

# Groton Public Schools Curriculum Map

## INTRODUCTION

Course Title: Elementary School Physical Education  
Curriculum Area and Grade: PE Grade Kindergarten

### Course Purpose:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

### Major Learning Goals and Understandings:

#### **Student Learning Expectation(s):**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Units/Theme/Concept and # of Weeks**

1. Locomotor Skills	2. Non- Locomotor Skills
3. Manipulative Skills	4. Movement Concepts
5. Physical activity & fitness knowledge	6.*Personal responsibility & Social behavior
7.* Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors:** Kerry Carter, Jen Hynes & Carol Migatz

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> Kindergarten	<b>Subject:</b> Non locomotor skills	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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**Common Core State Standards**

Demonstrates competency of a variety of motor skills and patterns

**Supporting Standards**

**Connecticut State Standards**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<b>Part 2 – Standards</b>	
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>	<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

<p>The students will know:</p> <p><b>S.1.E.1</b></p> <p>Hopping,galloping,running, sliding,skipping,leaping</p> <p><b>S.1.E.2</b></p> <p>Jogging, running</p> <p><b>S.1.E.3</b></p> <p>Jumping and landing, horizontal/vertical plane</p> <p><b>S.1.E.5</b></p> <p><b>Dance</b></p> <p><b>S.1.E.6</b></p> <p>Combinations</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Performs locomotor skills (hopping,galloping,running,sliding,skippin)while maintaining balance. (Si.e1.k)</li> <li>● Developmentally appropriate/emerging outcomes first appear in grade 2.</li> <li>● Performs jumping and landing actions with balance. (S1.E3.K)</li> <li>● Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)</li> <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3</li> </ul>	
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### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

### Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

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**Units/Theme/Concept and # of Weeks**

1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative	4.Movement concepts
5.Physical activity & fitness knowledge	6.*Personal responsibility & Social behavior
7.* Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors:** Kerry Carter, Jen Hynes & Carol Migatz

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> Kindergarten	<b>Subject:</b> Locomotor skills	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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**Common Core State Standards**

Demonstrates competency in a variety of motor skills and movement patterns

Supporting Standards

**Connecticut State Standards**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.



<p><b>S.1.E.11</b> Non locomotor Stability (Combinations)</p> <p><b>S.1.E.12</b> Non locomotor stability (balance and weight transfers)</p>	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 2.</li> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 3.</li> </ul>	
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<p style="text-align: center;"><b>Big Idea and Essential Questions</b></p> <ul style="list-style-type: none"> <li>• <b>Big Ideas</b></li> <li>• <b>Essential Questions</b></li> </ul>
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<p style="text-align: center;"><b>Part 3 – Common Unit Assessments</b></p>
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Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

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#### **Part 4 – Common/Assured Learning Experiences**

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**Units/Theme/Concept and # of Weeks**

1. Locomotor	2. Non locomotor
3. manipulatives	4. Movement concepts
5. Physical activity and fitness knowledge	6. *Personal responsibility & Social behavior
7. Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatiz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> Kindergarten	<b>Subject:</b> Manipulatives	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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Common Core State Standards

Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

Supporting Standards

Connecticut State Standards

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<b>Part 2 – Standards</b>	
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>	<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

The students will know:	The students will be able to:	
<b>S1.E13</b>		1.
Underhand throw	<ul style="list-style-type: none"> <li>• Throws underhand with opposite foot forward. (S1.E13.K)</li> </ul>	
<b>S1.E14</b>		
Overhand throw	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 2.</li> </ul>	
<b>S1.E15</b>		
Passing with hands	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4.</li> </ul>	
<b>S1.E16</b>		
Catching	<ul style="list-style-type: none"> <li>• Drops a ball and catches it before it bounces twice. (S1.E16.Ka)</li> <li>• Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</li> </ul>	
<b>S1.E17</b>		
Dribbling and/or ball control with hands	<ul style="list-style-type: none"> <li>• Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)</li> </ul>	
<b>S1.E18</b>		
Dribbling/ball control with feet	<ul style="list-style-type: none"> <li>• Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)</li> </ul>	
<b>S1.E19</b>		

<p>Passing and receiving with feet</p> <p><b>S1.E20 Manipulative</b></p> <p>Dribbling in combination</p> <p><b>S1.E21</b></p> <p>Kicking</p> <p><b>S1.E22</b></p> <p>Volley, underhand</p> <p><b>S1.E23</b></p> <p>Volley, overhead</p> <p><b>S.1.E.24</b></p> <p>Striking, short implement</p> <p><b>S1.E25</b></p> <p>Striking, long implement</p>	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 3</li>   <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4.</li>   <li>• Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 critical elements of a mature kicking pattern. (S1.E21.K)</li>   <li>• Volleys a lightweight object (balloon), sending it upward. (S1.E22.K)</li>   <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4.</li>   <li>• Strikes a light weight object with a paddle or short handed racket</li>   <li>• Developmentally appropriate/emerging outcomes first appear in Grade 2</li> </ul>	
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<p><b>S1.E26</b></p> <p>In combination with locomotor</p> <p><b>S.1.E.27</b></p> <p>Jumping rope</p>	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4</li>   <li>• Executes a single jump with a self turned jump rope (S.1.E.27Ka)</li> <li>• Jumps a long rope with a teacher assisted turning (S.1. E.27.Kb)</li> </ul>	
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**Big Idea and Essential Questions**

- **Big Ideas**
  
- **Essential Questions**

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
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Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
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#### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

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# Groton Public Schools Curriculum Map

## INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: K Physical Education

### Course Purpose:

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To pursue a lifetime of healthful physical activity, a physically literate individual\*:

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<b>Units/Theme/Concept and # of Weeks</b>	
1. Locomotor skill	2. Non locomotor
3. manipulatives	4. Locomotor
5. Physical activity and fitness knowledge	6. Personal responsibility and social behavior
7. Recognizes the value of physical activity for health and enjoyment	

**Mappers/Authors:**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> Kindergarten	<b>Subject:</b> Movement concepts	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long

Common Core State Standards  Demonstrates competency in variety of motor skills and movement patterns Applies knowledge of concept, principles, strategies & tactics related to movement and performance
Supporting Standards
Connecticut State Standards  Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  
 Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p style="text-align: center;">Space</p> <p><b>S.2.E.2</b> Pathways, shapes, levels</p> <p><b>S.2.E.3</b> Travels in three different pathways.</p> <p><b>S2.E4</b> Alignment and muscular tension</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Differentiates between movement in personal (selfspace) and general space. (S2.E1.Ka)</li> <li>● Moves in personal space to a rhythm. (S2.E1.Kb)</li>   <li>● Travels in three different pathways. (S2.E2.K)</li>   <li>● Travels in general space with different speeds. (S2.E3.K)</li>   <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3.</li> </ul>	<p>1.</p>

<b>S2.E5</b> Strategies & tactics	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 3</li> </ul>	
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<b>Big Idea and Essential Questions</b>		
<ul style="list-style-type: none"> <li>• <b>Big Ideas</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Essential Questions</b></li> </ul>		

<b>Part 3 – Common Unit Assessments</b>		
<p>Includes description of what students must produce/perform as indicators of mastery of this unit. Either <b>literacy</b> (reading, writing, listening, speaking, viewing and presenting) or <b>numeracy skills</b> should be required in the task. Students should apply age-appropriate content-specific technologies and <b>technology applications</b>. Assessments must be common to teachers of this unit.</p>		
Authentic assessment Concept maps Formative assessments Portfolio / rubric Self-assessment Peer assessment		Summative assessments Oral presentations/rubric Written report/rubric Performance assessment/rubric Case study/ seminar/ mathematical thinking/ rubric

#### **Part 4 – Common/Assured Learning Experiences**

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**Units/Theme/Concept and # of Weeks**

<b>1. Locomotor</b>	2. Non locomotor
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5. Physical activity & fitness knowledge	6. Personal responsibility & Social behavior
7. Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> Kindergarten	<b>Subject:</b> Movement Concepts	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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Common Core State Standards

Demonstrates competency in a variety of motor skills and movement patterns

Supporting Standards

Connecticut State Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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**Part 2 – Standards**

<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom's Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S2.E1 Space</p> <p>S2.E2 Pathways, shapes, levels</p> <p>S2.E3 Speed, direction, force</p> <p>S2.E4 Alignment and muscular tension</p> <p>S2.E5 Strategies &amp; tactics</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Differentiates between movement in personal (self space) and general space. (S2.E1.Ka)</li> <li>● Moves in personal space to a rhythm. (S2.E1.Kb)</li>   <li>● Travels in three different pathways. (S2.E2.K)</li>   <li>● Travels in general space with different speeds. (S2.E3.K)</li>   <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3</li>   <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3</li> </ul>	<p>1.</p>

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**Big Idea and Essential Questions**

- **Big Ideas**
  
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**Units/Theme/Concept and # of Weeks**

1. Locomotor	2. Non locomotor
3. manipulative	4. Movement concepts
5. Physical activity & fitness knowledge	6. Personal responsibility and social behavior
7. Recognizes the value of physical activity for health & enjoyment	8.

