



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## 3rd Grade Physical Education Curriculum

**Course Description:** Foundationally built upon Missouri's Grade Level Expectations and national studies, Park Hill's health and physical education courses provide students with the fundamental knowledge and skills to develop personal fitness goals and to succeed in reaching those goals. Courses connect the relevancy of nutrition, activity, and options outside of class to encourage students to continue their fitness goals.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
10-12 weeks	Introductory Skills	Topic 1: Foundations of PE Topic 2: Fundamentals of Movement
8-10 weeks	Intermediate Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness
16-19 weeks	Advanced Skills	Topic 1: Fundamentals of Movement Topic 2: Fitness

## Unit 3: Advanced Skills

**Subject:** Physical Education

**Grade:** Second Grade

**Name of Unit:** Advanced skills

**Length of Unit:** 15 - 18 weeks

**Overview of Unit:** During this unit students will implement warm-up and cool-down exercises to prevent injuries and be aware of different breathing symptoms. Students will apply specific concepts into lead up games.

### **Priority Standards for unit:**

- PA3A2a Perform efficient movement in activities to prevent injuries
- PA3B2b Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance
- MP1C2a Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)
- MP1E2c Identify and apply concepts relating to force (e.g., hard, soft, heavy, light)
- MP2B2a Demonstrate a variety of sport specific lead-up games
- MP2D2a Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall
- MP3C2a Create personal rhythmic pattern with a manipulative (e.g., jump rope)

### **Supporting Standards for unit:**

- PA1B2a Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)
- PA1C2a Describe the benefits of appropriate warm-up and cool-down activity
- PA2A2a Demonstrate independence and good use of time while participating in physical activity
- PA2A2b Show appropriate sportsmanship and sensitivity to diversity and gender issues
- MP1F2a Demonstrate motor skills and knowledge of rules while participating in low organized games
- PA1A2a Tell why it is important to be physically active every day
- MP1A2a Demonstrate locomotor skills in combinations
- MP1A2b Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways
- MP1B2a Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner
- MP2A2a Demonstrate proper techniques for a variety of fundamental skills

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Efficient movements to prevent injuries	Perform	Apply	2
Symptoms of breathing emergencies	Recognize	Understand	1
individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)	Demonstrate	Apply	2
concepts relating to force (e.g., hard, soft, heavy, light)	Apply	Apply	2
variety of sport specific lead-up games	Demonstrate	Apply	2
basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall	Demonstrate	Apply	2
personal rhythmic pattern with a manipulative (e.g., jump rope)	Create	Apply	2

**Essential Questions:**

1. What can you do to prevent injuries and breathing emergencies?
2. How can you demonstrate individual and partner manipulative skills in a station position? While moving?
3. How can you apply different amounts of force to an object for different results?
4. How can you demonstrate balance and strength activities using apparatus?

**Enduring Understanding/Big Ideas:**

1. Warm-up and cool-down activities will help prevent injuries and focusing on communication along with heartbeat will minimize breathing emergencies.
2. Manipulative skills include rolling, throwing catching, and kicking.
3. Force, angle and release point change the path and destination of objects.
4. Walk on balance beam, climb across rock wall or climb a rope.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
balance, force, angle, rhythmic	prevention, apparatus

**Topic 1: Fundamentals of Movement**

**Engaging Experience 1**

**Title:** Movement Skills

**Suggested Length of Time:** 11 - 14weeks

**Standards Addressed**

*Priority:*

- MP1C2a Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)
- MP1E2c Identify and apply concepts relating to force (e.g., hard, soft, heavy, light)
- MP2B2a Demonstrate a variety of sport specific lead-up games
- MP2D2a Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall
- MP3C2a Create personal rhythmic pattern with a manipulative (e.g., jump rope)

**Detailed Description/Instructions:**

**Submarines and Mines:**

One possible activity is Submarines and Mines - The main object of the game is that the runners will try to go from one end of the gym to the other end without being touched by the submarines' torpedoes (soft balls) or the mines (participants who got tagged laying on the floor on their stomach).

