

# Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
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<p style="text-align: center;"><b>S E P T E M B E R</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement and performance</li> <li>5. Demonstrates competency at motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Exhibits the established protocols for class activities (Sep)</li> <li>• Actively engages in PE class (Sep)</li> <li>• Travels using low, medium, &amp; high levels (Sep)</li> <li>• Travels demonstrating relationships with objects (lines, cones, hoops) - over, under, around, through (Sep)</li> <li>• Differentiates between slow and fast speeds (Sep)</li> <li>• Maintains stillness on different bases of support with different body shapes (Sep)</li> </ul>	<ul style="list-style-type: none"> <li>• Sits pretzel-style in squads ready to listen to begin class</li> <li>• Uses &amp; responds to the high-5 signal (See K)</li> <li>• Tags gently</li> <li>• Keeps balance</li> <li>• Uses personal space both locomotive and non locomotive</li> <li>• Sits in TO's quietly when necessary</li> <li>• Extends squads correctly for safety</li> </ul>
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<p style="text-align: center;"><b>O C T O B E R</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement and performance</li> <li>5. Demonstrates competency at motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Works independently with others in a variety of groups (Oct)</li> <li>• Approaches a ball, kicking it, sending it forward, using 2/5 mature kicking skills (Oct)</li> <li>• Tap / dribbles a ball using the inside of the foot while walking in general space (Oct)</li> <li>• Catches various soft objects (Oct)</li> <li>• Catches balls thrown from self or skilled tosser (Oct)</li> <li>• Throws underhand using 2/5 elements of mature pattern (Oct)</li> <li>• Hops, gallops, jogs, &amp; slides using a mature pattern (Oct)</li> </ul>	<ul style="list-style-type: none"> <li>• ?'s &amp; answers</li> <li>• Repeats effort if unsuccessful</li> <li>• Uses emoticon chart to identify feelings</li> <li>• Partner /small group catch/throw</li> </ul>
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<p style="text-align: center;"><b>N O V E M B E R</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement and performance</li> <li>5. Demonstrates competency at motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Follows directions from teacher for safe participation without reminders (Nov)</li> <li>• Accepts personal responsibility by using equipment &amp; space appropriately (Nov)</li> <li>• Moves in personal and general space to a designated beat (Nov)</li> <li>• Transfers weight from one body part to another in dance / gymnastics in foxtrot (Nov)</li> <li>• Combines locomotor &amp; non locomotor skills in a teacher-designed dance - foxtrot (Nov)</li> </ul>	<ul style="list-style-type: none"> <li>• Commits to outside of class heart exercise to love your heart.</li> <li>• ?'s &amp; answers</li> <li>• Teacher observation / maintains balance</li> </ul>
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<b>D E C E M B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement and performance</li> <li>5. Demonstrates competency at motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Responds appropriately to feedback from teacher in basketball (Dec)</li> <li>• Discusses the benefits of being active and exercising / playing “stunt (wo)man” (Dec)</li> <li>• Dribbles continuously in personal space using dominant hand (Dec)</li> <li>• Demonstrates twisting, curling, bending and stretching actions while rolling (Dec)</li> </ul>	<p>Using lines, cones, &amp; hoops, demonstrate relationships to objects</p> <ul style="list-style-type: none"> <li>• Play “Weather Alert”</li> </ul>

<p style="text-align: center;"><b>J A N U A R Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement and performance</li> <li>5. Demonstrates competency at motor skills and movement patterns</li> </ol>	<p>Recognizes that challenge can lead to success in “Indy 500” (Jan)</p> <ul style="list-style-type: none"> <li>• Differentiates between a strong and a light force using scooter (Jan)</li> <li>• Rolls with either a narrow or curled body shape (Jan)</li> </ul>	<p>Self eval during warm-ups • Teacher observation / rolls</p>
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<b>F E B R U A R Y</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement and performance</li> <li>5. Demonstrates competency at motor skills and movement patterns</li> </ol>	<p>Identifies PA as necessary for good health (Feb)</p> <ul style="list-style-type: none"> <li>• Identifies the heart as a muscle that grows stronger with exercise / play</li> </ul> <p>and PA (Feb)</p> <ul style="list-style-type: none"> <li>• Strikes a ball with a paddle sending it upward (Feb)</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga poses / teacher observation</li> <li>• Stretches / teacher observation</li> <li>• Checklists</li> </ul>
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<p style="text-align: center;"><b>A P R I L</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement and performance</li> <li>5. Demonstrates competency at motor skills and movement patterns</li> </ol>	<p>Jumps in a horizontal plane using a two-foot take-off and landing with 2/5 critical elements of jumping (Apr)</p> <ul style="list-style-type: none"> <li>• Jumps in a vertical plane using a two-foot take-off and landing with 2/5 critical elements of jumping (Apr)</li> </ul>	<p>Jumping checklists</p>
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<p style="text-align: center;"><b>M A Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement and performance</li> <li>5. Demonstrates competency at motor skills and movement patterns</li> </ol>	<p>Jumps a single rope forward or backward consecutively (May) • Hops, gallops, jogs, &amp; slides using a mature pattern (May)</p> <ul style="list-style-type: none"> <li>• Discusses personal reasons why PA is enjoyable (May)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• ?'s &amp; A's</li> <li>• Participation rubric / field day</li> </ul>
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<p style="text-align: center;">S E P T E M B E R</p>	<ol style="list-style-type: none"> <li>1. Coopera- tion</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts and princi- ples of movement</li> <li>5. Demon- strates competen- cy in ma- nipulative skills</li> </ol>	<p>Works independently and safely in physical education (Sep)</p> <ul style="list-style-type: none"> <li>• Actively engages in phy ed class in response to instruction and practice (Sep)</li> <li>• Combines shapes, levels, and pathways into simple travel, dance and gymnastics sequences (Sep)</li> <li>• Dribbles with the feet in general space with control of ball and body (Sep)</li> <li>• Differentiates among twisting, curling, bending &amp; stretching actions (Sep)</li> <li>• Transfers weight from feet to different body parts/ bases of support for balance and/ or travel (Sep)</li> </ul>	<p>Works independently and safely in physical education (Sep)</p> <ul style="list-style-type: none"> <li>• Actively engages in phy ed class in response to instruction and practice (Sep)</li> <li>• Combines shapes, levels, and pathways into simple travel, dance and gymnastics sequences (Sep)</li> <li>• Dribbles with the feet in general space with control of ball and body (Sep)</li> <li>• Differentiates among twisting, curling, bending &amp; stretching actions (Sep)</li> <li>• Transfers weight from feet to different body parts/ bases of support for</li> </ul>
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		<ul style="list-style-type: none"><li>• Runs with a mature pattern (Sep)</li> <li>• Travels showing differentiation between jogging and sprinting (Sep)</li></ul>	<p>balance and/ or travel (Sep)</p> <ul style="list-style-type: none"><li>• Runs with a mature pattern (Sep)</li> <li>• Travels showing differentiation between jogging and sprinting (Sep)</li></ul>
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<p style="text-align: center;">O C T O B E R</p>	<ol style="list-style-type: none"> <li>1. Coopera- tion</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts and princi- ples of movement</li> <li>5. Demon- strates competen- cy in ma- nipulative skills</li> </ol>	<p>Practices skills with minimal teacher prompting (Oct)</p> <ul style="list-style-type: none"> <li>• Works independently with others in partner activities in soccer (Oct)</li> <li>• Uses a continuous running approach and kicks a moving ball, demonstrat- ing 3/5 critical elements of a mature pattern (Oct)</li> <li>• Throws underhand using a mature pattern (Oct)</li> <li>• Balances in an inverted position with stillness and supportive base in yoga &amp; stretching (Oct)</li> <li>• Balances on different bases of support, combining levels and shapes in yoga (Oct)</li> </ul>	<ul style="list-style-type: none"> <li>• Recap</li> <li>• ?'s &amp; A's</li> <li>• Checklists</li> <li>• Teacher observation</li> <li>• oral report</li> <li>• interview</li> <li>• Gage / rating scale for nutri- tion</li> </ul>
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<b>N O V E M B E R</b>	1. Coopera- tion	<ul style="list-style-type: none"> <li>• Accepts responsibility for class protocols with behavior and performance actions (Nov)</li> <li>• Varies time and force with gradual increases and decreases during “weather alert” (Nov)</li> <li>• Combines balances and transfers into a 3-part sequence (dance, gymnastics) in foxtrot (Nov)</li> <li>• Performs a rhythmic activity with correct response to simple rhythms like foxtrot (Nov)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• ?'s &amp; A's</li> <li>• Name PA's</li> <li>• Discussion</li> </ul>
	2. Values Physical Activity		
	3. Fitness		
	4. Knows concepts and princi- ples of movement		
	5. Demon- strates competen- cy in ma- nipulative skills		

