

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL  
Phase I-II  
April 2016**

School: Hahn Intermediate Grade Level: 5-6

***Physical Education***

**Course Essential Questions (from Phase I report):**

1. How does enjoyment of physical activity promote lifelong fitness?
2. What is the connection between physical activity and increased academic achievement?
3. What are the components of physical fitness?
4. What is the importance of developing sportsmanship and personal and social behaviors through physical education?
5. How do nutrition and exercise impact overall health?

**Phase II Curriculum**

**Unit: #1 Invasion Games**

**Essential Questions:**

1. Why do invasion games target the development of motor skills?
2. What is acceptable behavior when participating in physical activity?

**Essential Understanding:**

- Motor skills are necessary in performing a wide variety of physical activity.
- The development of fine and gross motor skills are essential in maximizing enjoyment, challenge, and endurance during competitive play.
- Social behaviors (sportsmanship) impact teamwork and relationships during game play.

**Curriculum Standards- DOK noted where applicable with Standards**

**\*Standard 1: (DOK 1, 2, 3)** A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

***Benchmarks:***

LEVEL 3 Performance:

- A. Locomotor, selected manipulative and non-manipulative skills during participation;
- B. Five element movement sequence with flow.

LEVEL 2 Performance:

- C. Using tactics during modified game play.

Level 1 Performance:

- D. Movement concepts in the following manipulative skills: chest pass, bounce pass, hand dribble, volley, overhead pass, and punt.
- E. Using tactics during modified game play.

**\*Standard 2: (DOK 1, 2, 3)** A physically educated person demonstrates understanding of movement

concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmarks:**

**LEVEL 3 Performance:**

- A. Applies knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation;
- B. Uses internal (prior knowledge) and external feedback to improve performance;
- C. Applies knowledge of movement concepts and skills to design a five element movement sequence with flow;
- D. Applies knowledge of selected skills to design games.

**LEVEL 2 Performance:**

- E. Applies knowledge of tactics during modified game play.

**\* Standard 5: (DOK 1, 2, 3)** A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks:**

Demonstrates Level 4 performance in the following:

- A. Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- B. Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.

Demonstrates Level 3 performance in the following:

- C. Analyzes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.
- D. Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.
- E. Identifies key behaviors which exemplify the personal/social character traits of leadership

**LEARNING TARGETS**

<b>Knowledge/Content I Know ...</b>	<b>Skills/Processes I Can ...</b>
<ul style="list-style-type: none"> <li>- The dynamics of offensive and defensive play strategies.</li> <li>- That motor skills are necessary to perform a variety of physical activities.</li> <li>- Why it is best to throw a spiral in football.</li> <li>- In-line concept of shooting a basketball.</li> <li>- How to put a ball in play after it goes out of bounds in a soccer game.</li> <li>- That progressive motor skills (fine and gross) are essential in team play activities.</li> <li>- Procedure for a kick-off in soccer.</li> <li>- Rules related to game play.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate ready positions in all aspects of game play.</li> <li>- Show defensive positioning by proper placement of one's body between the offense and goal.</li> <li>- Demonstrate proper form when shooting a basketball in a controlled setting within one foot from the basket.</li> <li>- Demonstrate spatial awareness during team play.</li> <li>- demonstrate proper throwing form in a controlled situation.</li> <li>- Demonstrate proper catching form in a controlled situation.</li> <li>- Demonstrate understanding of game rules.</li> </ul>

**Phase III Textbook/Materials**

### Phase IV Summative Assessment Evidence

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
---	--

### Phase II Curriculum

<b>Unit: #2 Net Games</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
<ol style="list-style-type: none"> <li>1. How do net games lead to refined motor skills?</li> <li>2. How does sportsmanship and prosocial behavior enhance one's participation in net game activities?</li> <li>3. Which movement strategies, positioning skills, and tactics are beneficial when participating in net game experiences?</li> </ol>	<ul style="list-style-type: none"> <li>- Net games are one type of physical activity which helps develop motor skills necessary to carry on a variety of activity.</li> <li>- Positive social behaviors impact enjoyment, performance, challenge, and social relationships during participation in net game activities.</li> <li>- Specific tactics, movement strategies, and positioning skills enhance one's experience and performance during net game activities.</li> </ul>

### Curriculum Standards- DOK noted where applicable with Standards

**Standard 1: (DOK 1,2,3 )** A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Benchmarks:**

A. Locomotor, selected manipulative and non-manipulative skills during participation in net games.

B. Five element movement sequence (e.g., rhythmic, aerobic, or gymnastics activities) with flow.

C. Demonstrates Level 2 performance in the following:  
Using tactics during modified game play.

Demonstrates Level 1 performance in the following:

D. Movement concepts in the following manipulative skills: chest pass, bounce pass, hand dribble, volley, overhead pass, and punt.

