4.3b <u>Strategies & Tactics</u> S2.E5.4a S2.E5.4b S2.E5.4c S2.E5.3a S2.E5.3b</p>
<p>Lessons/ Activities <i>(Required)</i></p>	<p>Week 1: Location and Directions Week 2: Pathways and Levels All other movement concepts (shapes, extensions, force, time and flow) will be embedded in lessons throughout the year.</p>
<p>Assessments <i>(Required Common Assessments)</i></p>	

Course Name: Elementary School Physical Education

Unit Name	Dribbling with Feet and Kicking Skills – Upper Elementary
Content <i>(Topics Covered)</i>	<p><u>Dribbling with Feet</u></p> <ol style="list-style-type: none"> 1. Gently tap (keep ball under control and close to body) 2. Contact middle of the ball. 3. Use the inside/outside of the foot. 4. Head up 5. Trap (Foot on top/Body behind ball) <p><u>Kicking</u></p> <ol style="list-style-type: none"> 1. Arms extend forward in preparation for kicking action. 2. Contact with ball is made directly below center of ball (travel in air); contact with ball is made directly behind center of ball (travel on ground). 3. Contact the ball with shoelaces or top of foot for kicking action. 4. Trunk leans back slightly in preparation for kicking action. 5. Follow through with kicking leg extended forward and upward target.
Time to teach	4 lessons for 45 minutes per lesson
Essential Questions <i>(What you teach)</i>	
Unit Objectives <i>(What will students know and be able to do)</i>	<p><u>Dribbling with Feet</u></p> <p>3rd Grade: Dribbling with feet in general space at a slow to moderate jogging speed with control of ball and body.</p> <p>4th Grade: Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.</p> <p><u>Kicking</u></p> <p>3rd Grade: 1. Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. 2. Uses a continuous running approach and kicks a stationary ball for accuracy.</p> <p>4th Grade: Kicks along the ground and in the air, and punts using mature patterns.</p>

Learning Standards <i>(National Standards)</i>	<u>Dribbling with Feet</u> S1.E18.3 S1.E18.4 <u>Kicking</u> S1.E21.3a S1.E21.3b S1.E21.4
Lessons/ Activities <i>(Required)</i>	
Assessments <i>(Required Common Assessments)</i>	

Course Name: Elementary School Physical Education

Unit Name	Throwing and Catching – Upper Elementary
Content <i>(Topics Covered)</i>	<p><u>Catching:</u></p> <ol style="list-style-type: none"> 1. Extend arms outward to reach for the ball. 2. Watch the ball all the way into the hands. 3. Catch with hands only; No cradling against the body. 4. Pull the ball into the body as the catch is made. 5. Curl the body slightly around the ball. <p><u>Underhand Throwing:</u></p> <ol style="list-style-type: none"> 1. Face target 2. Arm back 3. Step with opposite foot 4. Release ball between knee and waist level 5. Follow through to the target <p><u>Overhand Throwing:</u></p> <ol style="list-style-type: none"> 1. Side to target 2. Arm back and elbow at shoulder height 3. Step with opposite foot 4. Hip and spine rotate 5. Follow through to the target
Time to teach	4 lessons for 45 minutes per lesson
Essential Questions <i>(What you teach)</i>	
Unit Objectives <i>(What will students know and be able to do)</i>	<p><u>Catching:</u></p> <p>3rd Grade: Students will be able to catch a gently tossed ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.</p> <p>4th Grade: Students will be able to catch a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment.</p> <p><u>Underhand Throwing:</u></p> <p>3rd Grade: Students will throw underhand to a partner or target 3 out of 5 times.</p> <p>4th Grade: Students will be able to apply underhand throwing skills demonstrating critical elements.</p> <p><u>Overhand Throwing:</u></p>

	<p>3rd Grade: Students will throw overhand demonstrating 3 of the 5 critical elements of a mature pattern in non-dynamic environments for distance and/or force.</p> <p>4th Grade: Students will be able to throw overhand using a mature pattern. Students will be able to throw overhand to a partner or at a target with accuracy at a reasonable distance.</p>
<p>Learning Standards <i>(National Standards)</i></p>	<p><u>Catching:</u> S1.E16.3 S1.E16.4 <u>Underhand Throwing:</u> S1.E13.3 S1.E13.4 <u>Overhand Throwing:</u> S1.E14.3 S1.E14.4a S1. E14.4b</p>
<p>Lessons/ Activities <i>(Required)</i></p>	
<p>Assessments <i>(Required Common Assessments)</i></p>	