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<p style="text-align: center;"><b>J A N U A R Y</b></p>	<ol style="list-style-type: none"> <li>1. Coopera- tion</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts and princi- ples of movement</li> <li>5. Demon- strates competen- cy in ma- nipulative skills</li> </ol>	<ul style="list-style-type: none"> <li>• Dribbles in personal space with preferred hand demonstrating a mature pattern (Jan)</li> <li>• Dribbles with the preferred hand while walking in general space (Jan)</li> <li>• Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body (Jan)</li> <li>• Works safely with PE equipment - scooters Indy 500 (Jan)</li> <li>• Recognizes the need for rules and etiquette in teacher-designed PA's with scooters - Indy 500 (Jan)</li> <li>• Rolls in different directions with either a narrow or curled body shape while rolling (Jan)</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric: emerging, developing, mature</li> <li>• Teacher Observation</li> <li>• Checklists</li> <li>• Rating scale</li> <li>• Peer review</li> <li>• Case study</li> <li>• Draw a picture of terms</li> </ul>
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<p style="text-align: center;">M A Y</p>	<ol style="list-style-type: none"> <li>1. Coopera- tion</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts and princi- ples of movement</li> <li>5. Demon- strates competen- cy in ma- nipulative skills</li> </ol>	<ul style="list-style-type: none"> <li>• Strikes a ball off a tee or cone with a bat using correct grip and side orientation (May)</li> <li>• Strikes an object with a short-handled implement while demonstrating 3/5 critical elements of a mature pattern (May)</li> <li>• Skips using a mature pattern (May)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Checklist</li> <li>• Teacher observation</li> </ul>
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<p style="text-align: center;"><b>S E P T E M B E R</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Works independently and safely in physical activity (PA) settings in “no touch” (Sep)</li> <li>• Exhibits personal responsibility in teacher-directed activities (Sep)</li> <li>• Discusses the relationship between PA &amp; good health (Sep)</li> <li>• Recognizes the importance of warm-up and cool-down relative to vigorous PA (Sep)</li> <li>• Engages in PA’s during physical education class without prompting from the teacher (Sep)</li> <li>• Identifies PA benefits as a way to become healthier (Sep)</li> </ul>	<p>Teacher observation</p> <ul style="list-style-type: none"> <li>• Checklist</li> <li>• Peer report</li> <li>• Gage for improvement • Stop watch</li> <li>• 4-point behavior rubric</li> </ul>
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<p style="text-align: center;"><b>M A R C H</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<p>Praises others for their success in movement performance (Mar)</p> <ul style="list-style-type: none"> <li>• Reflects on the reasons for enjoying selected PA's (Mar)</li> <li>• Recognizes locomotor skills specific to a wide variety of PA's (Mar)</li> <li>• Identifies foods that are beneficial before and after PA (Mar)</li> </ul>	<p>Praise / encouragement stat sheet</p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Teacher Observation</li> </ul>
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<p style="text-align: center;"><b>A P R I L</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<p>Performs intermediate jump-rope skills (a variety of tricks, running in &amp; out of long rope) for both long &amp; short ropes (Apr)</p> <ul style="list-style-type: none"> <li>• Strikes an object with a short-handled implement while demonstrating 3/5 critical elements of a mature pattern (Apr)</li> </ul>	<p>Teacher observation • Checklists • Peer Observation</p>
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<p style="text-align: center;">M A Y</p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<p>Uses a continuous running approach and kicks a stationary ball for accuracy in kickball (May)</p> <ul style="list-style-type: none"> <li>• Works independently for extended periods of time (May)</li> </ul>	<p>Kickball quiz</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>
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## Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<p>Cooperation Values physical activity</p> <p>Fitness Knows concepts, principles, strategies, and tactics of movement &amp; performance</p> <p>Demonstrates competency in motor skills and movement patterns</p>	<p>Works safely with peers and equipment in physical activity (PA) settings</p> <p>Exhibits etiquette and adherence to rules in a variety of PA's</p> <p>Accepts players of all skill levels into the PA</p> <p>Praises the movement performance of others regardless of skill level</p> <p>Listens respectfully to corrective feedback</p>	<p>The gage</p> <p>Self Assessment for level of participation &amp; cooperation</p> <p>Define terms / draw a picture</p> <p>interview</p>
<b>O C T O B E R</b>	<p>Cooperation Values physical activity</p> <p>Fitness Knows concepts, principles, strategies, and tactics of movement &amp; performance</p> <p>Demonstrates competency in motor skills and movement patterns</p>	<p>Describes &amp; compares the (+) social interactions when engaged in partner, small group, and large group PA's</p> <p>Ranks the enjoyment of participating in different PA's</p> <p>Rates the enjoyment of participating in challenging PA's</p> <p>Examines the health benefits of participating in PA</p>	<p>Group catch &amp; throw</p> <p>4-point behavior rubric</p> <p>Races</p> <p>Rating scales</p> <p>Discussions</p>

