

**West Carroll Special School District  
Instructional Plan/Pacing Guide, 2016-2017**

<b>Teacher:</b> Linda Hodgson		<b>Co-Teacher:</b>			
<b>Subject:</b> Physical Education		<b>Grade Level:</b> Grades 3-6			
Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery	Pacing (Beginning and ending dates of instruction)
				What student generated product will demonstrate that he/she has met the learning expectation?	
ORIENTATION	<ul style="list-style-type: none"> <li>Physical Activity</li> <li>Fitness</li> <li>Personal and Social Responsibility</li> <li>Values Physical Activity</li> </ul>	Rules/procedures, playground safety, safety drills, warmups, line-up, discipline policy, classroom expectations, stop signals, etc.	Identify and apply safety principles in all activity situations <ul style="list-style-type: none"> <li>Apply classroom rules, procedures and safe practices within physical education and at recess</li> <li>Complete assigned tasks individually or with others in a productive manner</li> </ul>	TSSBAT:  Follow directions with prompts  Demonstrate safe practices and procedures	Weeks 1 and 2
LOCOMOTOR & NON-LOCOMOTOR MOVEMENT CONCEPTS	<ul style="list-style-type: none"> <li>Movement Forms/Motor Skills and Movement Patterns</li> <li>Movement Concepts and Principles</li> <li>Physical Activity</li> <li>Fitness</li> <li>Personal and Social Responsibility</li> <li>Values Physical Activity</li> </ul>	Identifies concepts related to space, time, force, and body  Applies concepts of space and movement control to travel in different directions without falling or bumping  <b>Safety</b> <ul style="list-style-type: none"> <li>Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Devise a fitness routine to improve range of motion in selected body joints and that links bending, swaying, twisting and curling motions.</li> <li>Identify muscle groups that benefit from stretching</li> <li>In pairs, perform teacher-guided non-locomotor activities such as bending, stretching, balancing, and twisting.</li> <li>Students will create routines with variety of non-locomotor skills that target many muscle groups.</li> </ul>	TSSBAT:  Demonstrate a variety and combinations of non-locomotor skills to improve flexibility and range of movement (over time).  Demonstrate an understanding of how non-locomotor skills benefit muscles Demonstrate a range and combination of non-locomotor skills to improve range of movement,	Weeks 3-6

		<ul style="list-style-type: none"> <li>Flexibility and stretching should be connected to injury prevention during participation</li> </ul>		flexibility, strength and balance Identify how stretching, balance and efficient turning contribute to performance.	
<b>THROWING &amp; CATCHING</b>	<ul style="list-style-type: none"> <li>Movement Forms/Motor Skills and Movement Patterns</li> <li>Movement Concepts and Principles</li> <li>Physical Activity</li> <li>Fitness</li> <li>Personal and Social Responsibility</li> <li>Values Physical Activity</li> </ul>	<p>Demonstrate an understanding of concepts related to catching and throwing.</p> <p>Demonstrate the proper mechanics of throwing and catching</p> <p>Demonstrate Eye-Hand Coordination</p> <p>Demonstrate Visual Tracking and Balance</p>	<p>Tasks/challenges using various equipment (individual, partner, &amp; group), over/underhand throwing (to self, targets, partners, and moving targets), group juggling, team ball, ultimate anything, football/baseball/softball activities, large group activities, Mechanics of throwing: body position, arm action and weight transfer</p> <ul style="list-style-type: none"> <li>Discuss the concept of stepping ahead as the throwing arm comes forward for the release.</li> <li>Roll a ball to a wall.</li> <li>Play various target throwing, partner catch, and large group catching games.</li> <li>Experiment with tossing small objects upward using two hands and one hand. Emphasize maintaining control in throwing.</li> <li>Play target-throwing games with targets drawn on the wall or held by a partner.</li> <li>Relay a ball all the way around a set area</li> </ul>	<p>TSSBAT:</p> <ul style="list-style-type: none"> <li>Throw over-arm using a mature pattern in non-dynamic environments</li> <li>Throw over-arm to a partner or at a target with accuracy at a reasonable distance</li> <li>Catch a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment</li> <li>Receive a small object in a variety of ways.</li> <li>To develop and demonstrate mature patterns of throwing.</li> <li>Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).</li> </ul>	Weeks 7-12