Course Name: Elementary School Physical Education

Unit Name	Dribbling with Hands and Shooting – Upper Elementary
Content /Cues <i>(Topics Covered)</i>	<p>Dribbling with Hands:</p> <ol style="list-style-type: none"> 1. Knees slightly bent 2. Opposite foot forward when dribbling in self-space 3. Contact ball with finger pads 4. Firm contact with top of ball (Ball to side/front of body for travel) 5. Eyes up/over <p>Shooting:</p> <ol style="list-style-type: none"> 1. Bend knees 2. Elbow under the ball 3. Eyes on target 4. Follow through/Flick of the wrist
Time to teach	4 lessons for 45 minutes per lesson
Essential Questions <i>(What you teach)</i>	
Unit Objectives <i>(What will students know and be able to do)</i>	<p><u>Dribbling with Hands:</u></p> <p>3rd Grade: Students will be able to dribble and travel in general space at slow to moderate jogging speed with control of ball and body.</p> <p>4th Grade: Students will be able to dribble in self-space with both preferred and non-preferred hands using a mature pattern. Students will be able to dribble in general space with control of ball and body while increasing and decreasing speed. Students will be able to dribble with hands in combination with other skills. (ex: shooting)</p> <p><u>Shooting:</u></p> <p>3rd Grade: Students will be able to shoot demonstrating 2 of the 4 critical elements.</p> <p>4th Grade: Students will be able to shoot demonstrating mature form.</p>

Learning Standards <i>(National Standards)</i>	<u>Dribbling with Hands:</u> S1.E17.3 S1.E17.4a S1.E17.4b <u>Shooting:</u> S1.E20.4
Lessons/ Activities <i>(Required)</i>	
Assessments <i>(Required Common Assessments)</i>	



Course Name: Elementary School Physical Education

Unit Name	Locomotor and Jump Rope- Upper Elementary
Content <i>(Topics Covered)</i>	<p><u>Running:</u> Arm/leg opposition, heel to toe, trunk forward, and arms swing straight.</p> <p><u>Hopping:</u> One foot jump and land.</p> <p><u>Skipping:</u> Step and a hop and alternating foot.</p> <p><u>Galloping:</u> Step and run with one foot stays forward</p> <p><u>Sliding:</u> Step and run and facing side.</p> <p><u>Leaping:</u> One foot take off, lands on opposite foot, arm opposition, and bend knees on landing.</p> <p><u>Jumping and Landing for Distance (Horizontal Plane)</u></p> <ol style="list-style-type: none">1. Arms back and knees bend in preparation for jumping action.2. Arms extend forward as body propels forward.3. Body extends and stretches slightly upward while in flight.4. Hips, knees, and ankles bend on landing.5. Shoulders, knees, and ankles align for balance after landing. <p><u>Jumping and Landing for Distance (Vertical Plane)</u></p> <ol style="list-style-type: none">1. Hips, knees, and ankles bend in preparation for jumping action.2. Arms extend upward as body propels upward.3. Body extends and stretches upward while in flight.4. Hips, knees, and ankles bend on landing.5. Shoulders, knees, and ankles align for balance after landing. <p><u>Individual Jumping Rope</u></p> <ol style="list-style-type: none">1. Hips, knees, and ankles bend in preparation for jumping action.2. Rope placement on floor behind body.3. Head up.4. Elbows close to body while turning rope with wrists.5. Small jumps while shoulders, hips, and knees align for balance after landing. <p><u>Long Jumping Rope</u></p> <p>Jumper:</p> <ol style="list-style-type: none">1. Stand sideways to the rope.2. Head up and eyes on turner.3. Small jumps while shoulders, hips, and knees align for balance after landing. <p>Turner:</p> <ol style="list-style-type: none">1. Turn with partner2. Swing rope with smooth motion
Time to teach	4 lessons of 45 minutes each
Essential	What are the 6 ways you can travel? What is the difference between a horizontal and vertical jump?

<p>Questions <i>(What you teach)</i></p>	<p>What should you do in order to be successful at jumping with a jump rope? What should you do if you are jumping with a long rope? What should you do if you are turning a long rope?</p>
<p>Unit Objectives <i>(What will students know and be able to do)</i></p>	<p><u>Jumping and Landing Horizontal:</u> Students will be able to demonstrate 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1 and 2-foot take-offs and landings. <u>Jumping and Landing Vertical:</u> Students will demonstrate 4 of the 5 critical elements for jumping and landing in a vertical plane. <u>Jumping Rope:</u> Students will be able to jump a self-turned rope consistently forward and backward with a mature pattern. Students will be able to jump a long rope 5 times consecutively with student turners.</p>
<p>Learning Standards <i>(National Standards)</i></p>	<p><u>Hopping, Galloping, Running, Sliding, Skipping, Leaping</u> S1.E1.3 S1.E1.4 <u>Jogging, Running</u> S1.E2. S1.E2.4 <u>Jumping and Landing (Horizontal):</u> S1.E3.3 S1.E3.4 <u>Jumping and Landing (Vertical):</u> S1.E3.3 S1.E3.4 <u>Jump Rope:</u> S1.E27.3 S1.E27.4</p>
<p>Lessons/ Activities <i>(Required)</i></p>	<p>Lesson 1: Locomotor Skills Lesson 2: Locomotor Skills and Jumping/Landing Lesson 3: Jump Rope Lesson 4: Jump Rope</p>
<p>Assessments <i>(Required Common Assessments)</i></p>	