– 3 hula hoops are placed in center of play area – middle of gym.

– 1 captain in each submarine (hula hoop) each with 2 balls.

– at the signal, runners must try to go across gym without being touched by ball (even if it touched the ground first); if they get touched, they become mines and lay on the floor on their stomach. The only way they can move is by pivoting on their stomach. They try to assist the submarines by touching the passing participants either with their feet or hands.

– the last 3 to survive become the submarines.

– the submarines' captains must be in their submarine while throwing and can run to fetch their balls but must come back in subs to throw again.

– remember that with the ‘go’ signal, everyone is in play until they reach a safe zone at the other end of gym. (see physedgames.com)

**Bloom’s Levels:** Apply

**Webb’s DOK:** Level 2

## Topic 2: Fitness

### **Engaging Experience 1**

**Title:** Wellness

**Suggested Length of Time:** 3 - 5 weeks

#### **Standards Addressed**

*Priority:*

- PA3A2a Perform efficient movement in activities to prevent injuries
- PA3B2b Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance

*Supporting:*

- PA1B2a Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)
- PA1C2a Describe the benefits of appropriate warm-up and cool-down activity
- PA2A2a Demonstrate independence and good use of time while participating in physical activity

#### **Detailed Description/Instructions:**

##### **Team PACER:**

One possible way this can be accomplished is to do the Team PACER. Students are divided into teams of 6 and they run one lap of the PACER test at a time. This allows them to work on their cardiovascular endurance while also pacing themselves and preparing for fitness assessment later. It also gives them an understanding of how the individual PACER test is administered in the future.

**Bloom’s Levels:** Understand

**Webb’s DOK:** Level 1

## Engaging Scenario

One possible activity is Station Activities—Using a variety of manipulative skill stations, students will demonstrate rolling, throwing, kicking, striking, volleying, dribbling in a small group setting.

## Unit 2: Intermediate Skills

**Subject:** Physical Education

**Grade:** Third Grade

**Name of Unit:** Intermediate Skills

**Length of Unit:** 8 - 10 weeks

**Overview of Unit:** During this unit students will be able to identify major bones and muscles. They will also develop and understanding on how to apply critical elements for manipulative skills such as law of opposition.

### Priority Standards for unit:

- PA1D3a Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur)
- FS1B3a Recognize the major muscles of the muscular system (e.g., deltoid, triceps, abdominal, quadriceps)
- MP1C3a Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)

### Supporting Standards for unit:

- PA1A3a Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)
- PA1C3a Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands)
- PA2A3a Demonstrate respect for all students regardless of individual differences in skills and abilities
- PA3A3a Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention
- MP1F3b Identify appropriate cooperative, social, and teamwork skills while participating in game situations

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
on the body a few of the major bones	Show	Apply	2
critical elements for manipulative skills	Demonstrate	Apply	2

**Essential Questions:**

1. Show on the body a few of the major bones?
2. Show on the body a few of the major muscles of the muscular system?
3. Demonstrate critical elements for manipulative skills?

**Enduring Understanding/Big Ideas:**

1. A few of the major bones are the femur, cranium, radius, phalanges, etc.
2. A few of the major muscles of the muscular system are the deltoid, bicep, abdominal, quadriceps.
3. Critical elements for manipulative skills are step forward on opposite foot, arm position, step and follow through.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	Femur, humerus, phalanges, patella, cranium, abdominal, gluteus maximus, biceps, triceps, quadriceps, law of opposition

## Topic 1: Fundamentals of Movement

### Engaging Experience 1

**Title:** Sport specific skill

**Suggested Length of Time:** 5 - 7 weeks

#### **Standards Addressed**

*Priority:*

- MP1C3a Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)

#### **Detailed Description/Instructions:**

#### **Detailed Description/Instructions:**

#### Endline Soccer:

Split the class into two separate groups and have one group line up on each of the end lines. Each group will number off (each player will have a number). Three different colored soccer balls are placed on the half court line. The teacher will call out one number for each of the colored soccer balls. The players with the matching numbers will play one-on-one soccer with that colored ball attempting to score by kicking the ball against the opposite wall. Soccer rules apply. All players whose numbers were not called will remain on the end line and play goalie attempting to block the shots from the opposing team. After 1-2 minutes end the round and call new numbers & repeat.