**Mappers/Authors:**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> K	<b>Subject:</b> Physical Education	<b>Course:</b>	<b>Length of Unit:</b> Year Long
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Common Core State Standards

Supporting Standards

Connecticut State Standards

**Part 2 – Standards**

<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom's Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  1.	The students will be able to:  1.	1.

<b>Big Idea and Essential Questions</b>
<ul style="list-style-type: none"> <li>• <b>Big Ideas</b></li>   <li>• <b>Essential Questions</b></li> </ul>

<b>Part 3 – Common Unit Assessments</b>
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Curriculum Map**

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Units/Theme/Concept and # of Weeks

1. Locomotor	2. Non locomotor
3. manipulative	4. Movement concepts
5. Physical activity & fitness knowledge	6. Personal responsibility & social behavior

7. <b>Recognizes the value of physical activity for health &amp; enjoyment</b>	8.
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**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b> (# of weeks)

Common Core State Standards
Supporting Standards
Connecticut State Standards

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  1.	The students will be able to:  1.	1.

### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

### Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title:  
Curriculum Area and Grade:

Course Purpose:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

**Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

**Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

**Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

**Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

**Units/Theme/Concept and # of Weeks**

1. locomotor	2. Non locomotor
3. manipulative	4. Movement concepts
5. Physical activity & fitness knowledge	6. Personal responsibility & social behavior
7. Recognizes the value of physical activity for health & enjoyment	8.

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> K	<b>Subject:</b> Physical Education	<b>Course:</b>	<b>Length of Unit:</b> Year Long
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Common Core State Standards

Supporting Standards

Connecticut State Standards

**Part 2 – Standards**

<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom's Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  1.	The students will be able to:  1.	1.

<b>Big Idea and Essential Questions</b>
<ul style="list-style-type: none"> <li>• <b>Big Ideas</b></li>   <li>• <b>Essential Questions</b></li> </ul>

<b>Part 3 – Common Unit Assessments</b>
Includes description of what students must produce/perform as indicators of mastery of this unit. Either <b>literacy</b> (reading, writing, listening, speaking, viewing and presenting) or <b>numeracy skills</b> should be required in the task. Students should apply age-appropriate content-specific technologies and <b>technology applications</b> . Assessments must be common to teachers of this unit.

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Concept maps	Oral presentations/rubric
Formative assessments	Written report/rubric
Portfolio / rubric	Performance assessment/rubric
Self-assessment	Case study/ seminar/ mathematical thinking/ rubric
Peer assessment	

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

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Curriculum Map**

INTRODUCTION

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**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1. locomotor	2. nonlocomotor
3. manipulative	4. Movement concepts
5. Physical activity & fitness knowledge	6. Personal responsibility & social behavior

7. <b>Recognizes the value of physical activity for health &amp; enjoyment</b>	8.
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**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit: (# of weeks)</b>

Common Core State Standards
Supporting Standards
Connecticut State Standards

<b>Part 2 – Standards</b>		
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The students will know:  1.	The students will be able to:  1.	1.

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- **Big Ideas**
- **Essential Questions**

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Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

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Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
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Case study/ seminar/ mathematical thinking/ rubric

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Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

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Curriculum Map**

INTRODUCTION

Course Title:  
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3. <b>Manipulative</b>	4. Movement concepts
5. <b>Physical activity &amp; fitness knowledge</b>	6. Personal responsibility & social behavior
7. <b>Recognizes the value of physical activity for health &amp; enjoyment</b>	8.

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b> (# of weeks)
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Common Core State Standards

Supporting Standards

Connecticut State Standards

**Part 2 – Standards**

<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom's Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  1.	The students will be able to:  1.	1.

<b>Big Idea and Essential Questions</b>
<ul style="list-style-type: none"> <li>• <b>Big Ideas</b></li>   <li>• <b>Essential Questions</b></li> </ul>

<b>Part 3 – Common Unit Assessments</b>
Includes description of what students must produce/perform as indicators of mastery of this unit. Either <b>literacy</b> (reading, writing, listening, speaking, viewing and presenting) or <b>numeracy skills</b> should be required in the task. Students should apply age-appropriate content-specific technologies and <b>technology applications</b> . Assessments must be common to teachers of this unit.

Authentic assessment	Summative assessments
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Peer assessment	

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**Groton Public Schools  
Curriculum Map**

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Course Title:  
Curriculum Area and Grade:

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3. manipulative	4. Movement concepts
5. Physical activity & fitness knowledge	6. Personal responsibility & social behavior

7. Recognizes the value of physical activity for health & enjoyment	8.
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**Mappers/Authors:**

Date Approved:

Part 1 - Unit/Theme/Concept			
Grade:	Subject:	Course:	Length of Unit: (# of weeks)

Common Core State Standards
Supporting Standards
Connecticut State Standards

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  1.	The students will be able to:  1.	1.

### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

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Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

### Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title:  
Curriculum Area and Grade:

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**Units/Theme/Concept and # of Weeks**

1. <b>Locomotor</b>	2. Non locomotor
3. <b>manipulative</b>	4. Movement concepts
5. <b>Physical activity &amp; fitness knowledge</b>	6. Personal responsibility & social behavior
7. <b>Recognizes the value of physical for health &amp; enjoyment</b>	8.

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b>
K	Physical Education	Physical activity & fitness knowledge	Year Long

Common Core State Standards

Supporting Standards

Connecticut State Standards

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  1.	The students will be able to:  1.	1.

<b>Big Idea and Essential Questions</b>
<ul style="list-style-type: none"> <li>• <b>Big Ideas</b></li>   <li>• <b>Essential Questions</b></li> </ul>

<b>Part 3 – Common Unit Assessments</b>
Includes description of what students must produce/perform as indicators of mastery of this unit. Either <b>literacy</b> (reading, writing, listening, speaking, viewing and presenting) or <b>numeracy skills</b> should be required in the task. Students should apply age-appropriate content-specific technologies and <b>technology applications</b> . Assessments must be common to teachers of this unit.

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Peer assessment	

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**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: Physical Education - Grade 1

Course Purpose:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
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**Major Learning Goals and Understandings:**

Student Learning Expectation(s):

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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**Units/Theme/Concept and # of Weeks**

<b>1. locomotor</b>	2. Non locomotor
<b>3. manipulative</b>	4. Movement concepts

5. <b>Physical activity &amp; fitness knowledge</b>	6. Personal responsibility & social behavior
7. <b>Recognizes the value of physical activity for health &amp; enjoyment</b>	8.

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> 1	<b>Subject:</b> locomotor	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long

Common Core State Standards
Demonstrates competency in variety of motor skills and movement patterns
Supporting Standards
Connecticut State Standards
<b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
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<b>Part 2 – Standards</b>	
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>	<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

<p>The students will know:</p> <p><b>S1.E1</b></p> <p>Hopping, galloping, running, sliding, skipping, leaping</p> <p><b>S1.E2</b></p> <p>jogging, running</p> <p><b>S1.E3</b></p> <p>Jumping and landing, horizontal plane</p> <p><b>S1.E4</b></p> <p>Jumping and landing, vertical plane</p> <p><b>S1.E5</b></p> <p>Dance</p> <p><b>S1.E6</b></p> <p>Combinations</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)</li> <li>● Developmentally appropriate/emerging outcomes first appear in Grade 2</li> <li>● Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings. (S1.E3.1)</li> <li>● Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)</li> </ul> <p>Combines locomotor and nonlocomotor skills in a teacher- designed dance. (S1.E5.1)</p> <p>Developmentally appropriate/emerging outcomes first appear in Grade</p>	<p>1.</p>
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**Big Idea and Essential Questions**

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

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Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
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**Units/Theme/Concept and # of Weeks**

<b>1. Locomotor</b>	2. Non locomotor
<b>3. manipulative</b>	4. Movement concepts
<b>5. Physical activity &amp; fitness knowledge</b>	6.

7. <b>Recognizes the value of physical activity for health and enjoyment</b>	8.
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**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> 1	<b>Subject:</b> Non locomotor	<b>Course:</b> Physical education	<b>Length of Unit:</b> Year Long

<p>Common Core State Standards Demonstrates competency in variety of motor skills and movement patterns</p>
<p>Supporting Standards</p>
<p style="text-align: center;">Connecticut State Standards</p> <p>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness</p>

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  S1.E7	The students will be able to:  <ul style="list-style-type: none"> <li>● Maintains stillness on different bases of support with different body shapes. (S1.E7.1)</li> </ul>	1.