Course Name: Elementary School Physical Education

Unit Name	Volleying Skills - Upper Elementary
Content <i>(Topics Covered)</i>	<u>Underhand Volley</u> 1. Face the target in preparation for the volley. 2. Opposite foot forward. 3. Flat surface with hand for contact of the ball. 4. Contact with the ball between knee and waist level. 5. Follow through upward and to the target. <u>Overhead Volley</u> 1. Body aligned and positioned under the ball. 2. Knees, arms, and ankles bent in preparation for the volley. 3. Hands rounded; thumbs and first fingers make triangle (without touching) in preparation. 4. Ball contacts only the finger pads; wrists stay firm. 5. Arms extended upward on contact; follow through slightly toward target.
Time to teach	4 lessons of 45 minutes each
Essential Questions <i>(What you teach)</i>	What knowledge and skills are essential to be successful in activities using volleying? What are the skills that are necessary to underhand volley? What are the skills that are necessary to overhead volley?
Unit Objectives <i>(What will students know and be able to do)</i>	<u>Underhand Volley</u> 3rd grade: Students will be able to volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. 4th grade: Students will be able to volley underhand using a mature pattern in a dynamic environment (e.g., 2 square, 4 square, handball). <u>Overhead Volley</u> 3rd grade: Introduce overhead volley to students. 4th grade: Students will be able to volley a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.

<p>Learning Standards (National Standards)</p>	<p><u>Underhand Volley</u> S1.E22.3 S1.E22.4 <u>Overhead Volley</u> S1.E23.4</p>
<p>Lessons/ Activities (Required)</p>	<p>4 lessons of 45 minutes each</p>
<p>Assessments (Required Common Assessments)</p>	<p>Observation of the following cues: <u>Underhand Volley</u></p> <ol style="list-style-type: none"> 1. Face the target in preparation for the volley. 2. Opposite foot forward. 3. Flat surface with hand for contact of the ball. 4. Contact with the ball between knee and waist level. 5. Follow through upward and to the target. <p><u>Overhead Volley</u></p> <ol style="list-style-type: none"> 1. Body aligned and positioned under the ball. 2. Knees, arms, and ankles bent in preparation for the volley. 3. Hands rounded; thumbs and first fingers make triangle (without touching) in preparation. 4. Ball contacts only the finger pads; wrists stay firm. 5. Arms extended upward on contact; follow through slightly toward target.

Course Name: Elementary School Physical Education

Unit Name	Upper Elementary - Striking with Short Implement and Long Implement (Side-Arm Pattern)
Content/Cues <i>(Topics Covered)</i>	<p><u>Striking with Short Implement</u></p> <ol style="list-style-type: none"> 1. Racket back in preparation for striking. 2. Step on opposite foot as contact is made. 3. Swing racket or paddle low to high. 4. Coil and uncoil the trunk for preparation and execution of the striking action. 5. Follow through for completion of the striking action. <p><u>Striking with Long Implement (Side-Arm Pattern)</u></p> <ol style="list-style-type: none"> 1. Bat up and back in preparation for the striking action. 2. Step forward on opposite foot as contact is made. 3. Coil and uncoil the trunk for preparation and execution of the striking action. 4. Swing the bat on the horizontal plane. 5. Wrist uncocks on follow-through for completion of the striking action
Time to teach	4 lessons for 45 minutes per lesson
Essential Questions <i>(What you teach)</i>	<p>What knowledge and skills are essential to be successful in striking with short handled implements? What are the skills that are necessary to strike an object using a short handled implement?</p> <p>What knowledge and skills are essential to be successful in striking with a long handled implement? What are the skills that are necessary to strike an object using a long handled implement?</p>
Unit Objectives <i>(What will students know and be able to do)</i>	<p><u>Striking with Short Implements</u></p> <p>4th grade</p> <ol style="list-style-type: none"> 1. Students will strike an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. 2. Students will strike an object with a short-handled implement while demonstrating a mature pattern. <p>3rd grade</p> <ol style="list-style-type: none"> 3. Students will strike an object while demonstrating 3 of the 5 critical elements of a mature pattern. 4. Students will strike an object with a short-handled implement, sending it forward over a low net or a wall.