<b>N O V E M B E R</b>	Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and tactics of movement & performance Demonstrates competency in motor skills and movement patterns	Discusses the importance of hydration in general & in relation to PA Demonstrates warm-up and cool-down as it relates to cardiorespiratory fitness assessment Actively engages in the PA's of PE class, both teacher directed and independent Analyzes opportunities for participation in PA outside of PE class	Checklists Case studies Oral reports Video Discussion Journal
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### Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and tactics of movement & performance Demonstrates competency in motor skills and movement patterns	Applies simple defensive strategies & tactics in chasing & fleeing activities Applies simple offensive strategies & tactics in chasing & fleeing activities Dribbles in general space with changes in direction & speed	Dribbling frequency rating scale No Quacks about it assessment

<b>J A N U A R Y</b>	Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and tactics of movement & performance Demonstrates competency in motor skills and movement patterns	Applies the concept of closing spaces in practice tasks Applies the concept of open spaces to combination of skills involving traveling (dribbling and traveling) Applies simple defensive strategies & tactics in chasing & fleeing activities Applies simple offensive strategies & tactics in chasing & fleeing activities	Teacher observation Team assessment ?'s & A's
<b>F E B R U A R Y</b>	Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and tactics of movement & performance Demonstrates competency in motor skills and movement patterns	Identifies areas of remediation and with teacher help, identifies strategies for progress in those areas Applies skill of alignment, muscle tension, & balance Applies direction & force to strike an object with a short-handled implement, directing it to a target	Case studies Checklists Oral reports

### Curriculum Map

<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
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<b>M A R C H</b>	Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and tactics of movement & performance Demonstrates competency in motor skills and movement patterns	Combines movement concepts with skills in tasks, gymnastics & dance Exhibits responsible behavior in independent group situations Identifies the health-related components of fitness	Group report Peer stat sheets Teacher observation
<b>A P R I L</b>	Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and tactics of movement & performance Demonstrates competency in motor skills and movement patterns	Reflects on personal social behavior in PA Actively engages in the PA's of PE class, both teacher directed and independent Completes fitness assessments	Checklists Teacher observation Discussion

<b>M</b> <b>A</b> <b>Y</b>	Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and tactics of movement & performance Demonstrates competency in motor skills and movement patterns	Applies speed, endurance, pacing for running Recognizes the types of kicks needed for different games & sports Rates the enjoyment of participating in challenging PA's	Self-assessment Time test The Gage for enjoyment Teacher observation
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## Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<p>Cooperation Values physical activity</p> <p>Fitness Knows concepts, principles, strategies, and concepts of movement &amp; performance</p> <p>Demonstrates competency in motor skills and movement patterns</p>	<p>Applies safety principles</p> <p>Critiques rules in various physical activities (PA's)</p> <p>Accepts, recognizes and actively involves others with higher &amp;/or lower abilities</p> <p>Gives corrective feedback respectfully to peers</p> <p>Exhibits respect for self through behavior</p> <p>Participates with responsible behavior in a variety of contexts, environments, &amp; facilities</p> <p>Engages with responsible interpersonal behavior (peer to peer; student to teacher)</p>	<p>Self-assessment</p> <p>Teacher observation</p> <p>Recap discussions</p> <p>Behavior rubric</p> <p>The Gage</p> <p>Social skills stat sheet</p>
<b>O C T O B E R</b>	<p>Cooperation Values physical activity</p> <p>Fitness Knows concepts, principles, strategies, and concepts of movement &amp; performance</p> <p>Demonstrates competency in motor skills and movement patterns</p>	<p>Describes the social benefits gained by participating in PA</p> <p>Analyzes different PA's for enjoyment and challenge, identifying reasons for a (+) or (-) response</p> <p>Expresses the enjoyment or challenge of participating in a favorite PA</p> <p>Compares the health benefits of participating in selected PA's</p>	<p>Rating scale</p> <p>Votes</p> <p>Thumbs, up, so-so hand, thumbs down</p> <p>Name the social skills</p> <p>After seeing 3 PA's, report on the health benefits of each</p>

<b>N O V E M B E R</b>	Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and concepts of movement & performance Demonstrates competency in motor skills and movement patterns	Analyzes the impact of food choices relative to PA, youth sports, & personal health Designs a fitness plan to use PA to enhance fitness Analyzes fitness scores to compare to fitness components of good health Identifies the need for warm-up & cool-down Differentiates between health-related and skill-related fitness Actively engages in all of the PA's in PE class Charts & analyzes PA outside of class for fitness benefits	Journal Menu Matching Puzzles Fill-in-the-blank worksheet Rubric for level of participation ?'s & A's, naming the 5 health-related components of fitness
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### Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
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<b>D</b> <b>E</b> <b>C</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<p>Cooperation Values physical activity Fitness</p> <p>Knows concepts, principles, strategies, and concepts of movement &amp; performance</p> <p>Demonstrates competency in motor skills and movement patterns</p>	<p>Recognizes the type of throw, volley or striking action needed for different games &amp; sports</p> <p>Applies basic offensive &amp; defensive strategies &amp; tactics in a net/wall practice task</p> <p>Applies basic offensive &amp; defensive strategies &amp; tactics in invasion practice tasks</p> <p>Applies speed, direction, force</p> <p>Analyzes movement situations and applies movement concepts (force, direction, speed, pathways, extensions) in practice tasks in games, gymnastics, and dance</p> <p>Applies direction &amp; force to strike an object with a long implement</p> <p>Applies movement concepts to strategy in games</p> <p>Combines movement concepts with skills in practice tasks, games, gymnastics, and dance with self-direction</p> <p>Combines spatial concepts with locomotor and nonlocomotor movements for gymnastics, games, and dance</p>	<p>Peer observation Teacher observation Group catch / throw reports Interviews Rubric for participation Checklists</p>
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<p><b>J A N U A R Y</b></p>	<p>Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and concepts of movement &amp; performance Demonstrates competency in motor skills and movement patterns</p>	<p>Creates a jump rope routine with a partner using either a long or short rope Combines manipulative skills and traveling for execution (scoring in hockey, soccer, basketball) Combines striking with a long-implement (bat, hockey stick) with receiving and traveling skills in a small-sided game Strikes a pitched ball with a bat using a mature pattern Strikes an object with a short-implement consecutively over a net or vs. a wall either cooperatively or competitively Volleys a ball using a two-handed pattern, sending it upward to a target Applies underhand volley in volleyball, 2-square, 4-square, handball In practice tasks, demonstrates punts and kicks with mature patterns Dribbles with hands or feet With both partners traveling, receives a pass with feet Passes with feet to partner as both travel Combines foot dribbling with other 1-on-1 skills Combines hand dribbling with other 1-on-1 skills Catches with reasonable accuracy in a dynamic practice task Catches with accuracy while both partners are moving Catches a batted ball above head and on ground in a non dynamic environment using mature pattern</p>	<p>Case study Oral report Demonstration Peer observation Rating scale Gage Checklists Teacher observation Skills tests Vining Define terms orally, written, or draw a picture BRPE (Borg's rate of perceived exertion)</p>
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<b>F E B R U A R Y</b>	Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and concepts of movement & performance Demonstrates competency in motor skills and movement patterns	Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create & perform a dance with group Curls, twists, stretches in dance, gymnastics, and tasks Applies weight transfer in rolling Transfers weight in gymnastics & dance Combines balance & transferring weight with a dance partner & in a gymnastics sequence	Recap ?'s & A's Self-assessment Rubric: emerging, developing, mature, performing Rating scale discussions
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### Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and concepts of movement & performance Demonstrates competency in motor skills and movement patterns	Applies combinations Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and games and tasks Uses appropriate pacing for a variety of distances in running	Dancing with the stars - peer panel scores Races Task checklists Discussion Teacher observation No quacks about it assessment