<p>(stability)</p> <p>S1.E8</p> <p>(stability) weight transfer</p> <p>S1.E9</p> <p>(stability) weight transfer/rolling</p> <p>S1.E10</p> <p>(stability)</p> <p>Curling and stretching; twisting and bending</p> <p>S1.E11</p> <p>(stability)</p> <p>Combination</p> <p>S1.E1</p> <p>(stability)</p> <p>Balance and weight transfer</p>	<ul style="list-style-type: none"> <li>● Transfers weight from one body part to another in self space in dance and gymnastics ( S1.E1.8)</li>   <li>● Rolls with either a narrow or curled body shape. (S1.E9.1)</li>   <li>● Demonstrates twisting, curling, bending and stretching actions. (S1.E10.1)</li>   <li>● Developmentally appropriate/emerging outcomes first appear in Grade 2.</li>   <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3.</li> </ul>	
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**Big Idea and Essential Questions**

- **Big Ideas**
- **Essential Questions**

### **Part 3 – Common Unit Assessments**

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Curriculum Map**

INTRODUCTION

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Curriculum Area and Grade:

Course Purpose:
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- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

#### Major Learning Goals and Understandings:

Student Learning Expectation(s):

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

#### Units/Theme/Concept and # of Weeks

1. <b>Locomotor</b>	2. Non locomotor
3. <b>manipulative</b>	4. Movement concepts

5. <b>Physical activity &amp; fitness knowledge</b>	6.
7.	8.

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> 1	<b>Subject:</b> <b>Manipulatives</b>	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long

<p>Common Core State Standards</p> <p>Demonstrates competency in a variety of motor skills and movement patterns</p> <p>Applies knowledge of concept, principles, strategies and tactics related to movement and performance.</p>
<p>Supporting Standards</p>
<p style="text-align: center;">Connecticut State Standards</p> <p>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:	The students will be able to:	1.

<p><b>S1.E13</b> Underhand throw</p>	<ul style="list-style-type: none"> <li>• Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1)</li> </ul>	
<p><b>S1.E14</b> Overhand throw</p>	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 2</li> </ul>	
<p><b>S1.E15</b> Passing with hands</p>	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4</li> </ul>	
<p><b>S1.E16</b> Catching</p>	<ul style="list-style-type: none"> <li>• Catches a soft object from a self toss before it bounces. (S1.E16.1a)</li> <li>• Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)</li> </ul>	
<p><b>S1.E17</b> Dribbling and/or ball control with hand</p>	<ul style="list-style-type: none"> <li>• Dribbles continuously in self-space using the preferred hand. (S1.E17.1)</li> </ul>	
<p><b>S1.E18</b> Dribbling/ball control with fee</p>	<ul style="list-style-type: none"> <li>• Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)</li> </ul>	
<p><b>S1.E19</b> Passing and receiving with feet</p>	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 3</li> </ul>	

### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

### Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title:

Curriculum Area and Grade:

Course Purpose:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

#### Major Learning Goals and Understandings:

Student Learning Expectation(s):

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

#### Units/Theme/Concept and # of Weeks

1. **Locomotor**

2. Non locomotor

3. <b>manipulative</b>	4. Movement concepts
5. <b>Physical activity and fitness knowledge</b>	6. Personal responsibility & social behavior
7. <b>Recognizes the value of physical activity for health &amp; enjoyment</b>	8.

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> 1	<b>Subject:</b> Manipulative	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long

<p>Common Core State Standards</p> <p>Demonstrates competency in variety of motor skills and movement patterns</p> <p>Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>
<p>Supporting Standards</p>
<p>Connecticut State Standards</p> <p>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>

<b>Part 2 – Standards</b>	
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>	<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:	The students will be able to:

<p>S1.E20 Dribbling in combination</p> <p>S1.E21 Kicking</p> <p>S1.E22 Volley, underhand</p> <p>S1.E23 Volley, overhead</p> <p>S1.E24 Striking, short implement</p> <p>S1.E25 Manipulative Striking, long implement</p> <p>S1.E26 Manipulative</p>	<ul style="list-style-type: none"> <li>● Developmentally appropriate/emerging outcomes first appear in Grade 4</li> <li>● Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E21.1)</li> <li>● Volleys an object with an open palm, sending it upward. (S1.E22.1)</li> <li>● Developmentally appropriate/emerging outcomes first appear in Grade 4.</li> <li>● Strikes a ball with a short handed implement - sending it upward (S1.E24.1)</li> <li>● Developmentally appropriate/emerging outcomes first appear in Grade 2</li> <li>● Developmentally appropriate/emerging outcomes first appear in Grade 4.</li> </ul>	<p>1.</p>
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<p>In combination with locomotor</p> <p>S1.E27</p> <p>Jumping Rope</p>	<ul style="list-style-type: none"><li>• Jumps forward and backward consecutively using a self turned rope (S1.E27.1a)</li><li>• Jumps a long rope up to five times consecutively with teacher assisted turning (S1.E27.1b)</li></ul>	
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**Big Idea and Essential Questions**

- **Big Ideas**
  
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

### Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

# Groton Public Schools Curriculum Map

## INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: Physical Education Grade 1

### Course Purpose:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

### Major Learning Goals and Understandings:

Student Learning Expectation(s):

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

**Units/Theme/Concept and # of Weeks**

1. <b>locomotor</b>	2. Non locomotor
3. <b>manipulative</b>	4. Movement concepts
5. <b>Physical activity &amp; fitness knowledge</b>	6.
7.	8.

**Mappers/Authors:** Kerry Carter, Jen Hynes & Carol Migatz

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> 1	<b>Subject:</b> Movement Concepts	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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Common Core State Standards

Demonstrates competency in a variety of motor skills and movement patterns  
 Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Supporting Standards

Connecticut State Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  
 Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  
 Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S2.E1 Space</p> <p>S2.E2 Pathways, shapes, level</p> <p>S2.E3 Speed, direction, force</p> <p>S2.E4 Alignment and muscular tension</p> <p>S2.E5 Strategies &amp; tactics</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Moves in selfspace and general space in response to designated beats or rhythms. (S2.E1.1)</li>   <li>● Travels demonstrat- ing low, middle and high levels. (S2.E2.1a)</li> <li>● Travels demonstrat- ing a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1)</li>   <li>● Differentiate between fast and slow speeds. (S2.E3.1a)</li> <li>● Differentiates be- tween strong and light force. (S2.E3.1b)</li>   <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3</li>   <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3</li> </ul>	<p>1.</p>

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**Big Idea and Essential Questions**

- **Big Ideas**
  
- **Essential Questions**

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

#### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

### **Groton Public Schools Curriculum Map**

#### INTRODUCTION

Course Title:  
Curriculum Area and Grade:

Course Purpose:

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**Major Learning Goals and Understandings:**

**Student Learning Expectation(s):**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior

7.Recognizes the value of physical activity for health & enjoyment	
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**Mappers/Authors:**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b> (# of weeks)

Common Core State Standards
Supporting Standards
Connecticut State Standards

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  1.	The students will be able to:  1.	1.

### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

### Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title:  
Curriculum Area and Grade:

Course Purpose:

Major Learning Goals and Understandings:
Student Learning Expectation(s):          

<b>Units/Theme/Concept and # of Weeks</b>	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1.Locomotor Skills	2.Non-Locomotor Skills

3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior
7.Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors:**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b> (# of weeks)

Common Core State Standards
Supporting Standards
Connecticut State Standards

<b>Part 2 – Standards</b>		<b>Bloom’s Taxonomy Levels</b>
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  1.	The students will be able to:  1.	1.

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**Big Idea and Essential Questions**

- **Big Ideas**
  
- **Essential Questions**

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
 Concept maps  
 Formative assessments  
 Portfolio / rubric  
 Self-assessment  
 Peer assessment

Summative assessments  
 Oral presentations/rubric  
 Written report/rubric  
 Performance assessment/rubric  
 Case study/ seminar/ mathematical thinking/ rubric

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

# GRADE 2

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course: Elementary Physical Education  
Curriculum Area and Grade: Physical Education Grade Two:

Course Purpose:

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Major Learning Goals and Understandings:

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior
7. Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> Grade 2	<b>Subject:</b> Locomotor Skills	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long

Common Core State Standards
Supporting Standards
Connecticut State and National Standard
<b>Standard 1</b> <b>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>

<b>Part 2 – Standards</b>		<b>Bloom’s Taxonomy Levels</b>
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S1.E1 Locomotor Hopping, galloping, running, sliding, skipping, leaping</p> <p>S1.E2 Locomotor jogging, running</p> <p>S1.E3 Locomotor Jumping &amp; landing, horizontal plane</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Skips using a mature pattern. (S1.E1.2)</li> <li>• Runs with a mature pattern</li> <li>• Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot takeoffs and landings. (S1.E3.2)</li> </ul>	<p>1.</p>

<p>S1.E4Locomotor Jumping &amp; landing, vertical plane</p> <p>S1.E5Locomotor Dance</p> <p>S1.E6Locomotor Combinations</p>	<ul style="list-style-type: none"> <li>• Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.(S1.E4.2)</li> <li>• Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)</li> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 3.</li> </ul>	
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### Big Idea and Essential Questions

- **Big Ideas**
  
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment	Summative assessments
Concept maps	Oral presentations/rubric
Formative assessments	Written report/rubric
Portfolio / rubric	Performance assessment/rubric
Self-assessment	Case study/ seminar/ mathematical thinking/ rubric
Peer assessment	

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title:Elementary Physical Education  
Curriculum Area and Grade: Physical Education Grade 2

Course Purpose:
<p>The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.</p> <p>To pursue a lifetime of healthful physical activity, a physically literate individual*:</p> <ul style="list-style-type: none"> <li>• Has learned the skills necessary to participate in a variety of physical activities.</li> <li>• Knows the implications and the benefits of involvement in various types of physical activities.</li> <li>• Participates regularly in physical activity.</li> <li>• Is physically fit.</li> <li>• Values physical activity and its contributions to a healthful lifestyle.</li> </ul>

Major Learning Goals and Understandings:

**Student Learning Expectation(s):**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior
7.Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

Part 1 - Unit/Theme/Concept			
<b>Grade:</b> Grade 2	<b>Subject:</b> Non Locomotor Skills	<b>Course:</b> Physical Education	<b>Length of Unit:</b> year long

Common Core State Standards
Supporting Standards
Connecticut State Standards and National Standard
<b>Standard 1</b> <b>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know : S1.E7 Non locomotor (stability) * Balance  S1.E8 Non locomotor (stability)Weighttransfer	The students will be able to:  <ul style="list-style-type: none"> <li>Balances on different bases of support, combining levels and shapes. (S1.E7.2a) Balances in an inverted position* with stillness and supportive base. (S1.E7.2b)</li> <li>Transfers weight from feet to different body parts/bases of support for balance and/or travel.a (S1.E8.2)</li> <li>Rolls in different directions with either a narrow or curled body shape. (S1.E9.2</li> </ul>	1.

