

Department of Teaching & Learning
3rd-5th Grade Physical Education Curriculum Guide

First Nine Weeks				
Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p>COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: LOCOMOTOR</p> <p>MS.1 Hop (one foot), gallop, slide, skip</p> <p>MS 1.3 Combines at least two locomotor skills with smooth transition. (3)</p> <p>MS.1.4 Uses various locomotor skills in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. (4)</p> <p>MS.1.5 Combines traveling with manipulative skills. (5)</p>	<p>Transition Manipulative Skills Locomotor</p>	<p>Who wants to demonstrate the skill of traveling with manipulative skills?</p> <p>Explain what you did.</p> <p>What locomotor skills helped you be most successful in our game?</p> <p>Which is the most difficult locomotor skill for you? Why?</p>	<p>Quickly recognizes skills needed to perform locomotor skills.</p> <p>Transitions get smoother as game unfolds.</p> <p>Manipulative skills are added and practiced.</p>	

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<p>MS.2 Jog, run</p> <p>MS.2.3 Travels showing differentiation of speeds (e.g., Increase/decrease speed as moving). (3)</p> <p>MS.2.4 Uses appropriate speed in chase, flee, and dodge activities. (4)</p> <p>MS.2.5 Uses appropriate pacing to run a variety of distances (5)</p>	<p>Speed Changes</p> <p>Chase</p> <p>Flee</p> <p>Dodge</p> <p>Sprint</p> <p>Pace</p> <p>Endurance</p>	<p>What does pace mean?</p> <p>What type of run requires good pacing?</p> <p>Do you pace when you sprint?</p> <p>What if you never changed speeds in our game?</p>	<p>Students learn the value of pacing in long distance running.</p> <p>Students recognize the benefits of changing speeds.</p>	

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<p>MS.3 Jump & land for distance (horizontal)</p> <p>MS.3.3a Leaps using a mature pattern.* MS.3.3b Jumps and lands using a mature pattern* of one and two foot takeoffs and landings (e.g., 2-2, 1-2, 2-1; hopscotch, dance, gymnastics). (3)</p> <p>MS.3.4 Combines jumping and landing with traveling (e.g., running and leaping). (4)</p> <p>MS.3.5 Applies jumping and landing to a variety of activities (e.g., small-sided games/practice tasks, dance, and/or educational gymnastics experiences). (5)</p>	<p>Jump</p> <p>Hop</p> <p>Landing</p> <p>Balance</p> <p>Horizontal</p> <p>Leap</p> <p>Force</p>	<p>What locomotor skills are you combining to do our activity?</p> <p>What do you need to do in order to make a safe landing?</p> <p>When do you need the most balance?</p>	<p>Students learn to combine other locomotor skills with jumping to create a variety of jumps (distance, horizontal)</p> <p>Students learn the importance of landing properly.</p> <p>Students see how balance and force relate to jumping.</p>	

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<p>MS.4 Jump & land for height (vertical)</p> <p>MS.4.3 Jumps using a mature pattern.* (3)</p> <p>MS. 4.4 Combines traveling with jumping and landing. (4)</p> <p>MS.4.5 Applies jumping and landing to a variety of activities (e.g., small-sided games/practice tasks, dance, and educational gymnastics experiences). (5)</p>	<p>Jump Force Landing Control Balance Vertical Momentum</p>	<p>Who can tell us the meaning of the word vertical?</p> <p>What sports involve vertical jumping?</p> <p>Tell us why jumping is such a good exercise?</p>	<p>Students perform vertical jumps in game and activity.</p> <p>Students learn how running prior to the jump adds momentum and jumps are higher.</p> <p>Students learn the demands and the benefits of jumping as a good exercise for their bodies.</p>	

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<p>SUBCOMPONENT: DANCE/RHYTHMIC ACTIVITIES</p> <p>MS.5 Dance</p> <p>MS.5.3 Performs a simple teacher and/or student-designed rhythmic activity. (3)</p> <p>MS.5.4 Performs a cultural dance on beat with correct pattern. (4)</p> <p>MS.5.5 Creates and performs dances on beat with correct pattern (5)</p>	<p>Rhythm</p> <p>Pattern</p> <p>Beat</p>	<p>What does rhythm have to do with your dance?</p> <p>What do you need to do in order to keep up as the dance progresses?</p> <p>How many patterns were in our dances?</p> <p>When you mess up, what should you do?</p>	<p>Students learn the various patterns involved with the dance.</p> <p>Students learn how counting to the beat helps them stay together.</p> <p>Students see how music with activity makes exercise more fun.</p> <p>Students learn that the rhythm determines the flow of the dance.</p>	