E. Using tactics during modified game play.

**Standard 2: (DOK 1,2,3)** A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmarks:**

Demonstrates Level 3 performance in the following:

A. Applies knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in net games.

B. Uses internal (prior knowledge) and external feedback to improve performance.

- C. Applies knowledge of movement concepts and skills to design a five element movement sequence (e.g., simple rhythmic or aerobic activities) with flow.
  - D. Applies knowledge of selected skills to design games.
  - E. Demonstrates Level 2 performance in the following: Applies knowledge of tactics during modified game play.
- Demonstrates Level 1 performance in the following:
- F. Identifies basic game strategies used during modified game play.

**Standard 6: (DOK 1,2,3)** A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmarks:**

- Demonstrates Level 4 performance in the following:
- A. Chooses to exercise regularly outside of physical education for personal enjoyment and benefit.
  - B. Chooses to participate in activities that are personally challenging.
  - C. Chooses to participate in activities that allow for self-expression.
  - D. Recognizes physical activity as a positive opportunity for social interaction.
- Demonstrates Level 3 performance in the following:
- E. Exhibits indicators of enjoyment for the aesthetic and creative aspects of skilled performance.

**LEARNING TARGETS**

**Knowledge/Content**  
I Know ...

**Skills/Processes**  
I Can ...

- The dynamics of offensive and defensive strategies during game situations.
- Specific motor skills necessary to perform a variety of physical activities.
- How to score a point in volleyball.
- Social behaviors impact performance in game play situations.
- Communication is important in a team setting.

- Demonstrate ready positions in all aspects of game play.
- Show offensive strategy (such as opening up to a person on a team that is passing in volleyball).
- Demonstrate proper forearm pass with flat platform and athletic position.
- Demonstrate overhand volleyball serve.
- Keep score (say points) in a volleyball match.
- Demonstrate sportsmanship to opponents after a match (Shake hands, wish well).
- Determine which team serves first through techniques such as rock, paper, scissors.

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments: (\*identifies Performance Task)**

## Phase II Curriculum

### Unit: #3 Striking and Fielding

#### Essential Questions:

1. How do motor skills impact effective participation in Striking and Fielding Games?
2. What role do social behaviors play in determining effective participation in Striking and Fielding Games?
3. What must a player know about positioning, tactics, and rules for Striking and Fielding Games?
4. How can Striking/Fielding Games enhance overall health?

#### Essential Understanding:

- Motor skills are necessary to effectively participate in game situations.
- Social behaviors (sportsmanship) can positively or negatively impact performance, teamwork, and enjoyment during participation in game activity.
- Specific positioning skills, tactics, and knowledge of rules impacts the quality and enjoyment of one's experience in striking and fielding games.
- Opportunities to engage in physical activity outside the school day and physical education enhance health and fitness.

### Curriculum Standards- DOK noted where applicable with Standards

**Standard 1: (DOK 1, 2, 3)** A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

#### **Benchmarks:**

A. Locomotor, selected manipulative and non-manipulative skills during participation in striking and fielding games.

B. Five element movement sequence (e.g., rhythmic, aerobic, or gymnastics activities) with flow.

Demonstrates Level 2 performance in the following:

C. Using tactics during modified game play.

Demonstrates Level 1 performance in the following:

D. Movement concepts in the following manipulative skills: chest pass, bounce pass, hand dribble, volley, overhead pass, and punt.

E. Using tactics during modified game play.

**Standard 2: (DOK 1, 2, 3)** A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

#### **Benchmarks:**

Demonstrates Level 3 performance in the following:

A. Applies knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in striking and fielding games.

B. Uses internal (prior knowledge) and external feedback to improve performance.

C. Applies knowledge of movement concepts and skills to design a five element movement sequence (e.g., simple rhythmic or aerobic activities) with flow.

D. Applies knowledge of selected skills to design games.

Demonstrates Level 2 performance in the following:

E. Applies knowledge of tactics during modified game play.

Demonstrates Level 1 performance in the following:

F. Identifies basic game strategies used during modified game play.

**Standard 3: (DOK 1,2,3)** A physically educated person participates regularly in lifelong physical activity.

**Benchmarks:**

Accumulates time in physical activities that are moderate to vigorous in intensity while:

- A. Exploring a wide variety of striking fielding games and fitness-related activities in and outside of physical education.
- B. Participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play.
- C. Participating most days of the week in a variety of health-enhancing physical activities outside of physical education.

**Standard 5: (DOK 1,2,3)** A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks:**

Demonstrates Level 4 performance in the following:

- A. Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- B. Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.