<p>S1.E9 Non locomotor (stability) Weight transfer, rolling</p> <p>S1.E10 Non locomotor (stability) Curling &amp; stretching; twisting &amp; bending</p> <p>1.E11 Nonlocomotor (stability) Combinations</p> <p>S1.E12 Nonlocomotor (stability) Balance &amp; weight transfers</p>	<ul style="list-style-type: none"> <li>• Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)</li> <li>• Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics). (S1.E11.2)</li> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 3.</li> </ul>	
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### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

#### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

### **Groton Public Schools Curriculum Map**

#### INTRODUCTION

Course Title:Elementary Physical Education  
Curriculum Area and Grade: Physical Education Grade 2

Course Purpose:

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Major Learning Goals and Understandings:

**Student Learning Expectation(s):**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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<b>Units/Theme/Concept and # of Weeks</b>	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior
7.Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> Grade 2	<b>Subject:</b> Manipulative Skills	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year long

Common Core State Standards
Supporting Standards
Connecticut State and National Standard
<b>Standard1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

<b>Part 2 – Standards</b>	
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>	<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying,

		Understanding and Remembering
<p>The students will know:</p> <p>S1.E13 Manipulative Underhand throw</p> <p>S1.E14 Manipulative Overhand throw</p> <p>S1.E15 Manipulative Passing with hands</p> <p>S1.E16 Manipulative Catching</p> <p>S1.E17 Manipulative Dribbling/ball control with hands</p> <p>S1.E18 Manipulative Dribbling/ball control with feet</p> <p>S1.E19 Manipulative Passing &amp; receiving with feet</p> <p>S1.E20 Manipulative Dribbling in combination</p> <p>S1.E21 Manipulative Kicking</p> <p>S1.E22 Manipulative Volleying, underhand</p> <p>S1.E23 Manipulative Volleying, overhead</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Throws underhand using a mature pattern. (S1.E13.2)</li> <li>• Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern (S1.E14.2)</li> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4.</li> <li>• Catches a selftossed or wellthrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</li> <li>• Dribbles in self space with preferred hand demonstrating a mature pattern. (S1.E17.2a) Dribbles using the preferred hand while walking in general space. (S1.E17.2b)</li> <li>• Dribbles with the feet in generalspace with control of ball and body. (S1.E18.2)</li> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 3.</li> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4.</li> <li>• Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2)</li> <li>• Volleys an object upward with consecutive hits. (S1.E22.2)</li> </ul>	<p>1.</p>

<p>S1.E24 Manipulative Striking, short implement</p> <p>S1.E25 Manipulative Striking, long implement</p> <p>S1.E26 Manipulative In combination with locomotor</p> <p>S1.E27 Manipulative Jumping rope</p>	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4</li> <li>• Strikes an object upward with a shorthanded implement, using consecutive hits. (S1.E24.2)</li> <li>• Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation. (S1.E25.2)</li> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4.</li> <li>• Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a) Jumps a long rope up to 5 times consecutively with student turners. (S1.E27.2b)</li> </ul>	
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**Big Idea and Essential Questions**

- **Big Ideas**
- **Essential Questions**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

#### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title:Elementary Physical Education  
Curriculum Area and Grade: Physical Education Grade Two

Course Purpose:

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior
7.Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors:**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> 2	<b>Subject</b> <b>Movement Concepts</b>	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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Common Core State Standards

Supporting Standards

Connecticut State and National Standard

**Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

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<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S2.E1 Movement concepts Space</p> <p>S2.E2 Movement concepts Pathways, shapes, levels</p> <p>S2.E3 Movement concepts Speed, direction, force</p> <p>S2.E4 Movement concepts Alignment &amp; muscular tension</p> <p>S2.E5 Movement concepts Strategies &amp; tactics</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Combines locomotorskills in general space to a rhythm. (S2.E1.2)</li> <li>● Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.2 (S2.E2.2)</li> <li>● Varies time and force with gradual increases and decreases. (S2.E3.2)</li> <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3.</li> <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3.</li> </ul>	<p>1.</p>

### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

### Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

# Groton Public Schools Curriculum Map

## INTRODUCTION

Course Title:Elementary Physical Education  
Curriculum Area and Grade: Physical Education Grade 2

### Course Purpose:

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

### Major Learning Goals and Understandings:

Student Learning Expectation(s):

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

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**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior
7.Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors:**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> 2	<b>Subject:</b> Physical Activity and Fitness Knowledge	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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Common Core State Standards

Supporting Standards

Connecticut State and National Standards

**Standard 3**

**The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness**

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S3.E1 Physical activity knowledge</p> <p>S3.E2 Engages in physical activity</p> <p>S3.E3 Fitness knowledge</p> <p>S3.E4 Fitness knowledge</p> <p>S3.E5 Assessment &amp; program planning</p> <p>S3.E6 Nutrition</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)</li> <li>● Engages actively in physical education class in response to instruction and practice. (S3.E2.2)</li> <li>● Uses own body as resistance (e.g., holds body in plank position, animal walks)<sup>4</sup> for developing strength. (S3.E3.2a) Identifies physical activities that contribute to fitness. (S3.E3.2b)</li> <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3</li> <li>● Developmentally appropriate/emerging outcomes first appear in Grade 3</li> <li>● Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)</li> </ul>	<p>1.</p>

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**Big Idea and Essential Questions**

- **Big Ideas**
  
- **Essential Questions**

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
 Concept maps  
 Formative assessments  
 Portfolio / rubric  
 Self-assessment  
 Peer assessment

Summative assessments  
 Oral presentations/rubric  
 Written report/rubric  
 Performance assessment/rubric  
 Case study/ seminar/ mathematical thinking/ rubric

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

## Groton Public Schools Curriculum Map

### INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: Physical Education Grade 2

#### Course Purpose:

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

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- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

#### Major Learning Goals and Understandings:

Student Learning Expectation(s):

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior
7.Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors:**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> Grade 2	<b>Subject:</b> Personal Responsibility Social Behavior	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year long
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Common Core State Standards
Supporting Standards
Connecticut State and National Standards
<b>Standard 4</b> <b>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>

<b>Part 2 – Standards</b>		<b>Bloom’s Taxonomy Levels</b>
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S4.E1 Personal responsibility S4.E2 Personal responsibility S4.E3 Accepting feedback S4.E4 Working with others S4.E5 Rules &amp; etiquette S4.E6 Safety</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Practices skills with minimal teacher prompting. (S4.E1.2)</li> <li>• Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)</li> <li>• Accepts specific corrective feedback from the teacher. (S4.E3.2)</li> <li>• Works independently with others in partner environments. (S4.E4.2)</li> <li>• Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)</li> <li>• Works independently and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)</li> </ul>	<p>1.</p>

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**Big Idea and Essential Questions**

- **Big Ideas**
  
- **Essential Questions**

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
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 Peer assessment

Summative assessments  
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 Written report/rubric  
 Performance assessment/rubric  
 Case study/ seminar/ mathematical thinking/ rubric

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

## Groton Public Schools Curriculum Map

### INTRODUCTION

Course Title: Physical Education

Curriculum Area and Grade: Physical Education Grade 2

#### Course Purpose:

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

#### Major Learning Goals and Understandings:

Student Learning Expectation(s):

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior
7.Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors:**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> 2	<b>Subject:</b> Value of Physical Activity	<b>Course:</b> Physical Education	<b>Length of Unit</b> Year Long
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Common Core State Standards

Supporting Standards

Connecticut State and National Standard

**Standard 5**

**The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

**Part 2 – Standards**

**Key (GLE) Content Knowledge and Concepts/Skills**

**Bloom’s Taxonomy Levels**

Creating, Evaluating,  
Analyzing, Applying,  
Understanding and  
Remembering

The students will know:

The students will be able to:

- S5. E1 Health
- S5.E2 Challenge
- S5.E3 Self-expression and enjoyment
- S5.E4 Social Interaction

- Recognizes the value of “good health Balance”.( S5.E1.2)
- Compare physical activities that bring confidence and challenge. (S5.E2.2)
- Identifies physical activities that provide self-expression (eg.,dance, gymnastics, routines, practice tasks in games environments). (S5,E3.2)
- Developmentally appropriate/emerging outcomes first appear in Grade 3.