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<p>SUBCOMPONENT: NONLOCOMOTOR OR EDUCATIONAL GYMNASTICS</p> <p>MS.6 Balance</p> <p>MS.6.3a Maintains stillness on various bases of support demonstrating muscular tension and extensions of free body parts.</p> <p>MS.6.3b Balances in an inverted position with stillness and supportive base. (3)</p> <p>MS.6.4 Balances with a partner demonstrating counterbalance, muscular tension, and extension of free body parts. (4)</p> <p>MS.6.5 Designs and performs a balance sequence with varying bases of support, body shapes, and levels. (5)</p>	<p>Balance</p> <p>Muscular Tension</p> <p>Extend</p> <p>Counter Balance</p> <p>Base</p>	<p>What if your base is too narrow?</p> <p>As you extend your legs, what happens to your balance?</p> <p>What is muscular tension?</p> <p>Who can name some sports and give examples of balance being very important in order to achieve success in that sport?</p>	<p>Students see how width of base determines success in demonstrating balance.</p> <p>Students discover that speed is a factor in moving to positions requiring balance.</p> <p>Students learn how muscular tension relates to balance.</p>	

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<p>MKA.5 Movement Principles (base of support, muscle tension, ready position)</p> <p>MKA.5.3a Recognizes the need for ready position.</p> <p>MKA.5.3b Applies concept of ready position to increase stability and prepare for movement. (3)</p> <p>MKA.5.4a Explains how movement principles are used in a variety of dance and/or educational gymnastic experiences.</p> <p>MKA.5.4b Applies movement principles in a variety of dance and/or educational gymnastics experiences. (4)</p> <p>MKA.5.5a Analyzes and self-corrects movement principles.</p>	<p>Ready Position Base Muscular Tension Stability</p>	<p>Define ready position?</p> <p>How does ready position prepare you for movement?</p> <p>What is the purpose of the base when balancing?</p> <p>Why is muscular tension needed in the activities we did today?</p>	<p>Students understand purpose of ready position and can quickly demonstrate the ready position associated with various movements.</p> <p>Students learn the term muscular tension and how it relates to balance and movement.</p> <p>Students work towards stability and self correction in assigned activities.</p>	

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MKA.5.5b Applies movement principles in a variety of small-sided games/practice tasks. (5)				
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<p>SUBCOMPONENT: ANALYSIS & STRATEGIES</p> <p>MKA.6 Performance Cues</p> <p>MKA.6.3 Identifies errors of a skill. (3) MKA.6.4 Explains how to correctly perform a skill. (4) MKA.6.5 Analyzes and self-corrects skill performance. (5)</p>	<p>Self Correction</p> <p>Identify</p> <p>Analyze</p>	<p>What did you just do right in the skill we just practiced?</p> <p>What do you need to fix or work on to make your skill better?</p> <p>What do you need to focus on when trying to make your skill better?</p>	<p>Students will identify and analyze strengths and weaknesses in various skills.</p> <p>Students will adjust and change and practice doing their skill applying their self correction cues.</p>	

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<p>MKA.7 Simple Strategies</p> <p>MKA.7.3 Recognizes a variety of simple strategies in game-like activities. (3)</p> <p>MKA.7.4 Designs and implements simple strategies in game-like activities. (4)</p> <p>MKA.7.5 Analyzes and modifies simple strategies in game-like activities (5)</p>	<p>Strategies</p> <p>Offense</p> <p>Defense</p>	<p>What is a strategy?</p> <p>How did you use various strategies in our game?</p> <p>What were some offensive strategies in our game?</p> <p>When did you use defensive strategies in our game?</p>	<p>Students used a variety of strategies in our game.</p> <p>Students identified and incorporated various strategies to achieve success in our game.</p>	