**Bloom's Levels:** Apply

**Webb's DOK:** Level 2

## Topic 2: Fitness

### Engaging Experience 1

**Title:** Fundamental Movement

**Suggested Length of Time:** 3 - 4 weeks

#### **Standards Addressed**

*Priority:*

- PA1D3a Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur)
- FS1B3a Recognize the major muscles of the muscular system (e.g., deltoid, triceps, abdominal, quadriceps)

### **Detailed Description/Instructions:**

#### Bones of the Body:

One possible activity is “Bones of the Body” - Set out 4-6 sets of the laminated bone parts in a random fashion in a specified area on the playing area. Create four to six small teams of players, and give each player a basketball or another bouncing-type ball. On the teachers signal (i.e., GO), one player from each team dribbles forward to a bone, and bounces the ball on top of it to claim it for their team.

After dribbling on the bone, a player can claim it for their team. Claimed bones can be carried back to the team. The next player repeats the skill, as the team attempts to collect all of the bones of the human body. The first team to collect them all, and reassemble them correctly, wins.

**Variations:** Use soccer balls, and dribble with the feet. Use hockey sticks and pucks, and dribble with the hands. (see pecentral)

**Bloom’s Levels:** Understand

**Webb’s DOK:** Level 1

## Engaging Scenario

### **Mighty Muscle Mania**

**Objective:** The object of this game is to introduce major muscles to the students through a fun cardiovascular activity. This can be used as a warm-up.

**Equipment:** Yarn balls to identify taggers. Posters to identify and color code muscles along with the exercise. Cones to identify muscle stations with equipment to execute exercises to work the specific muscles such as elastic bands, mats and a volleyball standard will be needed.

**Class Organization:** Students will start in a scattered formation with the taggers in the middle. On the signal to begin, students will run around the gym avoiding the taggers.

**Object of the Game:** The object of the game is to avoid the muscle taggers and to learn the major muscles of the body through various exercises.

**Game Procedure:**

Muscle Taggers and the exercise assigned to each muscle.

Teddy Triceps: push-ups

Billy Biceps: Bicep Curls with elastic bands

George Gluteus Maximus: Squats

Queen Quadriceps: Step Boxes

Larry Lats: Seated Cable rows (elastic bands tied to a volleyball standard)

Andy Abs: Curl-ups

Harry Hamstrings: Toe touches

Cool Calves: Toe raises

Determine which part of the body you wish to concentrate on for the day such as upper body, lower body or the midsection. Once you have decided, place the posters in different areas around the gym and place cones around the different muscles stations. Scatter the students around the gym. Pick the muscle taggers and have them start in the middle. Remind the taggers that when they tag, they must identify themselves by saying their name. On the signal to begin, students will run around the gym trying to avoid the taggers. If tagged, they get the yarn ball and proceed to the muscle station. At the muscle station, they perform the exercise and then goes back into the game now as a muscle tagger.

**Ground Rules:**

Tag nicely.

No throwing the yarn balls.

Say your muscle name loudly.

Perform all exercises correctly and the correct number of exercises.

Practice good sportsmanship.

**Variations:**

Change the exercise assigned to the muscle.

Add different muscles.

Change locomotor skills.

**Billy Bob's Bone Relay**

**Objectives:** The objective of this activity is to help students learn the location of the major bones in the body. Increase cardiovascular endurance and increase teamwork and communication.

**Equipment:** 6 Hula Hoops, (1 hula hoop per group), 30 Poly spots (one poly spot per person), 6 sets of bodies (hands, feet, legs, arms, ribs, pelvis and skull), 4 cones to identify boundary lines, 1 hula hoop to house bones.

**Class Organization:** The class will be divided into 4 to 6 groups depending on class size. Place each group in the corner, around a hula hoop. Each team member will stand on a poly spot. They will decide the order. The bones are located in the middle of the gym inside a hula hoop. Cones are placed in the corners of the gym to identify boundary lines.