**Big Idea and Essential Questions**

- **Big Ideas**
- **Essential Questions**

### **Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
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 Self-assessment  
 Peer assessment

Summative assessments  
 Oral presentations/rubric  
 Written report/rubric  
 Performance assessment/rubric  
 Case study/ seminar/ mathematical thinking/ rubric

### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.



# Grade 3

**Groton Public Schools**  
**Curriculum Map**

INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: **Physical Education Grade 3**

Course Purpose:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Major Learning Goals and Understandings:

**Student Learning Expectation(s):**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

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<b>Units/Theme/Concept and # of Weeks</b>	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior
7.Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> Grade 3	<b>Subject:</b> Locomotor	<b>Course:</b> Physical Education	<b>Length of Unit:</b> (# of weeks)

Common Core State Standards
Supporting Standards
<b>Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>
Connecticut State Standards

<b>Part 2 – Standards</b>	
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>	<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying,

		Understanding and Remembering
<p>The students will know:</p> <p>S1.E1 Locomotor Hopping, galloping, running, sliding,</p> <p>S1.E2 Locomotor jogging, running</p> <p>S1.E3 Locomotor Jumping &amp; landing, horizontal plane</p> <p>S1.E4 Locomotor Jumping &amp; landing, vertical plane</p> <p>S1.E5 Locomotor Dance</p> <p>S1.E6 Locomotor Combinations</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Leaps using a mature pattern. (S1.E1.3)</li> <li>• Travels showing differentiation between sprinting and running. (S1.E2.3)</li> <li>• Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3) Note: This outcome applies to both horizontal and vertical jumping and landing</li> <li>• Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3) Note: This outcome applies to both horizontal and vertical jumping and landing.</li> <li>• Performs teacher selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)</li> <li>• Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)</li> </ul>	<p>1.</p>

**Big Idea and Essential Questions**

- **Big Ideas**

- **Essential Questions**

### **Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
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Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: Physical Education  
Curriculum Area and Grade: Physical Education Grade 3

**Course Purpose:**

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Major Learning Goals and Understandings:

**Student Learning Expectation(s):**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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<b>Units/Theme/Concept and # of Weeks</b>	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
1.Locomotor Skills	2.Non-Locomotor Skills
3.Manipulative Skills	4.Movement Concepts
5.Physical activity & fitness knowledge	6.Personal responsibility & Social behavior
7.Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> Grade 3	<b>Subject:</b> Non Locomotor	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year long

Common Core State Standards

Supporting Standards

Connecticut State and National Standard

**Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

**Part 2 – Standards**

**Key (GLE) Content Knowledge and Concepts/Skills**

**Bloom’s Taxonomy Levels**  
 Creating, Evaluating,  
 Analyzing, Applying,  
 Understanding and  
 Remembering

The students will know:

S1.E7 Non locomotor (stability) \* Balance

S1.E8 Non locomotor (stability) Weight transfer

S1.E9 Non locomotor (stability) Weight transfer, rolling

S1.E10 Nonlocomotor (stability) Curling & stretching; twisting & bending

S1.E11 Nonlocomotor (stability) Combinations

The students will be able to:

- Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)
- Transfers weight from feet to hands for momentary weight support. (S1.E8.3)
- Applies skill.
- Moves into and out of gymnastics balances with curling, twisting and stretching actions. (S1.E10.3)
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)

<p>S1.E12 Nonlocomotor (stability) Balance &amp; weight transfers</p>	<ul style="list-style-type: none"> <li>• Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)</li> </ul>	
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### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

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Portfolio / rubric	Performance assessment/rubric
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Peer assessment	

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: Physical Education Grade 3

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<b>Units/Theme/Concept and # of Weeks</b>	
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7.Recognizes the value of physical activity for health & enjoyment	

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> Grade 3	<b>Subject:</b> Manipulative Skills	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year long

Common Core State Standards
Supporting Standards
Connecticut State and National Standard
<b>Standard 1</b> <b>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S1.E13 Manipulative Underhand throw</p> <p>S1.E14 Manipulative Overhand throw</p> <p>S1.E15 Manipulative Passing with hands</p> <p>S1.E16 Manipulative Catching</p> <p>S1.E17 Manipulative Dribbling/ball control with hands</p> <p>S1.E18 Manipulative Dribbling/ball control with feet</p> <p>S1.E19 Manipulative Passing &amp; receiving with feet</p> <p>S1.E20 Manipulative Dribbling in combination</p> <p>S1.E21 Manipulative Kicking</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)</li> <li>• Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3)</li> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4</li> <li>• Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)</li> <li>• Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)</li> <li>• Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)</li> <li>• Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)</li> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4.</li> <li>• Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a) Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)</li> </ul>	<p>1.</p>

S1.E22 Manipulative Volleying, underhand	<ul style="list-style-type: none"> <li>• Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)</li> </ul>	
S1.E23 Manipulative Volleying, overhead	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4</li> </ul>	
S1.E24 Manipulative Striking, short implement	<ul style="list-style-type: none"> <li>• Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a) Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1. E24.3b)</li> </ul>	
S1.E25 Manipulative Striking, long implement	<ul style="list-style-type: none"> <li>• Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3)</li> </ul>	
S1.E26 Manipulative In combination with locomotor	<ul style="list-style-type: none"> <li>• Developmentally appropriate/emerging outcomes first appear in Grade 4.</li> </ul>	
S1.E27 Manipulative Jumping rope	<ul style="list-style-type: none"> <li>• Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3)</li> </ul>	

**Big Idea and Essential Questions**

- **Big Ideas**

- **Essential Questions**

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**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

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- Concept maps
- Formative assessments
- Portfolio / rubric
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- Peer assessment

- Summative assessments
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<p><b>Part 4 – Common/Assured Learning Experiences</b></p> <p>Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.</p>
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**Groton Public Schools  
Curriculum Map**

INTRODUCTION

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Curriculum Area and Grade: Physical Education Grade 3

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**Major Learning Goals and Understandings:**

Student Learning Expectation(s):

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**Units/Theme/Concept and # of Weeks**

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**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

Part 1 - Unit/Theme/Concept			
<b>Grade:</b> 3	<b>Subject:</b> Movement Concepts	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year long

Common Core State Standards
Supporting Standards
Connecticut State and National Standard
<b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  S2.E1 Movement concepts Space S2.E2 Movement concepts Pathways, shapes, levels S2.E3 Movement concepts Speed, direction, force	The students will be able to: <ul style="list-style-type: none"> <li>● Recognizes the concept of open spaces in a movement context. (S2.E1.3)</li> <li>● Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)</li> <li>● Combines movement concepts(direction, levels, force, time) with skills, as directed by the teacher. (S2.E3.3)</li> </ul>	1.

<p>S2.E4 Movement concepts Alignment &amp; muscular tension</p>	<ul style="list-style-type: none"> <li>• Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)</li> <li>• Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)</li> </ul>	
<p>S2.E5 Movement concepts Strategies &amp; tactics</p>	<ul style="list-style-type: none"> <li>• Applies simple strategies and tactics in chasing activities. (S2.E5.3a)</li> <li>• Applies simple strategies in fleeing activities. (S2.E5.3b)</li> </ul>	

### Big Idea and Essential Questions

- **Big Ideas**
  
- **Essential Questions**

### Part 3 – Common Unit Assessments

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INTRODUCTION

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**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> 3	<b>Subject:</b> Physical Activity and Fitness Knowledge	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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Common Core State Standards

Supporting Standards

Connecticut State National Health Standard

**Standard 3**

**The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S3.E1 Physical activity knowledge</p> <p>S3.E2 Engages in physical activity</p> <p>S3.E3 Fitness knowledge</p> <p>S3.E4 Fitness knowledge</p> <p>S3.E5 Assessment &amp; program planning</p> <p>S3.E6 Nutrition</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Charts participation in physical activities outside physical education class. (S3.E1.3a) Identifies physical activity as a way to become healthier. (S3.E1.3b)</li> <li>● Engages actively in the activities of physical education class without teacher prompting. (S3.E2.3)</li> <li>● Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)</li> <li>● Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)</li> <li>● Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)</li> <li>● Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)</li> </ul>	<p>1.</p>

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- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

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**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> 3	<b>Subject:</b> Personal Responsibility and Social Behavior	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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Common Core State Standards
Supporting Standards
Connecticut State and National Standard <b>Standard 4</b> <b>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S4.E1 Personal responsibility S4.E2 Personal responsibility S4.E3 Accepting feedback S4.E4 Working with others S4.E5 Rules &amp; etiquette S4.E6 Safety</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)</li> <li>● Works independently for extended periods of time. (S4.E2.3)</li> <li>● Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)</li> <li>● Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b)</li> <li>● Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)</li> <li>● Works independently and safely in physical activity settings. (S4.E6.3)</li> </ul>	<p>1.</p>

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### **Groton Public Schools Curriculum Map**

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**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> Grade 3	<b>Subject:</b> Value of Physical Activity	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long

Common Core State Standards
Supporting Standards
Connecticut State and National Standards
<b>Standard 5</b> <b>The Physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</b>

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: S5. E1 Health  S5.E2 Challenge	The students will be able to: <ul style="list-style-type: none"> <li>• Discusses the relationship between physical activity and good health. (S%.E1.3)</li> <li>• Discuss the challenge that comes from learning a new physical activity. (S5.E2.3)</li> <li>• Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)</li> </ul>	1.