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<p>COMPONENT 3: FITNESS & PHYSICAL ACTIVITY (FPA) SUBCOMPONENT: Fitness Knowledge</p> <p>FPA.1 Health-related Fitness</p> <p>FPA.1.3 Describes the physiological indicators that accompany moderate to vigorous physical activity. (3)</p> <p>FPA.1.4 Identifies the components of health-related fitness. (4)</p> <p>FPA.1.5 Identifies and participates in activities specific to each component of health-related fitness. (5)</p>	<p>Components of Fitness –</p> <p>Aerobic Activities</p> <p>Vigorous</p> <p>Physiological Indicators – sweating Increase in heart rate Increase in breathing Increase in temperature Red face</p>	<p>How does aerobic exercise strengthen the heart?</p> <p>Who can name some good aerobic exercises or activities?</p> <p>What is the difference in moderate and vigorous?</p>	<p>Students understand that heavy breathing and increased heart rate during aerobic activities are good for the heart and the entire cardiovascular system.</p> <p>Students learn that heart strengthening activities can be challenging, demanding and fun at the same time.</p> <p>Students can identify components of health related fitness. (below)</p> <p>Cardiovascular Endurance</p> <p>Muscular Strength and Muscular Endurance, Flexibility, Body Composition</p>	

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<p>SUBCOMPONENT: PHYSICAL ACTIVITY & KNOWLEDGE</p> <p>FPA.2 Physical Activity</p> <p>FPA.2.3 Recognizes the benefits of physical activity that contribute to a healthy lifestyle. (3)</p> <p>FPA.2.4 Analyzes opportunities in the community for physical activity. (4)</p> <p>FPA.2.5 Creates a personal plan for physical activity. (5)</p>	<p>Personal Responsibility</p> <p>Self discipline</p> <p>Healthy Lifestyle</p> <p>Benefits of a Healthy Lifestyle</p>	<p>Who is ultimately responsible for taking care of your body?</p> <p>What are some good choices you can make each day to help you maintain a healthy lifestyle?</p> <p>What would happen if you only exercise once a week?</p>	<p>Students recognize the importance of a healthy lifestyle.</p> <p>Students learn things they can do to maintain a healthy lifestyle.</p> <p>Students understand personal choices and responsibility in maintaining a healthy lifestyle.</p>	

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<p>COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL RESPONSIBILITY</p> <p>PSR.1 Personal Responsibility</p> <p>PSR.1.3 Works independently and stays on-task. (3)</p> <p>PSR.1.4a Exhibits responsible behavior in group settings. (4)</p> <p>PSR.1.4b Reflects on personal behavior in group settings. (4)</p> <p>PSR.1.5 Exhibits respect for self and others with appropriate behavior while engaging in physical activity. (5)</p>	<p>Personal Responsibility</p> <p>Self Control</p> <p>Respect</p>	<p>What does personal responsibility mean to you?</p> <p>What are some ways you show respect in PE?</p> <p>How does your behavior affect the flow of our class?</p> <p>Why do you need to practice self control in PE?</p> <p>Describe your feeling when you make good choices? Bad choices?</p>	<p>Students know that they are responsible for their behavior.</p> <p>Students know that we can do more fun activities when they show respect and use self-control.</p> <p>Students identify appropriate and inappropriate behaviors in PE.</p>	

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<p>MS.7 Weight Transfer & Rolling (OPTIONAL)</p> <p>MS.7.3a Transfers weight from feet to hands for momentary weight support. MS.7.3b Rolls forward and sideways using tight muscles and proper body alignment. (3)</p> <p>MS.7.4a Uses transfers of weight or rolling as a transitional movement in a sequence.</p> <p>MS.7.4b Performs a forward roll or shoulder roll using momentum to come to a standing position. (4)</p> <p>MS.7.5 Transfers weight from feet to hands using body extensions (e.g. scissor kick, handstand, cartwheel) (5)</p>	<p>Transfer Momentary Alignment Sequence</p>	<p>What happens if you do not keep your muscles tight when rolling?</p> <p>Why is rolling referred to as a sequence?</p> <p>Who can tell us what transferring you weight means?</p>	<p>Students learn through practicing, how weight transfer is needed in rolling.</p> <p>Students learn to keep muscles tight when rolling.</p> <p>Students learn about transitioning movement to create a sequence.</p>	

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<p>MS.8 Combinations (OPTIONAL)</p> <p>MS.8.3 Performs a 3-part sequence of balance-weight transfer/roll/balance. (3)</p> <p>MS.8.4 Combines traveling, balance and weight transfers/rolls to create and perform an educational gymnastics sequence. (4)</p> <p>MS.8.5 Combines traveling, balance, weight transfers/rolls, and movement concepts to create and perform an individual or partner educational gymnastics sequence (5)</p>	<p>Balance</p> <p>Weight Transfer</p> <p>Sequence</p> <p>Balance</p> <p>Create</p>	<p>A sequence is made up of how many parts?</p> <p>Who can name some of the parts of your sequence?</p> <p>Who wants to demonstrate the sequence that you and your partner created?</p>	<p>Students will understand the components of a sequence.</p> <p>Students will combine parts to create their own sequence.</p>	