**Object of the game:** To be the first team to build a body successfully.

**Procedure:** Divide the class into groups and explain the directions. Show the class a finish body. On the signal "Go" the first person will run to the middle and grab a body part and bring it back to the group. The group will perform the exercise off the bone. Next the group will do the transition exercise of 5 jumping jacks. Now the next person in line will go to the middle and grab a body part they need and bring it back, perform the exercise and then the transition

exercise of 5 jumping jacks. They keep doing this until the body is built. At that time, they do their 5 jumping jacks and then start running around the outside of the gym until all groups are finished.

**Ground Rules:**

- Must perform all exercises to the best of their ability
- Must do transition exercises
- Work together as a group

Variations: Different exercises on bones, use muscles, change transition exercises, You can have students label the bones after building Billy Bob Bones. Give each group name cards of the bones you wish to have them identify. Display a skeleton on the wall so they have a reference to look at. If they wish to take a “peek”, they must perform the transition exercise before sending someone to the skeleton. They may take as many peeks as they like as long as they perform the transition exercise.

## Unit 3: Advanced Skills

**Subject:** Physical Education

**Grade:** Third Grade

**Name of Unit:** Advanced Skills

**Length of Unit:** 16 - 19 weeks

**Overview of Unit:** During this unit the students will be able to demonstrate basic tumbling skills and work on apparatus. They will also be able to apply fundamental movements and proper techniques for a variety of skills in lead up games.

**Priority Standards for unit:**

- MP1D3a Demonstrate combination of tumbling skills
- MP1E3b Identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend)
- MP1F3a Apply fundamental and specialized skills in lead-up games
- MP2A3a Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown)
- MP2D3a Demonstrate basic apparatus activities (e.g., balance beam – a forward movement; climbing rope – from a supine position students ascend to a stand and descend to a sit; cargo net – ascending and descending climb to grade level height; parallel/even and uneven bars – under bar activities; horizontal bar – front support; spring board – jump and land)

- FS1E3a Identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart and lungs)

**Supporting Standards for unit:**

- PA1A3a Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)
- PA1C3a Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands)
- PA2A3a Demonstrate respect for all students regardless of individual differences in skills and abilities
- PA3A3a Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention
- MP1F3b Identify appropriate cooperative, social, and teamwork skills while participating in game situations
- PA1D3a Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur)
- MP1C3a Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
combination of tumbling skills	Demonstrate	Apply	Level 2
body parts and functions in relationship to movement	Identify	Understand	Level 1
fundamental and specialized skills in lead-up games	Apply	Apply	Level 2
proper techniques for a variety of fundamental skills while practicing with a partner	Demonstrate	Apply	Level 2
basic apparatus activities	Demonstrate	Apply	Level 2

**Essential Questions**

1. What tumbling skills can you demonstrate in combination?
2. What body parts can you identify and what are their functions in relationship to movement?
3. What can you do to adjust your throwing technique to be more accurate?
4. What activity can you demonstrate using an apparatus?
5. What are the cause and effect of active and inactive lifestyles?

**Enduring Understanding/Big Ideas:**

1. Cartwheel, forward roll, balance skill, headstand, round-off
2. Legs bend and arms swing forward to jump (long jump)
3. Force, release point and angle
4. Traverse across rock wall, climb vertically using the rope, pull-up bar, balance beam
5. Healthy vs. unhealthy heart and lungs

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	Force, law of opposition, muscular strength, muscular endurance, flexibility.