<p><b>A P R I L</b></p>	<p>Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and concepts of movement &amp; performance Demonstrates competency in motor skills and movement patterns</p>	<p>Combines traveling with manipulative skills for execution to a target (scoring in soccer, basketball, hockey) Combines locomotor and manipulative skills in a variety of practice tasks and games Demonstrates mature patterns of locomotor skills in dynamic tasks, gymnastics, and dance</p>	<p>Teacher observation Peer report Self-assessment using the gage</p>
<p><b>M A Y</b></p>	<p>Cooperation Values physical activity Fitness Knows concepts, principles, strategies, and concepts of movement &amp; performance Demonstrates competency in motor skills and movement patterns</p>	<p>Throws with reasonable accuracy in practice task Throws with accuracy, both partners moving Throws overhand to large target with accuracy Throws overhand with different sizes and types of balls in non dynamic environment Throws underhand to a large target Throws underhand with different sizes &amp; types of objects in a non dynamic environment</p>	<p>Checklist Teacher observation Rating scale</p>

## Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies and tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Uses physical activity (PA) equipment safely with the teacher's guidance</li> <li>• Identifies rules</li> <li>• Accepts feedback</li> <li>• Exhibits personal responsibility by using etiquette, respecting facilities &amp; equipment, and using safe behavior</li> <li>• Demonstrates respect for self &amp; others by following rules, encouraging others</li> <li>• Makes appropriate decisions due to conditions or ability (based on weather, level of difficulty) to ensure safety of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Rubric for skills: emerging, developing, mature, performing</li> <li>• The Gage for self assessment or any</li> <li>• ?'s &amp; A's</li> <li>• Rubric for cooperation</li> </ul>
<b>O C T O B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies and tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Identifies how self-expression &amp; PA are related</li> <li>• Varies application of force in gymnastics / dance</li> <li>• Identifies and uses self-reinforcing (+) fitness behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Interview</li> <li>• Self assessment for signs of activity: heart rate increase, sweating, breathing harder, tired</li> <li>• Enjoyment rating: shows smiles / laughs</li> </ul>

<b>N O V E M B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies and tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Reduces opens space by not allowing the catch</li> <li>• Reduces open space by making the body larger and reducing passing angles</li> <li>• Creates open space on offense by using whole entire space</li> <li>• Executes at least one of these on offense: moves to an open space without the ball, uses a variety of passes, pivots &amp; fakes, give &amp; go</li> <li>• Creates open space by using locomotor skills (running, walking, jumping) and movement (various pathways, speeds, directions)</li> </ul>	<ul style="list-style-type: none"> <li>• Partner reports</li> <li>• Teacher observation video or photo</li> <li>• Quizzes</li> <li>• Recap</li> <li>• Name PA's</li> <li>• Journals</li> </ul>
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### Curriculum Map

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>D E C E M B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies and tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Transitions from offense to defense &amp; back again by recovering quickly</li> <li>• Reduces open space by not allowing the catch</li> <li>• Reduces open space on defense by making the body larger &amp; reducing passing angles</li> <li>• Creates open space by using the width &amp; length of the court on offense</li> <li>• Creates open space by using locomotor movements (walking, running, jumping, landing) in combination with movement (varying pathways, change of speed, direction, or pace)</li> </ul>	<ul style="list-style-type: none"> <li>• Checks if out of gym clothes or shoes</li> <li>• Tries without encouragement from teacher</li> <li>• Gage for tone of voice while encouraging others</li> <li>• Stat sheet for social skills</li> <li>• Execution in practice (+) or (-)</li> <li>• Execution during play (+) or (-)</li> </ul>

<p style="text-align: center;"><b>J A N U A R Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies and tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Throws while stationary, leading pass to a moving receiver</li> <li>• Passes &amp; receives with hands in combination with locomotor patterns of running &amp; change of direction &amp; speed with competency in invasion games such as basketball, flag football, speedball or team handball</li> <li>• Catches with a mature pattern from a variety of trajectories</li> <li>• Accepts differences among classmates by encouraging with positive (+) feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric for participation</li> <li>• Checklists</li> <li>• Social skills stat sheets</li> </ul>
<p style="text-align: center;"><b>F E B R U A R Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies and tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Executes at least one of the following tactics to create open space: moves without the ball to open space, uses a variety of passes, uses pivot, fakes or give &amp; go</li> <li>• Returns to midcourt position during badminton or pickle ball</li> <li>• Creates open space with a short-handled implement by varying force &amp; direction</li> <li>• Transitions from offense to defense &amp; back again by recovering quickly while playing ultimate frisbee</li> <li>• Reduces offensive options for opponents by returning to mid-court position</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self-assessment</li> <li>• Rating scale for participation</li> <li>• Peer report</li> </ul>

### Curriculum Map

<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
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<b>M A R C H</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies and tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Cooperates with a small group of classmates during an activity</li> <li>• Varies application of force during dance &amp; gymnastics activities</li> <li>• Recognizes individual challenges &amp; copes by: extending effort, asking for help, or modifying tasks</li> <li>• Creates open space in net / wall games with a short-handled implement by varying force &amp; direction</li> </ul>	<ul style="list-style-type: none"> <li>• Rating scale</li> <li>• Teacher observation</li> <li>• The Gage</li> </ul>
<b>A P R I L</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies and tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Identifies open space &amp; attempts to strike object there</li> <li>• Selects appropriate shot or club based on location of object to target</li> <li>• Describes how moving competently in a PA setting creates enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• ?'s &amp; A's</li> <li>• Rating scales</li> </ul>