			<ul style="list-style-type: none"> <li>• Try to achieve a set number of catches by throwing it from one to the other without dropping it.</li> <li>• "Team Juggling."</li> <li>• Two hands in what is called the "pancake," "clap," or alligator" catch (your arms are like the jaws of the gator).</li> </ul> <p>Catch a beanbag:</p> <ul style="list-style-type: none"> <li>• with two hands</li> <li>• with one hand approaching at various levels</li> </ul> <p>Using a small ball:</p> <ul style="list-style-type: none"> <li>• Throw to varying heights and distances using a one-hand underhand throw, and toss up, let bounce and catch</li> <li>• Roll a small ball to the wall or to a partner using a one-hand underhand motion</li> <li>• With two hands catch a toss made by a partner.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Small groups where students get the opportunity to practice skills, observe others performing skills and using a rubric to analyze</li> </ul>		
<b>VOLLEYBALL CONCEPTS</b>	Movement Forms/Motor Skills and Movement Patterns Movement Concepts and Principles Physical Activity Fitness	Proper Mechanics needed for each skill  <b>Safety</b> <ul style="list-style-type: none"> <li>• State and demonstrate guidelines and behaviors for basic</li> </ul>	<ul style="list-style-type: none"> <li>• Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball)</li> <li>• Badminton-Volleyball Toss</li> <li>• Volleyball Battleship</li> </ul>		Weeks 13-18

	Personal and Social Responsibility Values Physical Activity	safety principles in physical education (implements, small and large equipment, environment) • Identify-and-apply-safety principles-in-all-activity situations			
KICKING & TRAPPING	Movement Forms/Motor Skills and Movement Patterns Movement Concepts and Principles Physical Activity Fitness Personal and Social Responsibility Values Physical Activity	Dribble with hands or feet in combination with other skills (e.g., passing, receiving, shooting) Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.	<ul style="list-style-type: none"> <li>• Dribbling Skills and Activities</li> <li>• Passing Introduction and Activities</li> <li>• Outside of the Foot Passing</li> <li>• Instep Passing</li> <li>• Receiving Passes (Trapping)</li> <li>• Chest Trap</li> <li>• Shooting Intro</li> <li>• Modified game</li> </ul>	<p>TSSBAT:</p> <ul style="list-style-type: none"> <li>• Use a continuous running approach and kick a moving ball using an emerging pattern</li> <li>• Dribble with the feet in general space with control of the ball and body</li> <li>• Combine foot dribbling with other skills in practice tasks</li> <li>• Pass and receive with his/her feet using a maturing form as both partners travel</li> <li>• Kick and punt in small sided practice task environments</li> </ul>	Weeks 19-24
FITNESS	<ul style="list-style-type: none"> <li>• Movement Forms/Motor Skills and Movement Patterns</li> <li>• Movement Concepts and Principles</li> <li>• Physical Activity</li> <li>• Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Recall participation in physical activities both in and outside of school.</li> <li>• Explore activities of daily participation inside and outside of school.</li> <li>• Describe two favorite physical</li> </ul>	<p>Running games</p> <p>Individual races</p> <p>Team Races</p> <p>PACER Test</p>	<p>TSSBAT:</p> <ul style="list-style-type: none"> <li>• Discusses the benefits of being active and exercising and/or playing.</li> <li>• Actively engages in physical education class.</li> <li>• Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.</li> </ul>	Weeks 25-30



	<ul style="list-style-type: none"> <li>• Personal and Social Responsibility</li> <li>• Values Physical Activity</li> </ul>	<ul style="list-style-type: none"> <li>activities.</li> <li>• Distinguish between active and inactive physical activity.</li> <li>• Compare and contrast activities of daily participation inside and outside of school.</li> <li>• Identify the physiological signs of moderate physical activity.</li> <li>• Indicators: Identify changes in the body during physical activity</li> <li>• The students will identify the five components of health related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies physical activities that contribute to fitness.</li> </ul>	
<b>TRACK &amp; FIELD</b>	Movement Forms/Motor Skills and Movement Patterns Movement Concepts and Principles Physical Activity Fitness Personal and Social Responsibility Values Physical Activity	<ul style="list-style-type: none"> <li>• Understand that appropriately preparing their muscles to run will prevent injury and help them run faster.</li> <li>• Understand and demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down.</li> </ul>	<ul style="list-style-type: none"> <li>• Ready, Set, Go!</li> <li>• Throw, Throw, Throw</li> <li>• My Turn, Your Turn</li> <li>• Well Rounded II</li> <li>• Springy feet</li> <li>• The Tight Rope</li> <li>• Field Day</li> </ul>	Weeks 31-36