Demonstrates Level 3 performance in the following:

- C. Analyzes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.
- D. Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.
- E. Identifies key behaviors which exemplify the personal/social character traits of leadership.

**Standard 6: (DOK 1,2,3)** A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmarks:**

Demonstrates Level 4 performance in the following:

- A. Chooses to exercise regularly outside of physical education for personal enjoyment and benefit.
- B. Chooses to participate in activities that are personally challenging.
- C. Chooses to participate in activities that allow for self-expression.
- D. Recognizes physical activity as a positive opportunity for social interaction.

Demonstrates Level 3 performance in the following:

- E. Exhibits indicators of enjoyment for the aesthetic and creative aspects of skilled performance.
- F. Accepts differences between idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.

**LEARNING TARGETS**

**Knowledge/Content**

**I Know ...**

- Dynamics of offensive and defensive play strategies.
- Specific motor skills necessary to perform a variety of activities.
- Safety rules associated with batting.
- Rules specific to fielding games (i.e., softball, baseball).

**Skills/Processes**

**I Can ...**

- Demonstrate ready positioning in all aspects of game play.
- Demonstrate proper level swing when addressing and hitting a softball or baseball.
- Demonstrate proper dropping (vs. throwing) of bat after striking the ball.

<ul style="list-style-type: none"> <li>- Rules of sportsmanship and its effect on quality of individual and team experiences.</li> <li>- The importance of communication within the game setting.</li> <li>- The difference between a force out and a tag out.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibit understanding of ways to reach first base including, stand-up and run-through options.</li> <li>- Demonstrate knowledge base running rules (run-through for first base, contact with base for second base through home plate).</li> <li>- Describe or list selected elements of infield tactical problems (first base running, pop-fly rule, force out).</li> <li>- Demonstrate proper throwing form in a controlled situation.</li> <li>- Demonstrate proper catching form in a controlled situation.</li> <li>- Demonstrate sportsmanship including congratulating opponent for exceptional play, modeling fair play, and refraining from taunting.</li> <li>- Demonstrate communication skills with teammates, coaches, and/or officials regarding number of outs, time outs, signaling plays, and/or strategies.</li> </ul>
---	--

**Phase III Textbook/Materials**

--	--

**Phase IV Summative Assessment Evidence**

<p><b>Common Summative Unit Assessments:</b></p>	<p><b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b></p>
--	---

## Phase II Curriculum

### Unit: #4 Fitness and Nutrition

#### Essential Questions:

1. How does regular participation in physical activity contribute to lifelong fitness?
2. How does food choice impact one's fitness and overall health level?
3. What is the relationship of nutrition to fitness?
4. What role do social behaviors play in the area of fitness and nutrition?

#### Essential Understanding:

- Physical activity enhances overall fitness and helps maintain lifelong health.
- Balanced nutritional health helps maintain overall health by reducing obesity, providing nutrients for cell repair, and maintaining muscle mass.
- Proper nutrition enhances fitness for life.
- Personal responsibility, effort, and encouraging workout partners are important social behaviors applicable to the area of fitness and nutrition.

### Curriculum Standards- DOK noted where applicable with Standards

**Standard 3: (DOK 2)** A physically educated person participates regularly in lifelong physical activity.

**Benchmarks:**

Accumulates time in physical activities that are moderate to vigorous in intensity while:

- A. Exploring a wide variety of target, net/wall, invasion, striking/fielding/running games; rhythmic activities; outdoor pursuits; and fitness-related activities in and outside of physical education.
- B. Participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play.
- C. Participating most days of the week in a variety of health-enhancing physical activities outside of physical education.

**Standard 4: (DOK 1,2,3)** A physically educated person achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks:**

- A. Meets criterion-referenced age- and gender-specific, health-related fitness standards for cardiorespiratory, muscular strength and endurance, flexibility, and body composition (e.g., Fitnessgram, President's Challenge, and Brockport Physical Fitness Test).
- B. Self-assesses health-related fitness status.
- C. Recognizes the principles of training (e.g., Frequency, Intensity, Type, Time (F.I.T.T.), overload, specificity).
- D. Applies the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers and/or heart rate monitors to train in target heart rate zones).
- E. Develops and implements a plan for improving or maintaining their health-related fitness status, with assistance from the teacher.
- F. Monitors the effects of physical activity and nutrition on the body.

**Standard 5: (DOK 1,2,3)** A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks:**

Demonstrates Level 4 performance in the following:

- A. Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.



B. Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.

Demonstrates Level 3 performance in the following:

C. Analyzes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.

D. Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.