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<p>SUBCOMPONENT: MANIPULATIVE SKILLS</p> <p>MS.9 Underhand Throw</p> <p>MS.9.3a Rolls a ball using a mature pattern.*</p> <p>MS.9.3b Throws underhand to a partner or target with appropriate force. (3)</p> <p>MS.9.4 Throws underhand to a partner or target with accuracy. (4)</p> <p>MS.9.5 Applies underhand throwing to a variety of partner or small-sided games/practice tasks (5)</p>	<p>Roll</p> <p>Underhand</p> <p>Accuracy</p> <p>Focus</p> <p>Appropriate Force</p>	<p>Who can tell us the cues for the underhand throw?</p> <p>What is appropriate force?</p> <p>How can you improve your accuracy?</p>	<p>Students will know the cues for the underhand throw.</p> <p>Students learn to use appropriate force with different targets and distances.</p> <p>Students strive to focus and practice to improve accuracy.</p>	

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<p>MS.10 Overhand Throw</p> <p>MS.10.3 Throws overhand for distance or force demonstrating side to target, arm back, and stepping with opposition. (3)</p> <p>MS.10.4 Throws overhand to a partner or target with accuracy. (4)</p> <p>MS.10.5 Throws overhand using a mature pattern.* (5)</p>	<p>Opposition Force Control</p>	<p>Who can name the cues for the Overhand Throw?</p> <p>What is opposition?</p> <p>What generates speed?</p> <p>How important is accuracy and control? Why?</p>	<p>Students will know the cues needed to make successful overhand throws.</p> <p>Students see the correlation between force and speed of the ball.</p> <p>Students strive for accuracy when throwing.</p>	

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<p>MS.11 Catching</p> <p>MS.11.3 Catches overhand (at or above chest) using a mature pattern* (from partner). (3)</p> <p>MS.11.4 Catches an object at various levels and locations around the body (from partner). (4)</p> <p>MS.11.5 Applies catching on the move to a variety of partner or small-sided games/practice tasks. (5)</p>	<p>Ready position</p> <p>Focus on Object</p> <p>Tracking</p>	<p>What direction should palms face when catching a ball above your chest?</p> <p>What direction should your fingers point when catching a ball below your waist.</p> <p>What happens if you don't track the ball?</p>	<p>Students understand cues and concepts of catching.</p> <p>Students gain confidence and improve due to practice during class.</p> <p>Students see how good catching skills help them succeed in game we played.</p>	

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<p>MS.12 Passing & Receiving with Implements</p> <p>MS.12.4 Passing and receiving with a partner while stationary with appropriate force. (3)</p> <p>MS.12.4 Passing and receiving with a partner while stationary with accuracy. (4)</p> <p>MS.12.5 Passing and receiving with a partner while on the move.(5)</p>	<p>Implement</p> <p>Appropriate Force</p> <p>Stationary</p> <p>Tracking</p> <p>Lead</p>	<p>How did the implement help you?</p> <p>Did you need to adjust your force? Why and what did you do?</p> <p>Did your accuracy improve with more throws?</p> <p>What challenges do you encounter as our lesson unfolded?</p>	<p>Students learn to adapt and adjust their throws depending on partner and distance.</p> <p>Students know tracking is vital to success.</p> <p>Students learn to lead partner when throwing to a partner who is moving.</p> <p>Students learn how use of force can add to or take away from accuracy.</p>	

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<p>SUBCOMPONENT: ACCEPTING FEEDBACK</p> <p>PSR.2 Feedback</p> <p>PSR.2.3 Implements specific teacher feedback. (3)</p> <p>PSR.2.4 Listens respectfully to corrective feedback from teachers and peers. (4)</p> <p>PSR.2.5 Provides corrective feedback respectfully to peers. (5)</p>	<p>Active Listening Respect Feedback Respond</p>	<p>What should your response be when a teacher offers you help or correction?</p> <p>How do you show respect when receiving feedback?</p> <p>What are some appropriate ways that you can offer feedback or help to your classmates?</p>	<p>Students are taught the purpose of teacher feedback and what is the appropriate response?</p> <p>Students understand the purpose of teacher feedback.</p> <p>Students learn to give each other feedback with respect.</p>	