	<p><u>Striking with Long Implements (Side-Arm Pattern)</u> 3rd grade Students will be able to strike a ball with a long-handled implement sending it forward while using proper grip for the implement. 4th grade Students will strike an object with a long-handled implement (e.g. hockey stick, bat, tennis or badminton racket) while demonstrating 3 out of the 5 critical elements of a mature pattern.</p>
<p>Learning Standards <i>(National Standards)</i></p>	<p><u>Striking with a Short Implement</u> S.1E24.3a S1.E24.3b S1.E24.4a S1.E24.4b <u>Striking with a Long Implement (Side-Arm Pattern)</u> S1.E25.3 S1.E25.4</p>
<p>Lessons/ Activities <i>(Required)</i></p>	<p>Lesson 1: Review and practice striking with a short-handled implement. Lesson 2: Review and practice striking with a short-handled implement. Lesson 3: Review and practice striking with a long-handled implement. Lesson 4: Review and practice striking with a long-handled implement.</p>
<p>Assessments <i>(Required Common Assessments)</i></p>	<p>NASPE Striking Assessment Observational Assessment of the following cues: <u>Striking with Short Implements</u> 1. Racket back in preparation for striking. 2. Step on opposite foot as contact is made. 3. Swing racket or paddle low to high. 4. Coil and uncoil the trunk for preparation and execution of the striking action. 5. Follow through for completion of the striking action.</p> <p><u>Striking with Long Implements (Side-Arm Pattern)</u> 1. Bat up and back in preparation for the striking action. 2. Step forward on opposite foot as contact is made. 3. Coil and uncoil the trunk for preparation and execution of the striking action. 4. Swing the bat on the horizontal plane. 5. Wrist uncocks on follow-through for completion of the striking action.</p>



Course Name: Elementary School Physical Education

Unit Name	Non-Locomotor (Gymnastics and Dance) - Upper Elementary
Content <i>(Topics Covered)</i>	Dance: Movement concepts (levels, shapes, extensions, pathways, force, time and flow) Gymnastics: muscular tensions extensions (mule kick, cartwheel, handstand, etc.) curling stretching twisting weight transfer rolling (Log roll, forward roll, etc.)
Time to teach	4 lessons for 45 minutes per lesson
Essential Questions <i>(What you teach)</i>	What are 3 different ways you can move your body? What sports or activities is it important to transfer your weight? What is muscular tension? What are some activities you can do that demonstrates muscular extensions?
Unit Objectives <i>(What will students know and be able to do)</i>	<u>Dance:</u> 3rd: Students will perform teacher-selected and developmentally appropriate dance steps and movement patterns. Students will combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. Students will combine balance and weight transfers with movement concepts to create and perform a dance. 4th: Students will combine locomotor movement patterns and dance steps to create and perform an original dance. Students will combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. <u>Gymnastics:</u> 3rd: Students will balance on different bases of support, demonstrating muscular tension and extensions of free body parts. Students will transfer weight from feet to hands for momentary weight support.

	<p>Students will apply the skill of weight transfer while rolling.</p> <p>Students will move into and out of gymnastics balance with curling, twisting, and stretching actions.</p> <p>4th:</p> <p>Students will be able to balance on different bases of support on apparatus, demonstrating levels and shapes.</p> <p>Students will be able to transfer weight from feet to hands varying speed and using large extensions (mule kicks, hand stands, cartwheels).</p> <p>Students will be able to apply the skill of weight transfer while rolling.</p> <p>Students will be able to move into and out of balances on apparatus with curling, twisting, and stretching.</p> <p>Students will be able to combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.</p>
<p>Learning Standards <i>(National Standards)</i></p>	<p><u>Dance:</u></p> <p>S1.E5.3 S1.E5.4 S1.E11.3 S1.E11.4 S1.E12.3</p> <p><u>Gymnastics:</u></p> <p>S1.E7.3 S1.E7.4 S1.E8.3 S1.E8.4 S1.E9.3 S1.E9.4 S1.E10.3 S1.E10.4 S1.E12.4</p>
<p>Lessons/ Activities <i>(Required)</i></p>	<p>Week 1: Dance/Creative Movement</p> <p>Week 2: Dance/ Creative Movement</p> <p>Week 3: Gymnastics</p> <p>Week 4: Gymnastics</p>
<p>Assessments <i>(Required Common Assessments)</i></p>	