<p><b>M A Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies and tactics of movement and performance</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Identifies correct defensive play based on situation</li> <li>• Describes how being physically active leads to a healthy body</li> <li>• Identifies PA components that reduce stress &amp; provide social interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Participation Rubric for field day</li> <li>• Interviews</li> <li>• ?'s &amp; A's</li> </ul>
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## Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in a variety of motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Independently uses equipment safely (Sep)</li> <li>• Solves problems in small group PA's</li> <li>• Demonstrates both intrinsic &amp; extrinsic motivation by selecting opportunities to participate outside of school in PA's (Sep)</li> <li>• Exhibits responsible social behaviors with classmates (Sep)</li> <li>• Identifies (+) mental and emotional aspects of participating in a variety of PA's (Sep)</li> <li>• Participates in moderate to vigorous strength PA at least 3 x per week (Sep)</li> <li>• Participates twice/week in PA outside of physical education class (Sep)</li> <li>• Catches with mature pattern, from different trajectories using a variety of objects (Sep)</li> <li>• Catches with a mature pattern from a variety of trajectories using different objects (Sep)</li> <li>• Throws with a mature pattern for power or distance appropriate to a dynamic activity (Sep)</li> <li>• Foot-dribbles or dribbles with an implement combined with passing (Sep)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Quiz</li> <li>• Cooperation rubric</li> <li>• Peer report</li> <li>• self assessment</li> <li>• social skills stat sheets</li> </ul>

<p style="text-align: center;"><b>O C T O B E R</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in a variety of motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Explains the relationship between self-expression and lifelong enjoyment through PA (physical activity) (Oct)</li> <li>• Generates (+) strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge (Oct)</li> <li>• Identifies different types of PA's and describes how each has a (+) impact on health (Oct)</li> <li>• Reduces open space by denying a catch by opponent or anticipating in order to deflect or intercept in football (Oct)</li> <li>• Creates open space by staying spread on offense, cutting &amp; passing quickly in soccer (Oct)</li> <li>• 2-hand-volleys with control in a dynamic environment (Oct)</li> <li>• While moving, throws a leading pass to a moving receiver (Oct)</li> <li>• Passes &amp; receives with feet in combination with motor skills while running &amp; changing direction &amp; speed in soccer (Oct)</li> </ul>	<ul style="list-style-type: none"> <li>• See/ Hear chart</li> <li>• ?'s &amp; A's</li> <li>• Discussion</li> <li>• Recap</li> <li>• Levels of responsibility</li> <li>• The Gage</li> <li>• Rubric for behavior change</li> <li>• oral reports</li> <li>• case study</li> <li>• rating scales</li> </ul>
<p style="text-align: center;"><b>N O V E M B E R</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in a variety of motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Defines how the RPE scale can be used to determine intensity (Nov)</li> <li>• Describes &amp; demonstrates the difference between static &amp; dynamic stretches (Nov)</li> <li>• Demonstrates knowledge of rules by refereeing or following or modifying parameters of dance in foxtrot (Nov)</li> <li>• Identifies Newton's laws of motion and applies them to dance &amp; other individual-performance activities (Nov)</li> </ul>	<ul style="list-style-type: none"> <li>• Rate of Perceived Exertion scale</li> <li>• teacher observation</li> <li>• peer observation</li> <li>• level of participation</li> <li>• define terms</li> <li>• draw pics</li> <li>• Rating scales</li> <li>• Demonstrations</li> </ul>

## Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in a variety of motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Provides corrective feedback to a peer using teacher-generated guidelines, incorporating appropriate tone &amp; other communication skills in basketball (Dec)</li> <li>• Slides in all directions while on defense without crossing feet (Dec)</li> <li>• Hand-dribbles with left &amp; right combining passing changing speed &amp; direction (Dec)</li> <li>• Performs these skills with defensive pressure: pivot, give &amp; go, fakes (Dec)</li> <li>• Creates open space on offense in a game by performing at least 1 of these: pivot, fake, jab step (Dec)</li> </ul>	<ul style="list-style-type: none"> <li>• The Gage</li> <li>• Define terms / draw a picture</li> <li>• matching quiz</li> <li>• interview</li> <li>• peer interview</li> <li>• Q's &amp; A's</li> <li>• Recap</li> <li>• Teacher observation</li> <li>• photos / vining</li> </ul>

<p style="text-align: center;"><b>J A N U A R Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in a variety of motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrates mature forehand &amp; backhand form with a long-handled implement (Jan)</li> <li>• Shoots on goal with power &amp; accuracy (Jan)</li> <li>• Varies trajectory &amp; speed when shooting toward a target in Ultimate frisbee (Jan)</li> <li>• Creates open space when handling a long-handled implement by varying force &amp; direction to move opponent (Jan)</li> <li>• Transitions between offense &amp; defense by recovering quickly &amp; communicating to teammates in floor hockey (Jan)</li> <li>• Reduces open space by staying close to opponent as (s)he nears goal floor hockey (Jan)</li> <li>• Executes at least 2 of these tactics to create open space: uses a variety of passes, pivots, fakes, give &amp; go in floor hockey &amp; ultimate (Jan)</li> <li>• Reduces open space by using locomotor movements (running or walking, jumping or landing, changing size &amp; shape of body) in combination with movement concepts (reducing angle in space, reducing distance between player &amp; goal) (Jan)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• races</li> <li>• Teacher observe</li> <li>• analytic rubric: emerging, developing, mature, performing</li> <li>• dribbling frequency rating scale</li> <li>• checklists</li> <li>• Races</li> <li>• Rating scales</li> <li>• Demonstrations</li> <li>• case studies</li> <li>• Mirror image partner challenges</li> <li>• Recap</li> <li>• Journals</li> </ul>
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<b>F E B R U A R Y</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in a variety of motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrates cooperation by establishing rules and guidelines for resolving conflicts in badminton or pickle ball (Feb)</li> <li>• Keeps a nutrition and activity log for 2 weeks (Feb)</li> <li>• Based upon fitness assessment, designs and implements a program to improve 2 areas of weakness (Feb)</li> <li>• Describes the overload principle - FITT - and how it affects different types of PA's and areas of fitness (Feb)</li> <li>• Describes the role of exercise &amp; nutrition in weight management (Feb)</li> <li>• Adjusts amount of PA based upon fitness level (Feb)</li> <li>• Distinguished between health-related and skill-related fitness (Feb)</li> <li>• Participates in strength &amp; endurance activities like weight training, free-weights, Pilates (Feb)</li> <li>• Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers (Feb)</li> <li>• Selects shots based on where opponent is (or is not) in badminton or pickle ball (Feb)</li> <li>• Forehand &amp; backhand volleys with mature form with a short-handled implement (Feb)</li> <li>• Transfers weight with correct timing using a forehand pattern in badminton or pickle ball (Feb)</li> <li>• Executes a legal underhand serve in volleyball, pickle ball, or badminton with 70% consistency (Feb)</li> </ul>	<ul style="list-style-type: none"> <li>• What does FITT stand for?</li> <li>• portfolios</li> <li>• Presidential's</li> <li>• If I wanted to get stronger, I would:</li> <li>• Journals</li> <li>• Worksheet / quiz</li> <li>• Teacher Observation</li> <li>• Performance statistics</li> </ul>
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### Curriculum Map