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<p>SUBCOMPONENT: COOPERATION</p> <p>PSR.3 Working with others</p> <p>PSR.3.3 Resolves conflict in socially acceptable ways. (3)</p> <p>PSR.3.4 Interacts positively with others regardless of personal differences. (4)</p> <p>PSR.3.5 Encourages the movement performance of others. (5)</p>	<p>Share</p> <p>Conflict</p> <p>Cooperate</p> <p>Self Control</p> <p>Kindness</p> <p>Resolve</p>	<p>What are some ways you can help resolve conflicts?</p> <p>What does it mean to be selfish?</p> <p>What if no one shared in any way in PE? Would PE be fun?</p> <p>Define Cooperate</p>	<p>Students realize that unselfish and kind behavior make school better.</p> <p>Students communicate characteristics needed for cooperative behavior.</p> <p>Students know that interacting in a positive way with others makes everyone feel better and school is more fun.</p>	

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<p>SUBCOMPONENT: PROCEDURES & RULES</p> <p>PSR.4 Procedures & Rules</p> <p>PSR.4.3 Encourages others to follow procedures and rules to provide a productive learning environment. (3)</p> <p>PSR.4.4 Adheres to specific rules to promote fair play in small-sided games. (4)</p> <p>PSR.4.5 Critiques the rules of various activities (5)</p>	<p>Rules</p> <p>Procedures</p> <p>Productive Learning Environment</p> <p>Adhere</p> <p>Critique</p>	<p>Why should we work together to follow the rules and procedures in PE?</p> <p>What if there were no rules in PE?</p> <p>What if there were no rules in the games we play?</p> <p>What are some consequences of not following the rules in PE?</p>	<p>Students know that rules and procedures are necessary for a productive learning environment.</p> <p>Students know that most rules are for their safety.</p> <p>Students interact and share opinions and suggestions to make rules better.</p>	

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<p>SUBCOMPONENT: SAFETY</p> <p>PSR.5 Safety</p> <p>PSR.5.3 Recognizes potential safety issues for self and others. (3)</p> <p>PSR.5.4 Applies safety principles in all physical activities. (4)</p> <p>PSR.5.5 Applies safety principles in all physical activities. (5)</p>	<p>Safety Respect Self Control</p>	<p>Why do we need so many rules?</p> <p>How do rules help us?</p> <p>Why should you follow the rules?</p> <p>Who likes to get hurt?</p>	<p>Students are taught the importance of rules and following the rules for safety.</p> <p>Students recognize the choices they make in following the rules.</p> <p>Students know to respect the rules and how to safely use our equipment.</p>	

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<p>COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) SUBCOMPONENT: APPRECIATION</p> <p>VPA.1 Appreciation</p> <p>VPA.1.3 Reflects on reasons for participation in specific physical activities outside of physical education class. (3)</p> <p>VPA.1.4 Ranks different physical activities based on personal preference (4).</p> <p>VPA.1.5 Evaluates other opportunities for physical activity based on personal preferences. (5)</p>	<p>Responsibility</p> <p>Appreciation</p> <p>Positive</p>	<p>How do you feel after some fun physical activity?</p> <p>Do you want to do it again?</p> <p>What makes it fun?</p> <p>How is it good for you?</p>	<p>Students relate good feelings with fun activities.</p> <p>Students want to continue and do more activities.</p> <p>Students learn it is their responsibility to stay active.</p> <p>Students are made aware of other options in the community where they can be involved, learn more, improve and be active.</p>	

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<p>SUBCOMPONENT: CHALLENGE</p> <p>VPA.2 Challenge</p> <p>VPA.2.3 Identifies personal strengths and weaknesses in physical activities. (3)</p> <p>VPA.2.4 Discusses the challenge that comes from learning a new physical activity. (4)</p> <p>VPA.2.5 Creates a plan to overcome a physical activity challenge. (5)</p>	<p>Strengths</p> <p>Weaknesses</p> <p>Challenges</p>	<p>What do challenges do for You?</p> <p>What if the challenge is hard?</p> <p>How do you feel after you have conquered a challenge?</p> <p>Is it ok to be scared?</p>	<p>Students learn how challenges are good for us and help us grow and get better.</p> <p>Students learn that it is ok to be afraid but encouraged to always try.</p> <p>Students learn it is ok to fail but the key is to keep trying.</p> <p>Students learn not to quit just because it is hard.</p> <p>Students offer suggestions to help other students overcome a challenge.</p>	

