

Everett District Curriculum Map		Grade Level: Elementary	Length of Time: Yearlong	
1 st Trimester: Sept/Oct/Nov	Health & Fitness Academic Content	Fitness	Motor Skills	Social/Emotional
Essential Questions	What is Fitness?	What is my individual fitness level? How do I measure, maintain and improve my fitness?	Which motor skills are necessary to improve my fitness?	What importance does safety and sportsmanship rules play in PE?
Content	Five for Life (Components of Fitness) 1.1-1.13 Intensity	Functional Training: Exercises which involve training the body for activities performed daily p. 4.16-4.42 Circuit Training p. 4.2-4.13 Fitness Assessments 4.83-4.97	Locomotor/Non-Locomotor Skills Team & Individual Sports/Skills Low Organized Games	Rules Behavior/Sportsmanship Safety
Skills/ Activities	Five Components of Fitness Activities <ul style="list-style-type: none"> • Cardiorespiratory Activity p.1.6 • Muscular Strength and Endurance Activity p. 1.7 • Flexibility Activity p. 1.8 Hold stretch 15 sec. min. <ul style="list-style-type: none"> • Body Composition Explanation p.1.9 • Teach Aerobic as cardiorespiratory endurance Intensity <ul style="list-style-type: none"> • Physical intensity 4.108-4.109 • Intensity DVD and/or Activity Log DVD • 60 minutes per day 	Functional Training Examples: <ul style="list-style-type: none"> • Step boxes, dumbbells, weight bars, medicine balls, stretch bands, mats, agility rings, stations, push-ups, curl-ups, sit& reach, pacer Whole Group Instruction Circuit Training Manual <ul style="list-style-type: none"> • 5 components of fitness • 5 components and fitness circuit Fitness Measurements <ul style="list-style-type: none"> • Peer Assessment for Protocols Five for Life 4.90-4.95 Pedometers <ul style="list-style-type: none"> • 4.74-4.70 	Locomotor/Non-Locomotor Skills: <ul style="list-style-type: none"> • Skipping, hopping, jumping, galloping • running, non-loco-motor skills, kicking, dodging, fleeing, moving safely, pacing Team & Individual Sports/Skills Examples: Soccer <ul style="list-style-type: none"> • dribbling, trapping, passing Football Skills <ul style="list-style-type: none"> • throwing & catching Low Organized Games Recess Games <ul style="list-style-type: none"> • Four Square, Hopscotch, Kickball, Tetherball Modified Games	Rules <ul style="list-style-type: none"> • care of equipment • classroom rules Behavior/Sportsmanship <ul style="list-style-type: none"> • cooperation • responsibility Safety <ul style="list-style-type: none"> • emergency procedures • equipment • personal/group
Assessment	(S) Five for Life Basic Tests 1.10-1.11 (F) Reflective questions	(F) Fitness Assessment: <ul style="list-style-type: none"> • Pacer 4.92 • Push-ups 4.94 • Sit and Reach 4.93 • BMI 4.90 • Curl-up 4.95 (F) Student/Parent report sent home 3 rd -5 th (F) Pedometers assessment – 4.75-4.76	(F) Teacher Observation	(F) Teacher Observation
Standards	1.3.1 Analyzes components of health-related physical fitness	4.1.1 Analyzes daily health and fitness habits 1.3.1 Analyzes components of health-related physical fitness 4.2.1 Creates goals for improving health and fitness practices	1.1.1 Applies locomotor, non-locomotor, and manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency 1.1.2 Demonstrates mature form in non-locomotor skills that contribute to movement proficiency 1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency 1.1.5 Evaluated movement concepts in complex movement activities and game situations	1.2.1 Evaluates safety rules and procedures in a variety of physical activities 1.2.2 Analyzes social skills necessary for effective participation in physical activities
Equipment/ Resources	Five for Life Basic Curriculum Intensity DVD Resource CD	WELPRO Fitness Assessment following district protocol Student/Parent report sent home 3 rd – 5 th	PE Central Five for Life PE links for you	5 for Life PE Central