**Topic 1: Fundamentals of Movement**

**Engaging Experience 1**

**Title:** Movement Activities

**Suggested Length of Time:** 13 - 16 weeks

**Standards Addressed**

*Priority:*

- MP1E3b Identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend)
- MP1F3a Apply fundamental and specialized skills in lead-up games
- MP2A3a Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown)
- MP1D3a Demonstrate combination of tumbling skills
- MP2D3a Demonstrate basic apparatus activities (e.g., balance beam – a forward movement; climbing rope – from a supine position students ascend to a stand and descend to a sit; cargo net – ascending and descending climb to grade level height; jump and land)

*Supporting:*

- MP1C3a Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)
- PA2A3a Demonstrate respect for all students regardless of individual differences in skills and abilities

## **Detailed Description/Instructions:**

### Gymnastics Unit Overview

#### Week 1 – Travelling

- Animal Travels
- Rolls
- Cartwheel/Roundoff
- Create Your Own Travels

#### Week 2 – Balancing & Jumping and Landing

- Review Travels
- Single Balances
  - Use Balancing Challenges E-Book Task Cards and Poster
- Partner Balances
  - Using PE Geek App or BalanceIt Task Cards
- Jumping and Landing
- Jumping Tricks
- Create a Sequence using previously learned skills (Travel, Balance, Jump)

#### Week 3 – Create A Routine

- Review Travels, Balances & Jumping and Landing
- Have students come up with a Sequence or Routine combining all the elements they have learned
- Perform the Sequence after giving students time to practice

During this week I have my older students write their routine down to help them think through it and also just to have a piece of evidence to show learning.

If you see your students more than once a week and have more time to devote to the unit, this is a great time to integrate some technology and video your students' routines and then watch them all as a class via a projector or TV.

#### Week 4 – Gymnastics Stations

- Station Ideas
  - Rolling

- Animal Travels
- Jumping and Landing
- Balancing Challenges
- Partner Balances
- Balance Beams
- Cartwheels/Roundoffs
- Rope Climb
- Rope Swing
- Rock Wall
- Exercise Station
- Rings or Bars if you have them
- Create a sequence
- Winter/Summer Olympic Stations

(see [pespecialist.com](http://pespecialist.com) - How to teach gymnastics in PE.)

**Bloom's Levels:** Understand & Apply

**Webb's DOK:** Level 1 & Level 2

## Topic 2: Fitness

### Engaging Experience 1

**Title:** Healthy lifestyle

**Suggested Length of Time:** 2 - 3 weeks

#### **Standards Addressed**

*Priority:*

- FS1E3a Identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart and lungs)

#### **Detailed Description/Instructions:**

Couch Potato

Purpose of Activity: For students to learn the concept of being healthy and active. Don't be a "couch potato!"

Prerequisites: Basic knowledge of tag games (chasing, fleeing, dodging), locomotor skills, moving safely in general and safe space, and use of boundaries.

Materials Needed:

plastic fruits and veggies, cones to create a "fridge," cones or mat to create an area for the couch, foam balls or other identifiers for taggers

## Description of Idea

Anticipatory Set: Discuss with your students: “What is a couch potato?” “Do you think a couch potato is healthy?” Most likely you will receive answers like: “A couch potato is lazy, does not exercise and eats junk food like potato chips.” Introduce the concept of being healthy and how we don’t want to be a couch potato. “How can we keep from being a couch potato?” Answers: get exercise, keep moving, eat healthy stuff.

Set-Up: Choose five or six people to be "it" (remote controls freezing others into couch potatoes). Identify them using a pretend remote or other identifying pieces of equipment (pinnie, beanbag, rubber critter). Number of "its" will vary depending upon your class size.

Designate an area using cones or a mat as the couch where couch potatoes go, and another area where the refrigerator is, in which pretend fruits and vegetables have been placed. Fruits and vegetables can include laminated pictures of fruits and vegetables or plastic ones you can buy. Be creative!

Designate playing boundaries: usually the black line around the gym and remind students to move safely in the open space, staying inside the boundaries and using soft tags.

Play: Using various locomotor movements, students travel around the playing area. If a student is tagged by the “remote control,” (s)he moves to the couch where (s)he sits down, stretches out with legs crossed pretending to be lazy and watches TV.

To re-enter the game another student retrieves a fruit or vegetable from the “fridge,” brings it to a couch potato and tells her/him to “get off the couch!” The couch potato needs to prove that (s)he is not a couch potato by performing a designated body reward while the helper counts (for example: five good push-ups or 10 crunches).