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<p>MS.13 Dribbling with hands</p> <p>MS.13.3 Dribbles with preferred hand while jogging with control of the ball and body. (3)</p> <p>MS.13.4a Dribbles with preferred hand using mature pattern while jogging.</p> <p>MS.13.4b Dribbles while increasing and decreasing speeds. (4)</p> <p>MS.13.5 Combines dribbling and passing skills. (5)</p>	<p>Dribble</p> <p>Finger Pads</p> <p>Preferred Hand</p> <p>Eyes Up</p>	<p>What part of you hand never touches the ball?</p> <p>What does preferred hand mean?</p> <p>Why do your eyes need to be up when dribbling?</p> <p>What is the appropriate force needed in dribbling?</p>	<p>Students will know the cues for dribbling.</p> <p>Students will aim to have eyes up and off of ball when dribbling.</p> <p>Students will use finger pads and not palm when dribbling.</p> <p>Students are introduced to dribbling while jogging, speed changes and passing.</p>	

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<p>MS.14 Dribbling with feet</p> <p>MS.14.3 Dribbles with feet while jogging, keeping control of the ball and body. (3)</p> <p>MS.14.4a Dribbles with feet using mature pattern while jogging.</p> <p>MS.14.4b Dribbles with feet while increasing and decreasing speeds. (4)</p> <p>MS.14.5 Combines dribbling with feet and passing skills. (5)</p>	<p>Control</p> <p>Taps</p> <p>Inside of Foot</p> <p>Force</p> <p>Eyes UP</p>	<p>In learning to dribble while moving, is speed or control more important?</p> <p>Where should the ball be when dribbling?</p> <p>What is another way to move the ball down the field?</p>	<p>Students know to keep the ball close when dribbling.</p> <p>Students know that lots of taps and control of the ball is very important.</p> <p>Students learn how speed can alter control.</p> <p>Students practice dribbling and leading partner when passing.</p>	

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<p>MS.15 Kicking (force or distance)</p> <p>MS.15.3 Kicks a ball at intended levels with a running approach. (3)</p> <p>MS.15.4a Kicks a ball with a running approach for accuracy.</p> <p>MS.15.4b Kicks a moving ball with a running approach. (4)</p> <p>MS.15.5a Punts a ball using a mature pattern.*</p> <p>MS.15.5b Applies kicking to small-sided games/practice tasks. (5)</p>	<p>Accuracy</p> <p>Levels</p> <p>Approach</p> <p>Force</p> <p>Anticipate</p>	<p>What kind of force is needed when kicking for distance?</p> <p>What does running approach mean?</p> <p>How did you adjust your kicks to gain better accuracy?</p>	<p>Students understand more force is needed for longer kicks.</p> <p>Students learned controlled force helps achieve accuracy.</p> <p>Students learn to move more and anticipate as they kick a moving ball. Students use speed changes.</p>	

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<p>MS.16 Passing & Receiving with Feet</p> <p>MS.16.3 Passes and receives a ball with the insides of the feet to a stationary partner, "giving" on reception. (3)</p> <p>MS.16.4 Passes and receives the ball with the insides/outside of the feet to a moving partner. (4)</p> <p>MS.16.5 Combine passing and receiving the ball with foot dribbling. (5)</p>	<p>Passing</p> <p>Receiving</p> <p>Leading</p> <p>Inside of Foot</p> <p>Outside of Foot</p>	<p>Why should you lead your partner when passing?</p> <p>What two parts of the feet should you use when passing?</p> <p>What is the purpose of passing?</p> <p>Which do you like better, passing or dribbling and Why?</p>	<p>Students experience passing to a stationary partner as well as a moving partner.</p> <p>Students learn to anticipate and lead their partner when passing on the move.</p> <p>Students will know to use the inside and outside part of foot when passing.</p> <p>Some students will combine dribbling and passing.</p>	

