

# Roscommon Area Public Schools – Curriculum Framework

Course: Physical Education Grades 2/3

Unit Number: 1

Unit Title:

Timeframe:



## Stage 1: Identify Desired Results

### Essential Question:

*What thought-provoking questions will foster inquiry, meaning making and transfer? (S4.1.K-S4.6.K)*

- *An essential question is open ended; has no simple "right answer."*
- *Is meant to be investigated, argued, looked at from different points of view*
- *Encourages active "meaning making" by the learner about important ideas.*
- *Raises other important questions.*
- *Naturally arises*

- **How can rule following make the activities useful?**
- **How is taking responsibility for one's action important?**
- **How do instructions and direction make the class beneficial?**
- **How should I use the equipment provided in PE class?**
- **How can I respect my own space and those around me?**

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<p><b>Scaffold Questions:</b></p> <p><i>What questions can we ask students that break the essential question into smaller pieces of content?</i></p>	<ul style="list-style-type: none"><li>• What does rule following mean?</li><li>• If I say or do something that hurts someone, what should I do?</li><li>• Why is it important to listen to the teacher's instructions?</li><li>• Why is it important for students to participate in physical education?</li><li>• What is the difference between self space and general space?</li></ul>
<p><b>Brief Summary of Unit:</b></p>	<p>This module includes activities that are designed to develop and reinforce several locomotor and manipulative skills. All of the basic locomotor skills, static and dynamic balancing, as well as underhand tossing, rolling, and catching are addressed. Other learning outcomes are also addressed within the unit's activities including setting individual student physical goals.</p>
<p><b>Desired Understanding:</b></p> <p><i>The long-term accomplishments that students should be able to do with knowledge and skill, on their own. Frames Standards as long-term performance accomplishments. Answers the questions Why? And What can you do with this?</i></p>	<p>Skill: I will practice a variety of locomotor skills using the cues my teacher gives me in class.</p> <p>Cognitive: I will demonstrate at least 3 different pathways while I move throughout the activity area.</p> <p>Fitness: I will work to stay actively engaged during all of the scarf activities.</p> <p>Personal &amp; Social Responsibility: I will demonstrate safe behaviors without being reminded by a teacher.</p>

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<p><b>Common Core State Standards (CCSS) - Physical Education</b> <i>List all of the standards in this unit.</i></p>	<p>Standard 1 [E1.K-2] Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (K); Hops, gallops, jogs and slides using a mature pattern (1); Skips using a mature pattern (2).</p> <p>Standard 1 [E2.2] Runs with a mature pattern (2a); Travels showing differentiation between jogging and sprinting (2b).</p> <p>Standard 2 [E2.K-2] Travels in three different pathways (K); Travels demonstrating low, middle and high levels (1a); Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (1b); Combines shapes, levels and pathways into simple travel sequences (2).</p>
<p><b>Crossover standards*</b> <i>Connection to other content areas (Optional)</i></p>	
<p><b>Alignment to the Vision of High Quality Instruction in Subject</b> <i>(How do the instructional targets in this unit align to the district's vision of high quality instruction?)</i></p>	<ul style="list-style-type: none"><li>• eliciting and responding to student reasoning,</li><li>• orienting students to each others' ideas and to the non-core learning targets,</li><li>• setting and maintaining expectations for student participation,</li><li>• positioning students competently,</li><li>• teaching towards an instructional goal,</li><li>• assessing students' understanding,</li><li>• modeling lifelong passion and appreciation for non-core subjects,</li><li>• networking with other non-core teachers to grow knowledge, share connections and experiences, and</li><li>• providing opportunities for students to become self-directed learners and set meaningful goals.</li></ul>

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## Stage 2: Determine Acceptable Evidence

(With the exception of formative assessments, all assessments listed in this section are required elements of the district's curriculum and the data associated will be collected in the district's performance management driver system.)

### Measure of Understanding (Performance Task)

*(How will students demonstrate their attainment of the long term understanding?)*

Skill: I will experiment with different ways of tossing and then catching a scarf.

Cognitive: I will explain the difference between self space and general space.

Fitness: I will give at least one example of how I can be physically active outside of school. Personal & Social

Responsibility: I will follow all directions.

### Assessing the Performance Task

*(How will we evaluate quality student work in the performance task? How will we determine that students can use their learning*

Dual Performance Rubric: [PDF, WORD]

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independently?)	
<b>Summative Assessments</b> <i>(How will we know if students can demonstrate mastery of the unit's content, skills, and common core state standards?) Can overlap the performance-based evidence, thereby increasing the reliability of the overall assessment (especially if the performance task was done by a group)</i>	Holistic Performance Rubric: [PDF, WORD]
<b>Formative Assessments</b>	Holistic Performance Rubric: [PDF, WORD]
<b>Student Self-Reflection and Self-Regulation</b> <b>(Student-Centered)</b> <i>(How will we measure students' ability to think meta-cognitively?)</i>	Self-Assessment Worksheet: [PDF, WORD]

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## Stage 3: Learning Plan (Summary of Key Learning Events and Instruction)

All Module Activities: [PDF, WORD]

**What activities, experiences and lessons will lead to achievement of the desired results and success at the assessments?**

*The learning events –*

- *should be derived from the goals of Stage 1 and the assessments of Stage 2 to ensure alignment and effectiveness of the activities.*

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- *should match the level of rigor within the standard*
- *support student Acquisition, Meaning Making, and Transfer.*

## Learning Targets, Purpose, and Success Criteria

*What will students be taught?  
What should they know? What  
should they be able to do?*

This module includes activities that are designed to develop and reinforce several locomotor and manipulative skills. All of the basic locomotor skills, static and dynamic balancing, as well as underhand tossing, rolling, and catching are addressed. Other learning outcomes are also addressed within the module's activities.

Personal & Social Responsibility (Intermediate 3-5)

This module includes activities that are designed to develop and reinforce several personal and social skills associated with responsible behavior. Safety, cooperation, interpersonal behavior, receiving and providing feedback, praising and accepting others, as well as following the etiquette of activity settings are the main skills emphasized. However, a variety of other learning outcomes are also addressed within the module's activities.

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## How will the unit be sequenced and differentiated to optimize achievement for all learners?

Teaching -

- should reflect the instructional approaches most appropriate to the goals (not what is easiest or most comfortable for the teacher).
- should employ resources most appropriate to the goals (not simply march through a textbook or commercial program).
- be responsive to differences in learners' readiness, interests, and preferred ways of learning.

Module Overview: [PDF, WORD]

## Key Vocabulary

Actively Engage, Clockwise, Counter-Clockwise, General Space, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk, Pathways, Safe, Self Space

## Resources

Description or link to resources

- Complete module packet: [PDF Only]
- Module Overview: [PDF, WORD]



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- Required Materials: [PDF, WORD]
- All Module Activities: [PDF, WORD]
- Sample Lesson Plan: [PDF, WORD]
- Academic Language Cards: [PDF, WORD]
- Station Cards: [PDF, WORD]