<p>S5.E3 Self-expression and enjoyment</p> <p>S5.E4 Social interaction</p>	<ul style="list-style-type: none"> <li>• Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)</li> </ul>	
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**Big Idea and Essential Questions**

- **Big Ideas**
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**Part 3 – Common Unit Assessments**

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Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

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**GRADE 4**

**Groton Public Schools  
Curriculum Map**

**INTRODUCTION**

**Course Title: Elementary PE  
Curriculum Area and Grade: 4th Grade**

**Course Purpose:**

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Major Learning Goals and Understandings:**

**Student Learning Expectation(s):**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

**Locomotor Skills -Year Long**

**Mappers/Authors:**

**Date Approved:**

**Part 1 - Unit/Theme/Concept**

**Grade:**

**4**

**Subject:**

**Locomotor Skills**

**Course:**

**PE**

**Length of Unit:**

**(# of weeks)**

**Year Long**

**Common Core State Standards**

**Supporting Standards**

**Connecticut State Standards**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<b>Part 2 – Standards</b>	
<p><b>Key (GLE) Content Knowledge and Concepts/Skills</b></p> <p><i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></p>	<p><b>Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing , Applying, Understanding and Remembering</b></p>

<p><b>The students will know:</b></p> <p><b>S1.E1 Locomotor</b> <i>Hopping, galloping, running, sliding, skipping, leaping</i></p> <p><b>S1.E2 Locomotor</b> <i>jogging, running</i></p> <p><b>S1.E3/E4 Locomotor</b> <i>Jumping and landing, horizontal plane</i></p> <p><b>S1.E5 Locomotor</b></p> <p><i>Dance</i></p> <p><b>S1.E6 Locomotor</b></p> <p><i>Combinations</i></p>	<p><b>The students will be able to:</b></p> <p>Uses various loco- motor skills in a variety of small- sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)</p> <p>Runs for distance using a mature pattern. (S1.E2.4)</p> <p>Uses spring-and- step take-offs and landings specific to gymnastics. (S1.E3.4) <i>Note: This outcome applies to both horizontal and vertical jumping and landing.</i></p> <p>Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)</p> <p>Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)</p>	<p><b>1.</b></p>

### **Big Idea and Essential Questions**

- **Big Ideas**
- **Essential Questions**

### **Part 3 – Common Unit Assessments**

**Includes description of what students must produce/perform as indicators of mastery of this unit. Either literacy (reading, writing, listening, speaking, viewing and presenting) or numeracy skills should be required in the task. Students should apply age-appropriate content-specific technologies and technology applications. Assessments must be common to teachers of this unit.**

<b>Authentic assessment</b> Concept maps <b>Formative assessments</b> Portfolio / rubric Self-assessment Peer assessment	<b>Summative assessments</b> Oral presentations/rubric Written report/rubric Performance assessment/rubric Case study/ seminar/ mathematical thinking/ rubric
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#### **Part 4 – Common/Assured Learning Experiences**

**Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.**

**The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.**

# Groton Public Schools Curriculum Map

## INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: PE Grade 4

### Course Purpose:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

### Major Learning Goals and Understandings:

#### **Student Learning Expectation(s):**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

Non-Locomotor Skills- Year Round

**Mappers/Authors:**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b> (# of weeks)
4	Non-Locomotor Skills	Physical Education	Year long

Common Core State Standards

Supporting Standards

Connecticut State Standards

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know: S1.E7 Non locomotor* (stability) Balance</p> <p>S1.E8 Non locomotor (stability) Weight transfer</p> <p>S1.E9 Non Locomotor (stability)Weight transfer, <i>rolling</i></p> <p>S1.E10 Non Locomotor (stability) Curling and stretching; twisting and bending</p> <p>S1.E11 Non locomotor (stability) Combinations</p> <p>S1.E12 Non locomotor (stability) Balance and weight transfers</p>	<p>The students will be able to:</p> <p>Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)</p> <p>Transfers weight from feet to hands, varying speed and using large extensions e.g., mule kick, handstand, cartwheel (S1.E8.4)</p> <p>Applies Skill.</p> <p>Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)</p> <p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)</p> <p>Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</p>	<p>1.</p>

### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

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Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

### Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

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# Groton Public Schools Curriculum Map

## INTRODUCTION

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Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

Manipulative Skills- Year Round

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b> (# of weeks)
4	Manipulative Skills	Physical Education	Year Long

Common Core State Standards

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Supporting Standards

Connecticut State Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Part 2 – Standards**

**Key (GLE) Content Knowledge and Concepts/Skills**

**Bloom’s Taxonomy Levels**  
Creating, Evaluating,  
Analyzing, Applying,  
Understanding and  
Remembering

The students will know:

The students will be able to:

<p>S1.E13 Manipulative Underhand throw</p>	<ul style="list-style-type: none"> <li>● Applies Skill</li> </ul>	<p>1.</p>
<p>S1.E14 Manipulative Overhand throw</p>	<ul style="list-style-type: none"> <li>● Throws overhand using a mature pattern in nondynamic environments (closed skills). (S1.E14.4a)</li> </ul>	
<p>S1.E14 Manipulative Overhand throw</p>	<ul style="list-style-type: none"> <li>● Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)</li> </ul>	
<p>S1.E15 Manipulative Passing with hands</p>	<ul style="list-style-type: none"> <li>● Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). (S1.E15.4)</li> </ul>	
<p>S1.E16 Manipulative Catching</p>	<ul style="list-style-type: none"> <li>● Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). (S1.E16.4)</li> </ul>	
<p>S1.E17 Manipulative Dribbling and/or ball control with hands</p>	<ul style="list-style-type: none"> <li>● Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a)</li> <li>● Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)</li> </ul>	
<p>S1.E18 Manipulative Dribbling/ball control with feet</p>	<ul style="list-style-type: none"> <li>● Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)</li> </ul>	
<p>S1.E19 Manipulative</p>		

<p>Passing and receiving with feet</p>	<ul style="list-style-type: none"> <li>• Passes and receives a ball with the in- sides of the feet to a moving partner in a nondynamic environment (closed skills). (S1.E19. 4a)</li> <li>• Passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)</li> </ul>	
<p>S1.E20 Manipulative Dribbling in combination</p>	<ul style="list-style-type: none"> <li>• Dribbles with hands or feet in combina- tion with other skills (e.g., passing, receiv- ing, shooting). (S1.E20.4)</li> </ul>	
<p>S1.E21 Manipulative Kicking</p>	<ul style="list-style-type: none"> <li>• Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)</li> </ul>	
<p>S1.E22 Manipulative Volley, underhand</p>	<ul style="list-style-type: none"> <li>• Volleys underhand using a mature pat- tern, in a dynamic environment (e.g., two square, four square, handball). (S1.E22.4)</li> </ul>	
<p>S1.E23 Manipulative Volley, overhead</p>	<ul style="list-style-type: none"> <li>• Volleys a ball with a two-hand overhead pattern, sending it upward, demon- strating 4 of the 5 critical elements of a mature pattern. (S1.E23.4)</li> </ul>	
<p>S1.E24 Manipulative Striking, short implement</p>	<ul style="list-style-type: none"> <li>• Strikes an object with a short-hand- led implement while demonstat- ing a mature pat- tern. (S1.E24.4a)</li> <li>• Strikes an object with a short-hand- led implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)</li> </ul>	
<p>S1.E25</p>	<ul style="list-style-type: none"> <li>• Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while dem- onstrating 3 of the 5 critical</li> </ul>	

<p>Manipulative Striking, long implement</p> <p>S1.E26 Manipulative In combination with locomotor</p> <p>S1. E27 Manipulative Jumping Rope</p>	<p>elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)</p> <ul style="list-style-type: none"> <li>● Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments. (S1.E26.4)</li> <li>● Creates a jump-rope routine with either a short or long rope. (S1.E27.4)</li> </ul>	
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### Big Idea and Essential Questions

- **Big Ideas**
  
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

#### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

# Groton Public Schools Curriculum Map

## INTRODUCTION

Course Title: PE

Curriculum Area and Grade: 4th Grade

### Course Purpose:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

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### Major Learning Goals and Understandings:

Student Learning Expectation(s):

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

Movement Concepts- Year Round

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> 4	<b>Subject:</b> Movement Concepts	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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Common Core State Standards

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Supporting Standards

Connecticut State Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  
 Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  
 Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Part 2 – Standards**