<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
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<p style="text-align: center;"><b>M A R C H</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in a variety of motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Helps and encourages others, avoiding trash talk and providing support (Mar)</li> <li>• Identifies why self-selected PA's create enjoyment (Mar)</li> <li>• Practices strategies for dealing with stress; deep breathing, guided visualization?, aerobics (Mar)</li> <li>• Develops strategies for balancing healthy food, snacks, water intake, along with daily PA (Mar)</li> <li>• Describes how muscles pull on bones to create movement in pairs by relaxing &amp; contracting (Mar)</li> <li>• Design a warm-up and cool-down regimen for a self-selected PA (Mar)</li> <li>• Demonstrates correct technique for a variety of skills as applied to 1 self-selected individual activity (Mar)</li> <li>• Demonstrates correct rhythm &amp; pattern for one of these dance forms: folk, social, creative, line, world (Mar)</li> </ul>	<ul style="list-style-type: none"> <li>• See / hear stat sheets</li> <li>• Interviews</li> <li>• Teacher observation</li> <li>• Journal / menu</li> <li>• Demonstration</li> <li>• ?'s &amp; A's</li> <li>• Checklists</li> <li>• Photo / video</li> </ul>
<p style="text-align: center;"><b>A P R I L</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in a variety of motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Selects the correct defensive play based on the situation (# of outs) (Apr)</li> <li>• Uses a variety of shots to hit to open space (fielding &amp; striking PA's) in kick, bic, baseball (Apr)</li> <li>• Answers aquatic level ? &amp; / or watches video on water safety (Apr)</li> <li>• Strikes a pitched ball with an implement with force in a variety of practice tasks (Apr)</li> <li>• Demonstrates a mature underhand pattern for a target game (bowling, bocce, horseshoes) (Apr)</li> <li>• Strikes with a mature overhand pattern (volleyball, badminton, tennis) (Apr)</li> </ul>	<ul style="list-style-type: none"> <li>• kickball quiz</li> <li>• Teacher observation</li> <li>• Interviews</li> <li>• Peer reports</li> </ul>

<p><b>M A Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies &amp; tactics of movement and performance</li> <li>5. Demonstrates competency in a variety of motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Strikes a stationary object with an implement for accuracy (golf) (May)</li> <li>• Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity (May)</li> <li>• Participates in a variety of dual, individual, aquatic, martial arts PA's (Feb)</li> <li>• During outdoor pursuits, analyzes the situation and makes adjustments to ensure the safety of self &amp; others (May)</li> </ul>	<ul style="list-style-type: none"> <li>• Partner checklist</li> <li>• Self-assessment</li> <li>• The Gage</li> <li>• Teacher Observation</li> <li>• Participation in field day</li> </ul>
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## Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	1. Cooperation 2. Values Physical Activity 3. Fitness 4. Knows concepts, principles, strategies, and tactics of movement & performance 5. Demonstrates competency in motor skills & movement patterns	<ul style="list-style-type: none"> <li>• Independently uses PA &amp; equipment appropriately &amp; identifies specific safety concerns in everything, but specifically in football (Sep)</li> <li>• Cooperates with multiple classmates to solve problems, play games of football (Sep)</li> <li>• Analyzes the positive consequences of being physically active (Sep)</li> <li>• Demonstrates basic movements used in stress-reducing PA's such as yoga &amp; tai chi (Sep)</li> <li>• Designs and implements a warm-up &amp; cool-down for self-selected PA (Sep)</li> <li>• Participates in moderate to vigorous aerobic PA's and bone-strengthening for 60 minutes 5 days/ week (Sep)</li> <li>• Create open space by staying spread on offense, cutting &amp; passing quickly, and using fakes off the ball in football (Sep)</li> <li>• Can overhand spike or slam in volleyball, tennis, badminton or pickle ball (Sep, Feb)</li> <li>• Can serve underhand in volleyball, pickle ball, or badminton (Sep, Feb)</li> <li>• Throws a lead pass to a moving partner off a dribble or pass in "out for a pass" drill (Sep)</li> <li>• Reduce open space by not allowing the catching anticipating the speed of the object or person for the purpose of interception or deflection in football &amp; ultimate frisbee (Sep &amp; Jan)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• 3 point rubric: emerging, developing, mature</li> <li>• partner / peer eval</li> <li>• pickle ball or badminton test</li> <li>• comments heard; actions seen stats taken by peers</li> <li>• ?'s &amp; A's</li> <li>• PA Journal</li> </ul>