The helper sees that (s)he deserves the fruit or vegetable and hands it to her/him. The couch potato pretends to eat the healthy snack, returns it to the refrigerator and then re-enters the game. Change taggers periodically.

Assessment Ideas:

Debrief at the end of class: "How do you keep from being a couch potato?" - Identify the cause effect of active vs. inactive lifestyle on the cardio-respiratory system. “What foods are healthy foods?” "What foods should you eat only once in a while?" Have students identify pictures of healthy and non-healthy activities and foods.

Extension: Have students bring pictures from home or discuss/list of healthy and non-healthy activities and use them on a bulletin board to stomp out couch potatoes.

(See pecentral.com)

**Bloom’s Levels:** Understand

## Engaging Scenario

### Winter Olympics Stations

Purpose of Event: To allow students to experience winter Olympic activities in the gym. Students have the opportunity to use various locomotor & manipulative skills as well as apparatus in the stations.

Materials Needed: Floor tape, beanbags, "team walkers," hockey nets, scooter hockey sticks, scooter hockey ball, pylons, pillo polo sticks (or any other stick you can make a torch out of), paper plates, hula hoops, beanbags, rope, spring board, mat. Station diagram is provided below.

#### Description of Idea

This winter Olympic activity was set up for a whole week so students could get to each station and their favorite stations twice. We used the same set-up for all students in grades K-4. We would play the Olympic theme song at each station, and students would freeze when the music stopped. We limited 4 students to a station at a time. Below is a description of each station along with a diagram.

1. Curling: Students slide beanbags to a target taped on the floor with floor tape. Students stand behind a tapeline on the floor and take turns to see who can get closest to the target. Two different color sets of beanbags help keep track of the two teams.
2. Scooter Hockey: Students are split into two teams and play scooter hockey, or they can improvise their own safe game if there are not enough students present. Students are to flip over their scooters at the end of the time so the scooters will be still.
3. Ski Jump: This is sort of a long jump with skis. Students take turns jumping off a spring board with two feet, and jump as far as they can onto a floor mat, also landing on two feet. Set up marks on the floor with tape. Students can earn a fictitious bronze, silver or gold based on where they land. (THIS WAS THE MOST POPULAR STATION)
4. Ice Climbing Wall: Students will traverse the "ice climbing wall" from one end to the other. The wall can have obstacles added such as ice noodles or tulle hanging down to increase the difficulty level.
5. Speed/Figure skating: We have two circles in the middle of the gym that we use. Circles can also be taped down. The very middle circle is the figure skating ice. Students stand on paper plates or pinnies and can make up routines for skating. The outer ring is for speed skating. Students can pretend to skate as fast as they can as long as they are being safe and staying in the

circle. Students stand on pinnies for this because our gym floor is slippery, and it was a more authentic experience. We emphasize safety at all times.

7. Cross Country Skiing: Students use the "team walking" apparatuses to walk together, simulating giant skis. Students work on teamwork to move forwards or backwards. Students have to communicate to think of commands and a cadence for walking.

8. Biathlon: Students stand on paper plates or pinnies for skis, and use pillo polo sticks as poles.

Students ski across the gym and when they get to the hula hoops on the other side, they pick up the bean bags and throw them at a target on the wall. Students have to retrieve the bean bags and put them back in the hoops before they are allowed to ski back. We have two targets set up at a time so that two students can go at a time.

9. Skeleton/Luge: Students lie on their backs, feet first (luge), and pull themselves toward the wall using a rope that is tied from the wall to a volleyball pole in the middle of the gym. Once a

student reaches the wall, he or she flips onto his or her stomach (skeleton) and scoots headfirst back to the beginning. Students go through this station quickly so we stress being safe on the scooters, and putting on the brakes before hitting the pole or the wall. Students flip the scooters over when it is time to move.

\*\* Stations can be modified to include summer Olympic stations. There are lots of different Olympic station ideas. Various apparatus such as balance beam, climbing wall, rope/pull-up bar.

## Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students

should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.



**Symbols:**

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.