**Key (GLE) Content Knowledge and Concepts/Skills**

**Bloom’s Taxonomy Levels**  
 Creating, Evaluating,  
 Analyzing, Applying,  
 Understanding and  
 Remembering

The students will know:  S2.E1	The students will be able to:	1.
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<p>Movement concepts Space</p> <p>S2.E2 Movement concepts Pathways, shapes, levels</p> <p>S2.E3 Movement concepts Speed, direction, force</p> <p>S2.E4 Movement concepts Alignment and muscular tension</p> <p>S2.E5 Movement concepts Strategies &amp; tactics</p>	<ul style="list-style-type: none"> <li>● Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)</li> <li>● Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)</li> <li>● Dribbles in general space with changes in direction and speed. (S2.E1.4c)</li> </ul> <ul style="list-style-type: none"> <li>● Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)</li> <li>●</li> <li>● Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)</li> <li>● Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)</li> </ul> <ul style="list-style-type: none"> <li>● Applies Skill.</li> </ul> <ul style="list-style-type: none"> <li>● Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a)</li> <li>● Applies simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)</li> <li>● Recognizes the types of kicks needed for different games and sports situations. (S2.E5.4c)</li> </ul>	
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### Big Idea and Essential Questions

- **Big Ideas**
  
- **Essential Questions**

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**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

- Authentic assessment
- Concept maps
- Formative assessments
- Portfolio / rubric
- Self-assessment
- Peer assessment

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- Oral presentations/rubric
- Written report/rubric
- Performance assessment/rubric
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<p><b>Part 4 – Common/Assured Learning Experiences</b></p> <p>Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.</p>
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# Groton Public Schools Curriculum Map

## INTRODUCTION

Course Title: PE

Curriculum Area and Grade: 4th Grade

### Course Purpose:

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**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

Physical Activity and Fitness Knowledge

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> 4	<b>Subject:</b> Physical Activity and Fitness Knowledge	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long
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Common Core State Standards

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  
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Supporting Standards

Connecticut State Standards

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**Part 2 – Standards**

<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: S3.E1	The students will be able to:	

<p>Physical activity knowledge</p> <p>S3.E2 Engages in physical activity</p> <p>S3.E3 Fitness knowledge</p> <p>S3.E4 Fitness knowledge</p> <p>S3.E5 Assessment and program planning</p> <p>S3.E6 Nutrition</p>	<ul style="list-style-type: none"> <li>● Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)</li> <li>● Engages actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)</li> <li>● Identifies the components of health-related fitness. (S3.E3.4)</li> <li>● Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. (S3.E4.4)</li> <li>●</li> <li>● Completes fitness assessments (pre and post). (S3.E5.4a)</li> <li>● Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)</li> <li>● Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)</li> </ul>	<p>1.</p>
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**Big Idea and Essential Questions**

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

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**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: PE  
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Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

Personal Responsibility & Social Behavior

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b>
4	Personal Responsibility & Social Behavior	Physical Education	Year Long

Common Core State Standards

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Supporting Standards

Connecticut State Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Part 2 – Standards**

**Key (GLE) Content Knowledge and Concepts/Skills**

**Bloom’s Taxonomy Levels**

Creating, Evaluating,  
Analyzing, Applying,  
Understanding and  
Remembering

The students will know:  
S4.E1

The students will be able to:

<p>Personal responsibility</p> <p>S4.E2 Personal responsibility</p> <p>S4.E3 Accepting feedback</p> <p>S4.E4 Working with others</p> <p>S4.E5 Rules &amp; etiquette</p> <p>S4.E6 Safety</p>	<ul style="list-style-type: none"> <li>● Exhibits responsible behavior in independent group situations. (S4.E1.4)</li> <li>● Reflects on personal social behavior in physical activity. (S4.E2.4)</li> <li>● Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)</li> <li>● Praises the movement performance of others both more skilled and less skilled. (S4.E4.4a)</li> <li>● Accepts players of all skill levels into the physical activity. (S4.E4.4b)</li> <li>● Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)</li> <li>● Works safely with peers and equipment in physical activity settings. (S4.E6.4)</li> </ul>	<p>1.</p>
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**Big Idea and Essential Questions**

- **Big Ideas**
- **Essential Questions**

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**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

- Authentic assessment
- Concept maps
- Formative assessments
- Portfolio / rubric
- Self-assessment
- Peer assessment

- Summative assessments
- Oral presentations/rubric
- Written report/rubric
- Performance assessment/rubric
- Case study/ seminar/ mathematical thinking/ rubric

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**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

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**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: PE  
Curriculum Area and Grade: 4th Grade

Course Purpose:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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<b>Units/Theme/Concept and # of Weeks</b>
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks
Value of Physical Activity

**Mappers/Authors: Kerry Carter, Jen Hynes & Carol Migatz**

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> 4	<b>Subject:</b> Value of Physical Activity	<b>Course:</b> Physical Education	<b>Length of Unit:</b> Year Long

Common Core State Standards
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Supporting Standards
Connecticut State Standards
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  S5.E1 Health	The students will be able to:  <ul style="list-style-type: none"> <li>● Examines the health benefits of participating in physical activity. (S5.E1.4)</li> </ul>	1.

<p>S5.E2 Challenge</p> <p>S5.E3 Self-expression &amp; enjoyment</p> <p>S5.E4 Social interaction</p>	<ul style="list-style-type: none"> <li>● Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)</li> <li>● Ranks the enjoyment of participating in different physical activities. (S5.E3.4)</li> <li>● Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)</li> </ul>	
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**Big Idea and Essential Questions**

- **Big Ideas**
- **Essential Questions**

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

#### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**GRADE 5**

**Groton Public Schools  
Curriculum Map**

**INTRODUCTION**

**Course Title:** Elementary Physical Education  
**Curriculum Area and Grade:** PE Grade 5

**Course Purpose:**

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Major Learning Goals and Understandings:**

**Student Learning Expectation(s):**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

Locomotor

**Mappers/Authors:** Kerry Carter, Jen Hynes & Carol Migatz

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> 5th Grade	<b>Subject:</b> Locomotor	<b>Course:</b> Physical Education	<b>Length of Unit:</b> (# of weeks) Year Long

Common Core State Standards Demonstrates a competency of a variety of motor skills and patterns
Supporting Standards
Connecticut State Standards
<b>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>
<b>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>
<b>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know:  S1.E1 Locomotor Hopping, galloping, running, sliding, skip- ping, leaping  S1.E2 Locomotor	The students will be able to:  Demonstrates mature patterns of locomotor skills in dynamic small- sided practice tasks, gymnastics and dance. (S1.E1.5a)  Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environ- ments. (S1.E1.5b)  Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)	1.

<p>jogging, running</p> <p>S1.E3/E4 Locomotor Jumping and landing, horizontal plane</p> <p>S1.E5 Locomotor Dance</p> <p>S1.E6 Locomotor</p>	<p>Uses appropriate pacing for a variety of running distances. (S1.E2.5)</p> <p>Combines jumping and landing pat- terns with loco- motor and manipu- lative skills in dance, gymnastics and small-sided practice tasks in games environments. (S1.E3.5) Note: This outcome applies to both hori- zontal and vertical jumping and landing.</p> <p>Combines locomotor skills in cultural as well as creative danc- es (self and group) with correct rhythm and pattern. (S1.E5.5)</p> <p>Applies Skill.</p>	
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**Big Idea and Essential Questions**

- **Big Ideas**
- **Essential Questions**

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

#### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: PE Grade 5

Course Purpose:

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Major Learning Goals and Understandings:

**Student Learning Expectation(s):**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

Non-Locomotor Skills

**Mappers/Authors:** Kerry Carter, Jen Hynes & Carol Migatz

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> 5th Grade	<b>Subject:</b> Non-Locomotor Skills	<b>Course:</b> Physical Education	<b>Length of Unit:</b> (# of weeks) Year Long
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Common Core State Standards
Supporting Standards
Connecticut State Standards

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S1.E7 Nonlocomotor* (stability) Balance</p> <p>S1.E8 Non-locomotor (stability) Weight transfer</p> <p>S1.E9 Non Locomotor (stability) Weight transfer, rolling</p> <p>S1.E10</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)</li>   <li>● Transfers weight in gymnastics and dance environments. (S1.E8.5)</li>     <li>● Applies Skill.</li>   <li>● Performs curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks and games environments. (S1.E10.5)</li> </ul>	<p>1.</p>

<p>Non-locomotor (stability) Curling and stretching; twisting and bending</p> <p>S1.E11 Non-locomotor (stability) Combinations</p> <p>S1.E12 Non-locomotor (stability) Balance and weight transfers</p>	<ul style="list-style-type: none"> <li>• Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)</li> <li>• Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</li> </ul>	
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### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
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Case study/ seminar/ mathematical thinking/ rubric

#### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: PE Grade 5

Course Purpose:

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Major Learning Goals and Understandings:

**Student Learning Expectation(s):**

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.  
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.  
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

Manipulative Skills

**Mappers/Authors:** Kerry Carter, Jen Hynes & Carol Migatz

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b>
5th Grade	Manipulative Skills	Physical Education	(# of weeks) Year Long

