



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): Physical Education

COURSE/GRADE LEVEL(S): 4th and 5th grade

I. Course Overview

Physical Education is designed to develop students who define, demonstrate and value physically active lifestyles that include health and wellness, motor skills, social and emotional growth and independently demonstrate the knowledge and capability to problem solve and work collaboratively to respond ethically to diverse challenges in all aspects of their lives.

II. Units of Study

- Net Games
- Invasion Games
- Fielding Games
- Target Games
- Rhythm and Dance
- Physical Fitness and Conditioning
- Adventure Education

III. Essential Questions (The open-ended, provocative questions that help frame inquiry)

Adventure Education:

What types of behaviors display good sportsmanship?
(4th and 5th)

How are sportsmanship and cooperation related to team success? (5th grade)

What things does a team need to do in order to solve a problem cooperatively?
(4th and 5th)

What are the benefits and drawbacks to taking a risk? (4th and 5th)

What is the most effective way to get the most out of my teammates ? (5th grade)

Fielding Games

-What strategies can I use to get someone out? (4th and 5th)

-What strategies can I use to be an effective base runner? (4th and 5th)

-What steps do I need to take before I hit a pitched ball or a ball off the tee? (4th and 5th)

-What is the best way to position my team when we are in the field? (5th)



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-What is the most effective way to get the best results out of my teammates? (4th and 5th).

Invasion Games

-How should my team attack the defense and stop the offense? (4th and 5th)

-What is the most effective way to move with and without the object? (4th and 5th)

-Why is it important that we have positions?
(4th and 5th).

-What is the most effective way to get the best results out of my teammates? (5th)

Net Games

-What is the best strategy to get the object over the net? (4th and 5th)

-How do I call a point when I am serving?
(4th and 5th)

-What is the correct way to position myself and rotate? (4th and 5th)

--What is the most effective way to get the best results out of my teammates? (5th)

What is the best way to ensure everyone's safety (4th and 5th).

Physical Fitness and Conditioning

What does it mean to be physically fit?
(4th and 5th)

How do I improve my overall physical fitness?
(5th)

-What is the difference between my resting heart rate and active heart rate? (5th)

-What is the best way to check my pulse?
(4th and 5th)

-Why should I warm-up and cool down before and after an activity (4th and 5th).

Rhythm and Dance

-What does it mean to have rhythm when dancing (5th)

-What skills do I need to follow a dance routine and how do I use them in my dance? (4th and 5th)

Target Games

-What is the most effective way to hit the target? (4th and 5th)

-How do I coordinate my upper and lower body movements when trying to hit a target? (4th and 5th).

-Why is force so critical in trying to hit a target? (4th and 5th).

-What is the most effective way to protect a target (4th and 5th).



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-What is the best way to ensure my safety as well as everyone else's during a target activity? (4th and 5th).

IV. Learning Objectives

Adventure Education:

-Students will be able to communicate and formulate a plan with team members to apply offensive, defensive, and cooperative strategies.

-Students will be able to demonstrate good sportsmanship and safe behaviors while participating in cooperative games.

Fielding Games

-Students will be able to identify and/or execute the responsibilities of each team player and perform essential elements of movement skills.

Invasion Games

-Students will be able to identify and execute basic offensive and defensive strategies.

Net Games

-Students will be to identify and/or manipulate an object over the net in various ways.

-Students will be able to identify and execute fundamental concepts of scoring, rotation, and positioning.

Physical Fitness and Conditioning

-Students will be able to identify and perform physical fitness activities based their individual ability.

Rhythm and Dance

-Students will be able to demonstrate movement sequences individually using both technology and standard dance methods.

Target Games

-Students will be able to use appropriate body movements to manipulate, aim and show effective force to hit various sized and shaped targets.

V. Instructional Materials

Adventure Education

-Competing in a wide variety of adventure activities and problem solving activities that involve strategy, cooperation, communication, sportsmanship, and following the rules.

(Categories of activities

1. Cooperation
2. Team Building
3. Risk Taking

(4th and 5th)



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-Students will use a wide variety of equipment or no equipment at all for specific activities.
(4th and 5th)

Fielding Games

- Soft bats
- Variety of sized and weighted balls
- Tee or Cones
- Mats or bases
- Baselines (Taped)

Invasion Games

- Goals
- Variety of sizes and weighted balls
- Pucks
- Goggles
- Sticks and Implements
- Basketball Nets
- Scooters

Net Games

- Rackets
- Nets
- Beachball, deflated volleyball, shuttlecock, whiffleball, bouncy balls

Physical Fitness and Conditioning

- Participating in Fitness Related Warm-Ups that incorporate each area of physical fitness (4th and 5th)
- Checking pulse before and after activity (4th and 5th).
- Heart Rate Monitors (5th).
- FitnessGram physical fitness assessment tests (4th and 5th)

Rhythm and Dance

- Dance Dance Revolution Game on TV
- Just Dance Game on TV (Kinect for Xbox)
- Dance Dance Revolution Mats
- Audio CD's

Target Games

- Bowling Balls
- Bowling Pins and Standards
- Bowling Score Sheets
- Beanbags
- Pins
- Gator Skin Balls
- Soccer balls
- Hockey pucks
- Goggles
- Mats
- Fleece Balls



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VI. Key Performance and Benchmark Tasks

Adventure Education:

-Students will self-assess about what strategies worked and didn't work and why, while brainstorming about improvements.

-Value Contracts (students sign at beginning of year and assess if they have played hard, played fair, and played safe for each activity)

-Class reward chart based on value contracts.

-Students also create a journal after each adventure education activity

Fielding Games

-Students move in groups and as individuals to various positions on the floor.

-Skill Checklists (4th and 5th)

-Partner assessment (4th and 5th)

Invasion Games

-Students display positions and their jobs on the field or court (4th)

Students self-assess skills at various stations and go to stations they need the most practice at (4th and 5th).

-Skill Checklists (4th and 5th)

-Partner assessment (4th and 5th)

-Students pick one position of each of the invasion games. They must explain the following:

- 1: What I liked best about the position and why
- 2: What are the rules of the position (where can I go, and what can I do?).
- 3: Why is this position important?

Net Games

-Students self-assess skills at various stations and go to stations they need the most practice in. (4th and 5th)

-Skill Checklists (4th and 5th)

-Partner assessment (4th and 5th)

-Partner Skill Checklist:

-Students will get a list of the following and must visually work with partner to go step by step to show them how they perform the skill. Students must pretend that the partner has no prior knowledge. Partners alternate and must complete each skill on the sheet.

Physical Fitness and Conditioning

-Students track progress from beginning of the year until the end of the year by comparing two scores. (4th and 5th)

-Students heart rate is recorded in multiple months for comparison. (4th and 5th).



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-Fitness Checklists
(4th and 5th).

-Fitness Goal and Plan (5th)

Summative assessment:

-FitnessGram Assessment
-Fitness Skill Checklists
-Fitness Journals

Rhythm and Dance

- Dance Dance Revolution and Just Dance Now Scores
(4th and 5th)

-Jump Rope Routines
(5th)

Target Games

Bowling Score sheets

-Students self assess and take themselves out if they have thrown or kicked a ball that is not at the right level.

Summative assessment:

-Students must complete a made up bowling score sheet and fill in the scores for ten frames.

A list, copy and pasted directly from the curriculum unit documents, of **some** of the key performance and benchmark assessments used in each unit.