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p>MS.17 Striking with hand(s)</p> <p>MS.17.3 Strikes an object with underhand or sidearm pattern over a net/line, to the wall, or to a partner. (3)</p> <p>MS.17.4a Strikes an object in partner or small-sided practice tasks.</p> <p>MS.17.4b Overhead volleys a ball with two hands, body positioned under the ball, and contact made with finger pads sending it upward. (4)</p> <p>MS.17.5 Overhead volleys a ball using a mature pattern. (5)</p>	<p>Striking</p> <p>Underhand</p> <p>Sidearm</p> <p>Volley</p> <p>Overhead volley or Set</p> <p>Finger Pads</p>	<p>What do you need to do in order to be more consistent at striking?</p> <p>Was the challenge of using the net in striking helpful or not? Why?</p> <p>What are the cues for the overhead volley or set?</p> <p>What part of your hand touches the ball when doing an overhead volley?</p>	<p>Students know the cues of striking and volleying.</p> <p>Students are challenged and improve in their striking skills as class progresses.</p> <p>Students are introduced to the overhead volley and given time to practice and improve.</p>	

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p>MS.18 Striking, short implement</p> <p>MS.18.3 Strikes an object with a short-handled implement sending it forward using an underhand pattern with accuracy. (3)</p> <p>MS.18.4 Strikes an object with a short-handled implement sending it forward using a forehand pattern with side to target and implement back in preparation. (4)</p> <p>MS.18.5 Consecutively strikes a ball with a short-handled implement against a wall using a mature forehand pattern.* (5)</p>	<p>Accuracy</p> <p>Striking</p> <p>Implement</p> <p>Underhand</p> <p>Forehand</p> <p>Grip</p>	<p>Why is it important that you have a proper grip on the implement?</p> <p>What are the cues for the forehand strike?</p> <p>How does being accurate help you when striking in a game?</p>	<p>Students understand the cues for the underhand and forehand strike.</p> <p>Students learn the importance of the proper grip.</p> <p>Students learn the forehand pattern.</p> <p>Students improve in accuracy with practice during class time.</p>	

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p>MS.19 Striking, long implement</p> <p>MS.19.3 Strikes an object with a long-handled implement (e.g., bat, hockey stick, golf club) sending it forward and using proper grip. (3)</p> <p>MS.19.4 Strikes an object with a long-handled implement (e.g., bat, hockey stick, golf club) with proper grip, body orientation, and swing plane. (4)</p> <p>MS.19.5 Demonstrates a mature pattern* using a long-handled implement. (5)</p>	<p>Grip Safety Self Control Focus Strike Swing</p>	<p>Who can show us the proper grip that we used today?</p> <p>Why do we need to always have a good grip on our implement?</p> <p>What are the cues for addressing and striking a golf ball?</p> <p>Where should your eyes be when getting ready to strike a ball or puck?</p>	<p>Students learn about and demonstrate the proper grip.</p> <p>Students know the safety rules when using long handled implements.</p> <p>Students know the cues for addressing and striking a golf ball.</p> <p>Students learn by practicing striking the balls all throughout the class.</p>	

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p>MS.20 Jumping Rope</p> <p>MS.20.3a Performs intermediate jump rope skills for both short and long ropes.</p> <p>MS.20.3b Turns a long rope correctly. (3)</p> <p>MS.20.4 Performs a simple jump rope routine with short or long rope. (4)</p> <p>MS.20.5 Creates and performs a jump rope routine with a partner using a short or long rope. (5)</p>	<p>Jump</p> <p>Short Ropes</p> <p>Long Ropes</p> <p>Rhythm</p> <p>Turning the Rope</p> <p>Cardiovascular</p>	<p>What does rhythm have to do with jumping rope?</p> <p>Do you use rhythm when you turn the rope?</p> <p>What kind of exercise is jumping rope?</p> <p>What were things you and your partner had to do in order to create your routine?</p>	<p>Students learn how to jump using short and long ropes,</p> <p>Students learn the role of rhythm in jumping rope and turning a rope.</p> <p>Students learn to work together in creating their own routine.</p>	