<p style="text-align: center;"><b>O C T O B E R</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement &amp; performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Identifies &amp; participates in an enjoyable PA that prompts self-expression in foxtrot &amp; swing dance (Oct &amp; Feb)</li> <li>• Discusses how enjoyment could be increased in self-selected PA's like soccer (Oct)</li> <li>• Developed a plan of action and makes appropriate decisions based on the plan when faced with challenges like no "heading" in soccer (Oct)</li> <li>• Sets in volleyball for control (Oct)</li> <li>• Varies placement, force, and timing of return to prevent anticipation by opponent in soccer (Oct)</li> <li>• Transition from offense to defense or vice versa quickly, communicating with teammates and capitalizing on an advantage in soccer (Oct)</li> <li>• Demos correct techniques for skills used in 2 self-selected outdoor activities like soccer &amp; football (Oct)</li> <li>• Foot-dribbles changing speeds &amp; directions in a game of soccer (Oct)</li> <li>• Throws with a mature pattern for distance or power appropriate in football (Oct)</li> </ul>	<ul style="list-style-type: none"> <li>• Squad work / surveys</li> <li>• Teacher observation</li> <li>• Peer discussion</li> <li>• Referees soccer games</li> <li>• Lists made &amp; discussed</li> <li>• Partial worksheet completed</li> </ul>
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<b>N O V E M B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement &amp; performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Applies rules &amp; etiquette by reffing basketball &amp; creating dances similar to foxtrot &amp; swing (Nov, Dec, Mar)</li> <li>• Define how RPE can be used to modify workout intensity (Nov)</li> <li>• Describes the role of flexibility in injury prevention (Nov)</li> <li>• Performs a mature underhand pattern 70% accuracy in bowling or bocce (Nov)</li> <li>• Employs a variety of static stretching techniques for all major muscle groups (Nov)</li> <li>• Participates in a variety of aerobic activities outside of school like running, walking, jogging, biking, skating, dancing, swimming (Nov)</li> <li>• Applies rules &amp; etiquette by refereeing basketball &amp; creating dances similar to foxtrot &amp; swing (Nov, Dec, Mar)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Definitions of health terms / matching quiz</li> <li>• Worksheet</li> <li>• Puzzle completed in small group</li> <li>• Oral report RPE score</li> <li>• Chooses stretches to use from charts, then performs</li> <li>• <a href="http://MyFitnessPal.com">MyFitnessPal.com</a></li> <li>• Component worksheet / test</li> <li>• Journal</li> <li>• Optional “Feelin’ Healthy Club” participation</li> <li>• Oral reports</li> <li>• Demonstrates</li> <li>• PA Journals</li> </ul>
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### Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
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<p style="text-align: center;"><b>D E C E M B E R</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement &amp; performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Applies rules &amp; etiquette by reffing basketball &amp; creating dances similar to foxtrot &amp; swing (Nov, Dec, Mar)</li> <li>• Describes and applies mechanical advantages for a variety of movement patterns in basketball (Dec)</li> <li>• Demonstrates respect for self by asking for help at various PA's and for peers by helping them learn to shoot free throws (Dec)</li> <li>• Reduce open space on defense by staying on goal side of offensive player and reducing the distance to her/ him in basketball (Dec)</li> <li>• Applies rules &amp; etiquette by reffing basketball &amp; creating dances similar to foxtrot &amp; swing (Nov, Dec, Mar)</li> <li>• Drop-steps on defense in the direction of the pass in basketball (Dec)</li> <li>• Dribbles with dominant &amp; non dominant hand while changing speeds &amp; directions in a basketball game (Dec)</li> <li>• Can create open space with jab steps, pivots, fakes &amp; screens while on offense in basketball &amp; ultimate (Dec, Jan)</li> <li>• Can create open space with jab steps, pivots, fakes &amp; screens while on offense in basketball &amp; ultimate (Dec, Jan)</li> <li>• Passes or receives with an implement while running, changing direction, speed or level in basketball &amp; ultimate (Dec, Jan)</li> <li>• Demonstrates respect for self by asking for help at various PA's and for peers by helping them learn to shoot free throws (Dec)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer observation</li> <li>• ?'s &amp; A's</li> <li>• Stat sheets</li> <li>• Rubrics</li> <li>• Vocal matching quizzes</li> <li>• Self-Assessment; levels of responsibility</li> <li>• If I wanted to get stronger, I would:</li> <li>• Define these terms / Draw a picture</li> <li>• Journals</li> <li>• Feelin' Healthy punch cards</li> <li>• Quizzes &amp; Tests</li> <li>• Q's &amp; A's</li> <li>• Recap</li> <li>• teacher observe &amp; record</li> <li>• group catch / throw</li> <li>• Races</li> <li>• Dancin' w the stars</li> <li>• Yoga poses</li> <li>• Vining / Go pro</li> </ul>
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<p style="text-align: center;"><b>J A N U A R Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement &amp; performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Independently uses PA &amp; equipment appropriately &amp; identifies specific safety concerns in everything, but specifically in floor hockey (Jan)</li> <li>• Self-monitors to incorporate opportunities in &amp; outside of class for PA like swimming &amp; fitness (Jan - Mar)</li> <li>• Reduce open space by not allowing the catching anticipating the speed of the object or person for the purpose of interception or deflection in football &amp; ultimate frisbee (Sep &amp; Jan)</li> <li>• Executes at least 3 of these tactics: move to create open space, use a variety of passes, fakes &amp; pathways, use give &amp; goes in ultimate (Jan)</li> <li>• Opens &amp; closes spaces during small sided game play by combining locomotor movements with movement concepts (angle &amp; distance) in ultimate (Jan)</li> <li>• Self-monitors to incorporate opportunities in &amp; outside of class for PA like swimming &amp; fitness (Jan - Mar)</li> <li>• Creates open space in net / wall games with either a long or short-handled implement by varying force or direction or by moving opponent side to side and/ or forward and back in floor hockey (Jan)</li> <li>• Reduces open spaces in the field by working with teammates to maximize coverage in ultimate frisbee (Jan)</li> <li>• Shoots on goal or to target in floor hockey or broom ball (Jan)</li> <li>• Participates in PA 3 x week outside of phy ed class (Jan)</li> </ul>	<ul style="list-style-type: none"> <li>• Mirror image partner challenges</li> <li>• Social Skills Stat Sheet</li> <li>• Interview</li> <li>• Level of participation</li> <li>• Level of cooperation</li> <li>• Define a physically educated person</li> <li>• What does FITT stand for?</li> <li>• BEEF?</li> <li>• SMART?</li> <li>• What are the 3 main areas of fitness?</li> <li>• Presidential's</li> <li>• Rubric for behavior-change plan</li> <li>• skills test</li> <li>• Analytic Rubric: emerging, developing, mature, apply</li> <li>• Rating scale</li> <li>• case studies</li> <li>• journals</li> <li>• discussions</li> </ul>
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<p style="text-align: center;"><b>F E B R U A R Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement &amp; performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Resolves conflicts with classmates by using the rules in pickle ball or badminton (Feb, Mar)</li> <li>• Encourages peers without teacher prompting in badminton or pickle ball (Feb)</li> <li>• Self-monitors to incorporate opportunities in &amp; outside of class for PA like swimming &amp; fitness (Jan - Mar)</li> <li>• Accepts responsibility to improve one's own fitness &amp; PA level using a journal (Feb)</li> <li>• Varies the speed, force, trajectory of the shot based on location of object in relation to target in badminton or pickle ball (Feb)</li> <li>• Forehand &amp; backhand pickle, paddle, or tennis for control in a small-sided game (Feb)</li> <li>• Can backhand a badminton birdie or pickle ball using weight transfer and timing moving from low to high racket position (Feb)</li> <li>• Demonstrates forehand &amp; backhand strokes for power &amp; accuracy in pickle, badminton, tennis games (Feb)</li> <li>• Can overhand spike or slam in volleyball, tennis, badminton or pickle ball (Sep, Feb)</li> <li>• Describes the relationship between poor nutrition and health risk factors on worksheet (Feb)</li> <li>• Explain how body systems interact with one another - blood &amp; circulation, oxygen &amp; respiration, nutrients and digestion (Feb)</li> <li>• Prepares a personal workout using the overload principle (FITT) (Feb)</li> <li>• Monitors quantity of exercise using technology with <a href="http://MyFitnessPal.com">MyFitnessPal.com</a> (Feb)</li> <li>• Identifies the 5 components of health-related fitness and explains the connections between fitness &amp; overall physical and mental health using fitness orbit (Feb)</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling frequency rating scale</li> <li>• Catching checklist - grade 3</li> <li>• checklists</li> <li>• oral reports</li> <li>• fitness appraisals</li> <li>• group projects</li> <li>• portfolios</li> <li>• peer observation</li> <li>• demonstration</li> <li>• teacher observation</li> </ul>
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## Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement &amp; performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Applies rules &amp; etiquette by reffing basketball &amp; creating dances similar to foxtrot &amp; swing (Nov, Dec, Mar)</li> <li>• Resolves conflicts with classmates by using the rules in pickle ball or badminton (Feb, Mar)</li> <li>• Self-monitors to incorporate opportunities in &amp; outside of class for PA like swimming &amp; fitness (Jan - Mar)</li> <li>• Strikes a pitched ball with an implement for power in a game (wiffle) (Mar)</li> <li>• After fitness assessment, remediates 3 areas of weakness (Mar)</li> <li>• Compares &amp; contrasts health-related fitness components (Mar)</li> <li>• Participates in a lifetime sport, dance, aquatic or outdoor activity outside of the school day (Mar)</li> <li>• Uses cross-training which includes flexibility, aerobic, strength &amp; endurance (Mar)</li> <li>• Self-monitors to incorporate opportunities in &amp; outside of class for PA like swimming &amp; fitness (Mar)</li> <li>• Designs &amp; uses a program to improve fitness &amp; nutrition (Mar)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Gage</li> <li>• Peer reports</li> <li>• Journal</li> <li>• Interviews</li> <li>• Discussions</li> <li>• ?'s &amp; A's</li> </ul>
<b>A P R I L</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement &amp; performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrates correct techniques for skills used in 2 self-selected individual performance activities (Apr)</li> <li>• Catches, using an implement in a game (lacrosse or baseball) (Apr)</li> <li>• Implements safe protocols in self-selected outdoor activities in golf (Apr)</li> <li>• Identifies sacrifice situations &amp; attempt to advance a teammate in bicball (Apr)</li> <li>• Exhibits command of rhythm &amp; timing by (creating a movement pattern by self or group) (Apr)</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Teacher observations</li> <li>• Peer reports</li> <li>• Test</li> <li>• Demonstrations</li> </ul>