E. Identifies key behaviors which exemplify the personal/social character traits of leadership.

### LEARNING TARGETS

<b>Knowledge/Content I Know ...</b>	<b>Skills/Processes I Can ...</b>
<ul style="list-style-type: none"> <li>- What basic health research says about the importance of physical exercise and nutrition.</li> <li>- Standards for what constitutes "good fitness" levels according to the Presidential Physical Fitness Test.</li> <li>- The symbiotic relationship of nutrition and fitness.</li> <li>- Fitness and nutrition impact lifelong health and welfare.</li> <li>- Fitness and nutritional health require personal commitment and responsibility.</li> <li>- An individual's personal health pyramid may be unique depending on overall health factors.</li> <li>- Fitness needs and focus change over a lifetime.</li> <li>- Proper fitness and nutrition help reduce incidence of injury and disease.</li> <li>- Fitness and nutrition help reduce the effects of negative stressors.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate research based knowledge about the importance of physical exercise and nutrition.</li> <li>- Complete the components of the Presidential Physical Fitness Test.</li> <li>- Self-assess their health related fitness status.</li> <li>- Develop a plan for improving or maintaining health related fitness status with assistance from the teacher.</li> <li>- Monitor their heart rate: resting and after exercise.</li> <li>- Cite personal or community based support systems for staying engaged in fitness and nutritional health plans.</li> <li>- Explain the main components of physical fitness.</li> <li>- Describe or list the health, social and economic benefits of proper nutrition and physical fitness.</li> <li>- Explain the social benefits of partnering with others on a planned fitness routine.</li> </ul>

### Phase III Textbook/Materials

### Phase IV Summative Assessment Evidence

<p><b>Common Summative Unit Assessments:</b></p>	<p><b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b></p>
--	---

## Phase II Curriculum

### Unit: #5 Outdoor Pursuits

#### Essential Questions:

1. How do outdoor pursuits provide opportunities for lifelong physical activity?
2. Why is it necessary to exercise personal responsibility while participating in outdoor pursuits?
3. What are social benefits of involvement in outdoor pursuits?
4. What are some physical and mental health benefits of participating in outdoor pursuits?

#### Essential Understanding:

- Outdoor pursuits may be enjoyed regardless of age or physical limitations.
- Exercising personal responsibility protects natural resources.
- Personal responsibility ensures safety of all participants.
- Outdoor activities provide social interaction, personal challenge, and opportunity for self-expression and enjoyment.
- Outdoor pursuits provide an outlet from everyday stressors, opportunity for moderate to vigorous exercise, and relaxation.

### Curriculum Standards- DOK noted where applicable with Standards

**Standard 3: (DOK 1, 2)** A physically educated person participates regularly in lifelong physical activity.

#### **Benchmarks:**

Accumulates time in physical activities that are moderate to vigorous in intensity while:

- A. Exploring a wide variety of outdoor pursuits; and fitness-related activities in and outside of physical education.
- B. Participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play.
- C. Participating most days of the week in a variety of health-enhancing physical activities outside of physical education.

**Standard 5: (DOK 1, 2)** A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

#### **Benchmarks:**

Demonstrates Level 4 performance in the following:

- A. Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- B. Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.

Demonstrates Level 3 performance in the following:

- C. Analyzes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.
- D. Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.
- E. Identifies key behaviors which exemplify the personal/social character traits of leadership.

**Standard 6: (DOK 1, 2)** A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

#### **Benchmarks:**

Demonstrates Level 4 performance in the following:

- A. Chooses to exercise regularly outside of physical education for personal enjoyment and benefit.
- B. Chooses to participate in activities that are personally challenging.

- C. Chooses to participate in activities that allow for self-expression.
  - D. Recognizes physical activity as a positive opportunity for social interaction.
- Demonstrates Level 3 performance in the following:
- E. Exhibits indicators of enjoyment for the aesthetic and creative aspects of skilled performance

## LEARNING TARGETS

**Knowledge/Content**  
**I Know ...**

**Skills/Processes**  
**I Can ...**

- The seven principles of "Leave No Trace" (PEAK).
- How to properly fit and wear a personal flotation device.
- How to paddle a canoe.
- How to safely cast a fishing line from a boat or the shore.
- Fishing etiquette.
- How to express and share enjoyment of outdoor pursuits.

- Describe principles of "Leave No Trace" (PEAK version).
- Work with a teammate to navigate a canoe in a river.
- Demonstrate how to cast a fishing line.
- Explain fishing etiquette (e.g.: quiet).
- Discuss various social, physical, and mental health benefits of participation in outdoor pursuits.

### Phase III Textbook/Materials

### Phase IV Summative Assessment Evidence

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments: (\*identifies Performance Task)**