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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p>COMPONENT 2: MOVEMENT KNOWLEDGE & APPLICATION (MKA) SUBCOMPONENT: MOVEMENT CONCEPTS (a: verbal or written; b & c: performance)</p> <p>MKA.1 Space Awareness (location)</p> <p>MKA.1.3a Recognizes the concept of open space.</p> <p>MKA.1.3b Applies the concept of open space while moving. (3)</p> <p>MKA.1.4a Compares and contrasts open and closed spaces.</p> <p>MKA.1.4b Applies the concept of open space to combination skills (e.g., traveling and dribbling). (4)</p> <p>MKA.1.5a Analyzes the use of open</p>	<p>Open/General Space</p> <p>Personal space</p> <p>Self Control</p> <p>Compare</p> <p>Contrast</p> <p>Analyze</p>	<p>Who can tell me what personal and general space is?</p> <p>What things do you focus on when moving through general space?</p> <p>In our game, how did your choices in movement help you succeed in general space.</p> <p>What if there were no rules as everyone moved through open space?</p>	<p>Students understand the concepts of personal and open space.</p> <p>Students compare and contrast open and closed spaces.</p> <p>Students show ability to navigate safely through open space using a variety of movements.</p>	

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space in a movement activity. MKA.1.5b Applies the concept of open space to small-sided games/practice tasks, dance, and/or educational gymnastics experiences. (5)				
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<p>MKA.2 Space Awareness (pathways, levels, directions)</p> <p>MKA.2.3a Recognizes clockwise and counterclockwise directions.</p> <p>MKA.2.3b Combines levels, directions, and pathways into simple travel, dance, and gymnastic sequences. (3)</p> <p>MKA.2.4a Compares and contrasts use of pathways, levels, and directions.</p> <p>MKA.2.4b Uses pathways, levels, and directions in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. (4)</p> <p>MKA.2.5a Analyzes the use of pathways, levels,</p>	<p>Clockwise</p> <p>Counter clockwise</p> <p>Levels</p> <p>Pathways</p> <p>Compare</p> <p>Contrast</p> <p>Analyze</p>	<p>Who can name the three levels and demonstrate those levels?</p> <p>What pathways did you use in our game?</p> <p>What if all of our pathways were only curved lines?</p> <p>In our game, what would happen if you did not know your directions?</p> <p>In life, what would happen if you did not know your directions?</p>	<p>Students show throughout the game, their knowledge of levels, pathways and directions.</p> <p>Students combine levels, pathways and directions to create a sequence using simple movements.</p> <p>Students verbally respond with correct answers when comparing and contrasting pathways, levels and directions.</p>	

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and directions in movement activity. MKA.2.5b Combines pathways, levels, and directions in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. (5)				
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Standards	Vocabulary	Guiding Questions	Learning Outcomes	Resources
<p>MKA.3 Effort: speed and force</p> <p>MKA.3.3a Recognizes the need for varied speeds and forces within movement.</p> <p>MKA.3.3b Applies speeds or forces with throwing and kicking. (3)</p> <p>MKA.3.4a Compares and contrasts use of speeds and forces within movement.</p> <p>MKA.3.4b Uses speeds and forces in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. (4)</p> <p>MKA.3.5a Analyzes the use of speeds and forces in movement.</p> <p>MKA.3.5b Combines speeds and forces in a variety of small-sided games/practice tasks, dance,</p>	<p>Speed</p> <p>Force</p> <p>Effort</p>	<p>Why is it important in this activity to know when to change speeds?</p> <p>What happens to the ball when you use more force?</p> <p>What does effort mean?</p> <p>How do speed changes and force changes help you when playing soccer?</p>	<p>Recognizes the need for various speeds and forces and demonstrates that knowledge throughout activity.</p> <p>Students are able to compare and contrast and analyze the use of speeds and forces in movement.</p>	

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and/or educational gymnastics experiences. (5)				
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<p>MKA.4 Relationships (body shapes, with objects, with people)</p> <p>MKA.4.3a Differentiates relationships with people (mirror/matching, leading/following). MKA.4.3b Demonstrates relationships with people (mirror/matching, leading/following). (3) MKA.4.4a Compares and contrasts relationships in movement. MKA.4.4.b Uses relationships in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. (4) MKA.4.5a Analyzes relationships in movement. MKA.4.5b</p>	<p>Relationships</p> <p>Leading</p> <p>Following</p> <p>Cooperating</p>	<p>What did you do in our activity that enabled you to be a good follower?</p> <p>Raise your hand if you can tell me one quality or attribute of a good leader.</p> <p>Why is it important to be a good follower? A good leader?</p>	<p>Students are given time to practice and alternate being the leader and follower in the mirror activity.</p> <p>Students can verbalize what they were doing in that activity.</p> <p>Students share how they worked together and how relationships changed as they got new partners.</p>	

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Combines two or more relationships in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. (5)				
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