Bold indicates required materials

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2nd Trimester: Dec/Jan/Feb	Health & Fitness Academic Content	Fitness	Motor Skills	Social/Emotional
Essential Questions	How do my food choices affect my overall health?	How do goals help improve my fitness? Why does physical training improve my health?	How does improving my motor skills affect my fitness level?	How do improved motor skills lead to my enjoyment of sports and fitness? How do my food choices and the activities I do affect my feelings?
Content	Food For Energy & Health Heart Rate Training 4.51-4.68 & 4.74-4.75 Goal Setting p. 4.103-4.104	Functional Training Circuit Training Fitness Measurements	Team & Individual Sports/Skills Lifetime Activities	Rules Behavior Safety
Skills/ Activities	Food For Energy & Health <ul style="list-style-type: none"> Energy Cube Warm-Up p.2.23 Energy Tag p. 2.24-2.25 Energy Pin-Down p. 2.26 Healthy Tag p. 2.29 Macronutrient Knowledge p. 2.30-2.31 Meal Planner p. 2.34 Energy In-Energy Out=Calorie Balance p. 2.35 Hydration Heart Rate Training Goal Setting <ul style="list-style-type: none"> Goal Setting Practice 4.103-4.104 	Functional Training Examples: <ul style="list-style-type: none"> Step boxes, dumbbells, weight bars, medicine balls, stretch bands, mats, agility rings, stations, push-ups, curl-ups, sit& reach, pacer Whole group instruction Circuit Training <ul style="list-style-type: none"> Five for life circuit training manual Fitness Measurements <ul style="list-style-type: none"> Protocols Review Five for Life 4.8-4.95 Pedometers <ul style="list-style-type: none"> 4.74-4.70 	Team & Individual Sports/Skills Examples: Basketball <ul style="list-style-type: none"> Shooting, passing, dribbling, modified games Floor Hockey Gymnastics <ul style="list-style-type: none"> Tumbling Scooter Lifetime Activity Examples: <ul style="list-style-type: none"> Jump Rope Manipulatives Rhythms & Dance Functional/circuit training Modified Games	
Assessment	(S) Food for Energy & Health 2.36-2.37 (F) Goal Setting: Student Self-Assessment	(F) Peer Assessment for Protocols (F) Circuit Training Observation (F) Pedometers assessment – 4.75-4.76	(F) Teacher observation (F) Peer assessment	(F) Teacher observation (F) Partner share
Standards	1.5.1 Understands relationship of nutrition and food nutrients to body composition and physical performance. 2.1.1 Understands dimensions and indicators of health 4.2.1 1.3.1 Analyzes components of health-related physical fitness	1.1 & 1.2 see above 4.1.1 Analyzes personal health & fitness habits 4.2.1 Creates goals for improving health and fitness practices 1.1.2 Demonstrates mature form in non-locomotor skills that contribute to movement proficiency 1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency 1.1.5 Evaluated movement concepts in complex movement activities and game situations	1.1.1 Applies locomotor, non-locomotor, and manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency 1.1.2 Demonstrates mature form in non-locomotor skills that contribute to movement proficiency 1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency 1.1.5 Evaluated movement concepts in complex movement activities and game situations 1.1.4 Demonstrates balance and rhythmic movement skills in traditional and non-traditional activities	2.1.1 Understands dimensions and indicators of health
Equipment/ Resources	Five for Life Basic Curriculum CBA	Five for Life Circuit Manual Five for Life basic book	PE Central Five for Life PE links for you	Five for life 2.8/2.9 Washington Dairy Council

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Everett District Curriculum Map		Grade Level: Elementary	Length of Time: Yearlong	
3rd Trimester: Mar/Apr/May	Health & Fitness Academic Content	Fitness	Motor Skills	Social/Emotional
Essential Questions	Why do I need bones? What do muscles do?	How will increased physical fitness affect my quality of life?	How will improved motor skills benefit my daily life?	How does being positive impact my interaction with others?
Content	Bone Health Muscle Motion	Functional Training Circuit Training Fitness Measurements	Team & Individual Sports/Skills Lifetime Activities	
Skills/ Activities	Bone Health Tag p. 3.7 Bone health relay p. 3.8 The Notion of Muscle Motion p. 3.21 Muscle tag p. 3.22 Build your Muscle p. 3.23	Functional Training Examples <ul style="list-style-type: none"> Step boxes, dumbbells, weight bars, medicine balls, stretch bands, mats, agility rings, stations, push-ups, curl-ups, sit& reach Circuit Training <ul style="list-style-type: none"> Five for life circuit training manual Fitness Measurements <ul style="list-style-type: none"> Protocols Review Five for Life 4.83-4.95 Pedometers <ul style="list-style-type: none"> 4.74-4.70 	Team & Individual Sports/Skills Examples: Softball skills <ul style="list-style-type: none"> throwing, catching Racquet Sports <ul style="list-style-type: none"> Serving, forehand, backhand, volleying, modified games Track & Field Volleyball <ul style="list-style-type: none"> Serving, setting, passing, volleying, modified games Lifetime Activities <ul style="list-style-type: none"> Functional/Circuit Training Modified Games	Team building <ul style="list-style-type: none"> Parachute games Coop games
Assessment	(S) Muscles assessment p. 3.24-3.25 (S) Bones assessment p. 3.9-3.10 (S) CBA	(F) Fitness assessment: <ul style="list-style-type: none"> Pacer 4.92 Push-ups 4.94 Sit and Reach 4.93 BMI 4.90 Curl-up 4.95 (F) Student/Parent report sent home 3 rd -5 th (F) Pedometers assessment – 4.75-4.76	Teacher Observation Peer Assessment	Teacher Observation
Standards	2.2.1	4.1.1 Analyzes daily health & fitness habits 1.3.1 Analyzes components of health-related physical fitness	1.1.1 1.1.2	
Equipment/ Resources	Basic Five for Life Curriculum CBA CBA Review	Basic Five for Life Curriculum CBA Student/Parent report sent home 3 rd – 5 th	PE Central Five for Life PE links for you	PE Central PE Links: Karl Rohnke, Steve Butler

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