Grades 3-5
Physical Education

STANDARDS
Key Ideas, Major Understandings, Performance Indicators, Competencies

Course Description: This four week unit designed to introduce third-fifth grade students to basic basketball skills. Such as dribbling, passing, shooting, and offense/defense skills.	
Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	
Key Idea 1a: Perform basic motor and manipulative skills; attain competency in a variety of physical activities and proficiency in a few select, complex, and sports activities.	
1A	Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area. • Shooting games (i.e., Horse, Basketball Shoot Out, and Around the World) • Dribbling and passing drills and games • Basketball games with offense and defense
2A	Develop physical fitness skills through regular practice, effort, and perseverance. • Dribbling and passing. • Shooting • Hand and eye coordination and spatial awareness
3A	Demonstrate mastery of fundamental motor, non-loco motor and manipulative skills and understand fundamental principles of movement. • Spatial awareness • Body awareness • Loco motor skills (running, stopping, change direction with the basketball)
Key Idea 1b: Design personal fitness programs to improve cardio-respiratory endurance, flexibility muscular strength, endurance, and body composition.	
1B	Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health related fitness.

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	• Stretching and cardio-vascular warm-ups
2B	Demonstrate and assess their fitness by performing exercises or activities related to each health related fitness component, and establish personal goals to improve their fitness. • Increase in cardio-vascular endurance • Increase in physical activity (play outside of class)
3B	Understand the relationship between physical activity and individual well-being. • Appreciation of physical activity (plays outside of class)
Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	
Key Idea 2a: Demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.	
1A	Contribute to a safe and healthy environment by observing safe conditions for games, recreation and outdoor activities. • Knowledge of rules of the game • Spatial awareness • Knowledge of safe equipment
2A	Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment. • Demonstrated sportsmanship • Fair play • Follows the directions of the teacher
3A	Work constructively with others to accomplish a variety of goals and tasks.

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	• Demonstrates team work • Cooperation with others • Follows the rules
Key Idea 2b: Be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	
1B	Know how injuries from physical activity can be prevented and treated. • Spatial awareness • Body awareness • Proper warm-up
2B	Demonstrate care, consideration, and respect of self and others during physical activity. • Sportsmanship to other team and teammates • Fair play and following the rules • Teamwork
Standard 3: Resource Management Understand and be able to manage their personal and community resource.	
Key Idea 3a: Be aware of and able to access opportunities available to them within their community to engage in physical activity.	
1A	Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time. • Post outside activities • Make students aware of internet resources

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Key Idea 3b: Be informed consumers and be able to evaluate facilities and programs.	
1B	Become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sport equipment.
Key Idea 3c: Be aware of some career options in the field of physical fitness and sports.	
1C	Demonstrate the ability to apply the decision making process to physical activity. • Participates in activity outside of class (intramural, community teams) • Middletown Recreation Department • Elks Basketball • YMCA Basketball

PACING OF WEEKS	RESOURCES (Manipulative)	ASSESSMENT (Evidence)
4 – 6 Weeks	o Basketballs o Hoops o Cones	o Rubrics o Teacher Observation o Self Assessment