**Common Core State Standards**

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Supporting Standards

Connecticut State Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S1.E13 Manipulative Underhand throw</p> <p>S1.E14 Manipulative Overhand throw</p> <p>S1.E15 Manipulative Passing with hands</p> <p>S1.E16 Manipulative Catching</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Throws underhand using a mature pat- tern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)</li> <li>● Throws underhand to a large target with accuracy. (S1.E13.5b)</li>   <li>● Throws overhand us- ing a mature pattern in nondynamic en- vironments (closed skills), with different sizes and types of balls. (S1.E13.5a)</li> <li>● Throws overhand to a large target with accuracy. (S1.E13.5b)</li>   <li>● Throws with accu- racy, both partners moving. (S1.E15.5a)</li> <li>● Throws with reason- able accuracy in dynamic, small- sided practice tasks. (S1.E15.5b)</li>   <li>● Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pat- tern in a nondynamic environment (closed skills). (S1.E16.5a)</li> <li>● Catches with accu- racy, both partners moving. (S1.E16.5b)</li> <li>● Catches with reason- able accuracy in dynamic, small- sided practice tasks. (S1.E16.5c)</li> </ul>	<p>1.</p>

<p>S1.E17 Manipulative Dribbling and/or ball control with hands</p>	<ul style="list-style-type: none"> <li>● Combines hand drib- bling with other skills during 1v1 practice tasks. (S1.E17.5)</li> </ul>	
<p>S1.E18 Manipulative Dribbling/ball control with feet</p>	<ul style="list-style-type: none"> <li>● Combines foot drib- bling with other skills in 1v1 practice tasks. (S1.E18.5)</li> </ul>	
<p>S1.E19 Manipulative Passing and receiving with feet</p>	<ul style="list-style-type: none"> <li>● Passes with the feet using a mature pat- tern as both partners travel. (S1.E19.5a)</li> <li>● Receives a pass with the feet using a mature pattern as both partners travel. (S1.E19.5b)</li> </ul>	
<p>S1.E20 Manipulative Dribbling in combination</p>	<ul style="list-style-type: none"> <li>● Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)</li> </ul>	
<p>S1.E21 Manipulative Kicking</p>	<ul style="list-style-type: none"> <li>● Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)</li> </ul>	
<p>S1.E22 Manipulative Volley, underhand</p>	<ul style="list-style-type: none"> <li>● Applies Skill.</li> </ul>	
<p>S1.E23 Manipulative Volley, overhead S1.E24</p>	<ul style="list-style-type: none"> <li>● Volleys a ball using a two-hand pattern, sending it upward to a target. (S1.E23.5)</li> <li>● Strikes an object consecutively, with a partner, using a short-handled imp- lement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)</li> </ul>	

<p>Manipulative Striking, short implement</p> <p>S1.E25 Manipulative Striking, long implement</p> <p>S1.E26 Manipulative In combination with locomotor</p> <p>S1.E27 Manipulative Jumping Rope</p>	<ul style="list-style-type: none"> <li>● Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)</li> <li>● Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)</li>   <li>● Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)</li>   <li>● Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)</li> </ul>	
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**Big Idea and Essential Questions**

- **Big Ideas**
  
- **Essential Questions**

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

#### **Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences. The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

# Curriculum Map

## INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: PE Grade 5

### Course Purpose:

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

### Major Learning Goals and Understandings:

#### **Student Learning Expectation(s):**

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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<b>Units/Theme/Concept and # of Weeks</b>
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks
Movement Concepts

**Mappers/Authors:** Kerry Carter, Jen Hynes & Carol Migatz

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> 5th Grade	<b>Subject:</b> Movement Concepts	<b>Course:</b> Physical Education	<b>Length of Unit:</b> (# of weeks) Year Long

Common Core State Standards
The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Supporting Standards
Connecticut State Standards
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<b>Part 2 – Standards</b>	
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>	<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

<p>The students will know:</p> <p>S2.E1 Movement concepts Space</p> <p>S2.E2 Movement concepts Pathways, shapes, levels</p> <p>S2.E3 Movement concepts Speed, direction, force</p> <p>S2.E4 Movement concepts Alignment and muscular tension</p> <p>S2.E5 Movement concepts Strategies &amp; tactics</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Combines spatial concepts with loco- motor and nonloco- motor movements for small groups in gymnastics, dance and games environ- ments. (S2.E1.5)</li> <li>● Combines movement concepts with skills in small-sided prac- tice tasks in game environments, gym- nastics and dance with self-direction. (S2.E2.5)</li> <li>● Applies movement concepts to strategy in game situations. (S2.E3.5a)</li> <li>● Applies the concepts of direction and force to strike an object with a long- handled implement. (S2.E3.5b)</li> <li>● Analyzes move- ment situations and applies movement concepts (e.g., force, direction, speed, pathways, exten- sions) in small-sided practice tasks in game environments, dance and gymnas- tics. (S2.E3.5c)</li> <li>● Applies Skill.</li> <li>● Applies basic offen- sive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)</li> <li>● Applies basic offen- sive and defensive strategies and tactics in net and wall small-sided practice tasks. (S2.E5.5b)</li> <li>● Recognizes the type of throw, volley or striking action need- ed for different games and sports situations. (S2.E5.5c)</li> </ul>	<p>1.</p>
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### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

### Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment  
Concept maps  
Formative assessments  
Portfolio / rubric  
Self-assessment  
Peer assessment

Summative assessments  
Oral presentations/rubric  
Written report/rubric  
Performance assessment/rubric  
Case study/ seminar/ mathematical thinking/ rubric

### Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: Elementary Physical Education  
Curriculum Area and Grade: PE Grade 5

Course Purpose:

**The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.**

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

#### Major Learning Goals and Understandings:

##### **Student Learning Expectation(s):**

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#### **Units/Theme/Concept and # of Weeks**

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

Physical activity & fitness knowledge

**Mappers/Authors:** Kerry Carter, Jen Hynes & Carol Migatz

Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> 5th Grade	<b>Subject:</b> Physical activity & fitness knowledge	<b>Course:</b> Physical Education	<b>Length of Unit:</b> (# of weeks) Year Long

Common Core State Standards
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Supporting Standards
Connecticut State Standards
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b>
The students will know:  S3.E1 Physical activity knowledge	The students will be able to: <ul style="list-style-type: none"> <li>• Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)</li> <li>•</li> </ul>	1.

<p>S3.E2 Engages in physical activity</p>	<ul style="list-style-type: none"> <li>Engages actively in all of the activities of physical education. (S3.E2.5)</li> </ul>	
<p>S3.E3 Fitness knowledge</p>	<ul style="list-style-type: none"> <li>Differentiates between skill-related and health-related fitness. (S3.E3.5)</li> </ul>	
<p>S3.E4 Fitness knowledge</p>	<ul style="list-style-type: none"> <li>Identifies the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)</li> </ul>	
<p>S3.E5 Assessment and program planning</p>	<ul style="list-style-type: none"> <li>Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health. (S3.E5.5a)</li> <li>Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)</li> </ul>	

**Big Idea and Essential Questions**

- Big Ideas**
- Essential Questions**

**Part 3 – Common Unit Assessments**

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#### **Part 4 – Common/Assured Learning Experiences**

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Value of Physical Activity

**Mappers/Authors:** Kerry Carter, Jen Hynes & Carol Migatz

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b> 5th Grade	<b>Subject:</b> Value of Physical Activity	<b>Course:</b> Physical Education	<b>Length of Unit:</b> (# of weeks) Year Long
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Common Core State Standards
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Supporting Standards
Connecticut State Standards

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S5.E1 Health</p> <p>S5.E2 Challenge</p> <p>S5.E3 Self-expression &amp; enjoyment</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Compares the health benefits of participating in selected physical activities. (S5.E1.5)</li>   <li>• Expresses (via written essay, visual creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)</li>   <li>• Analyzes different physical activities</li> </ul>	<p>1.</p>

S5.E4 Social interaction	<ul style="list-style-type: none"> <li>• for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)</li> <li>• Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)</li> </ul>	
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### Big Idea and Essential Questions

- **Big Ideas**
- **Essential Questions**

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Personal responsibility & Social Behavior

**Mappers/Authors:** Kerry Carter, Jen Hynes & Carol Migatz

Date Approved:

**Part 1 - Unit/Theme/Concept**

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>	<b>Length of Unit:</b>
5th Grade	Personal responsibility & Social Behavior	Physical Education	(# of weeks) Year Long

Common Core State Standards

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Supporting Standards

Connecticut State Standards

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b> Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <p>S4.E1 Personal responsibility</p> <p>S4.E2 Personal responsibility</p> <p>S4.E3 Accepting feedback</p> <p>S4.E4 Working with others</p> <p>S4.E5 Rules &amp; etiquette</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)</li> <li>● Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)</li> <li>● Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)</li> <li>● Gives corrective feedback respectfully to peers. (S4.E3.5)</li> <li>● Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)</li> <li>● Critiques the etiquette involved in rules of various game activities. (S4.E5.5)</li> </ul>	<p>1.</p>

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**Big Idea and Essential Questions**

- **Big Ideas**
  
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