<p><b>M A Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values Physical Activity</li> <li>3. Fitness</li> <li>4. Knows concepts, principles, strategies, and tactics of movement &amp; performance</li> <li>5. Demonstrates competency in motor skills &amp; movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Answers aquatic level question and watches swimming safety video if needed (May)</li> <li>• Strikes a stationary object with an implement for accuracy &amp; power (golf)</li> <li>• Catches using an implement in a dynamic environment in lacrosse (May)</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Teacher observation</li> </ul>
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## Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts and principles of movement</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Recognizes and establishes protocol for class activities</li> <li>• Follows teacher directions for safe participation</li> <li>• Shares space with others</li> <li>• Follows instruction</li> <li>• Acknowledges responsibility for behavior</li> </ul>	<ul style="list-style-type: none"> <li>• <i>(emerging)</i></li> <li>• Sits pretzel-style in squads</li> <li>• Follows High-5 signal (eyes on teacher, ears ready to listen, body frozen, mouth shut, hand in air)</li> <li>• Keeps personal space - still or moving</li> <li>• Sits quietly in time outs after warning</li> <li>• Tags gently</li> <li>• Keeps balance</li> </ul>
<b>O C T O B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts and principles of movement</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Recognizes physical activity is important for good health</li> <li>• Acknowledges that some PA's are challenging / difficult</li> <li>• Identifies physical activities that are enjoyable</li> <li>• Discusses the enjoyment of playing with friends</li> </ul>	<ul style="list-style-type: none"> <li>• ?'s and answers</li> <li>• Starts to see how some things are difficult (like putting on a jersey or tying shoes, so asks for help after trying)</li> <li>• Shows smiles / laughs</li> </ul>



<b>N O V E M B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts and principles of movement</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Recognizes that food provides energy</li> <li>• Recognizes when you move, your heart beats faster and you breathe faster</li> <li>• Actively participates in class</li> <li>• Identifies active play opportunities outside of class</li> </ul>	<ul style="list-style-type: none"> <li>• ?'s &amp; answers</li> <li>• Comments and feels chest for heart rate</li> <li>• Only brief rests if needed</li> </ul>
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### Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts and principles of movement</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Travels in general space using different speeds</li> <li>• Travels with 3 various pathways</li> <li>• Differentiates movement in personal and general space</li> <li>• Moves in personal space to a rhythm doing a crazy-8</li> </ul>	<ul style="list-style-type: none"> <li>• plays slow motion “no touch”</li> <li>• plays “Weather alert”</li> <li>• Warm ups and tag games</li> <li>• Extended squads</li> <li>• Crazy-8 / Counting</li> </ul>

<p style="text-align: center;"><b>J A N U A R Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts and principles of movement</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Jumps rope once</li> <li>• Strikes a light-weight object with a paddle</li> <li>• Volleys a light-weight object, sending it upward</li> <li>• Kicks a stationary ball using 2/5 mature kicking skills</li> <li>• Dribbling ball control with feet</li> <li>• Dribbles a ball with one hand once</li> <li>• Drops a ball &amp; catches it before it drops twice</li> <li>• Catches a large ball tossed by a skilled thrower</li> <li>• Throws underhand with opposite foot forward</li> </ul>	<ul style="list-style-type: none"> <li>• Toe Tap relay-style (but not a race) soccer dribbling &amp; basketball dribbling</li> <li>• Partner observation / report</li> <li>• Partner or squad circles for catch &amp; throw using various oops (Object of plays)</li> </ul>
<p style="text-align: center;"><b>F E B R U A R Y</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts and principles of movement</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Contrasts the actions of curling &amp; stretching during rolling</li> <li>• Weight transfer: Rolls sideways in a narrow body shape</li> <li>• Balance: Forms wide, narrow, curled, and twisted body shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Stretches</li> <li>• Yoga</li> <li>• Teacher observation</li> </ul>

### Curriculum Map

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
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<p style="text-align: center;"><b>M A R C H</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts and principles of movement</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Performs locomotor skills in response to teacher-led creative dance - Foxtrot</li> <li>• Hops, gallops, runs, slides, skips while maintaining balance</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the leader</li> <li>• “No touch” using various movement skills</li> <li>• Teacher observation</li> </ul>
<p style="text-align: center;"><b>A P R I L</b></p>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Values physical activity</li> <li>3. Fitness</li> <li>4. Knows concepts and principles of movement</li> <li>5. Demonstrates competency in motor skills and movement patterns</li> </ol>	<ul style="list-style-type: none"> <li>• Performs jumping &amp; landing actions with balance</li> <li>• Catches a large ball tossed by a skilled tosser</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping progressions for vertical &amp; horizontal jumps</li> <li>• Teacher observation</li> </ul>

<b>M A Y</b>	<ol style="list-style-type: none"><li>1. Cooperation</li><li>2. Values physical activity</li><li>3. Fitness</li><li>4. Knows concepts and principles of movement</li><li>5. Demonstrates competency in motor skills and movement patterns</li></ol>	<ul style="list-style-type: none"><li>• Balance: Maintains momentary stillness on different bases of support</li><li>• Discusses the enjoyment of playing with friends</li></ul>	<ul style="list-style-type: none"><li>• Participates in field day</li><li>• Yoga</li><li>• Teacher observation</li></ul>
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