

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).
2. Uni Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.
3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...
4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).
5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates

Course Title: Physical Education 4-6		
School: Center School	Grades: 4-6	Curriculum Pacing: 32 weeks (time for state testing needed)
Unit One: Team Building (Team building games)	Unit Two: Heart Health and Fitness (Pacer test, flexibility, upper body, and abdominal assessments)	Unit Three: Games and team sports (Basketball small sided games, floor hockey small sided game,)
Unit Pacing: 4 weeks	Unit Pacing: 5 weeks	Unit Pacing: 5 weeks
Unit Overview: During this unit, students will be introduced to many different team buildings activities. Students will be taught the importance of communication and listening skills required to accomplish a goal as a team. During this time the pacer test, which is part of our assessment, will be introduced and done with a partner.	Unit Overview: During this unit, students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness levels. Students will accomplish this by learning about their heart rate before,during and after exercise. They will be able to use their pedometers to figure out their activity levels. They will learn why these readings can be used to improve their heart health. During this unit the students can be given their pre and post test for physical fitness assessments.	Unit Overview: During this unit students will be playing a variety of games and team sports to increase skill development, and enhance one's character by being part of a team.
Compelling Questions 1.What positives come from working together as a team? 2. How can a team meet the objectives of the situation given to them by working together? 3. Can I work with a partner to help them and myself reach my fitness goals?	Compelling Questions 1. Why is it so difficult to become and stay healthy and physically fit? 2. How can I set challenging fitness goals that help me stay committed to wellness? 3. What can I do at home to better prepare for the fitness assessments?	Compelling Questions 1. How does a lead-up game help prepare you for a team sport? 2. How does playing a team sport develop one's character? 3. How are skills developed by playing lead-up games and team sports important for mastering a team sport?

<p>Priority Learning Targets</p> <p>1.I can use rules to help my team achieve a goal. (S4.E.4)</p> <p>2.I can care for myself by using positive self talk.(S4.E2.5a)(S4.E2.5b)</p> <p>3.I can respect the equipment by using it appropriately. (S4.E6.4)</p>	<p>Priority Learning Targets</p> <p>1.I can value my health by my daily performances. S5.E3.4</p> <p>2.I can know my strengths and weaknesses and choose the proper equipment to help me continue to get healthy. S3.E3 (3,E3.4f) (S3.E3.5)</p> <p>3.I can examine and compare the health benefits of participating in physical activity. S5.E1 (S5.E1.4,,5)</p>	<p>Priority Learning Targets</p> <p>1. I can work with others by communicating with them.S4.E3 (S4.E3.4,,5) S4.E4 (S4.E4.4a,4b) (S4.E4.5)</p> <p>2.I can use the equipment properly. (S4.E6.4)(S4.E6.5)</p> <p>3. I can play by the rules. (S4.E5.4)(S4.E5.5)</p>
<p>Unit Four: Throwing and Catching (Wiffle Ball, Kickball, Basketball)</p>	<p>Unit Five: Offense and Defense (Basketball, Kickball, Floor hockey, Pickleball)</p>	<p>Unit Six: Striking and returning using a short or long handled object. (Volleyball, Badminton, Tennis, Pickleball)</p>
<p>Unit Pacing: 5 weeks</p>	<p>Unit Pacing: 8 weeks</p>	<p>Unit Pacing: 5 weeks</p>
<p>Unit Overview: Students during this unit will learn how throwing and correct body movement (arm extension and follow through while stepping in opposition) while throwing an object is important for a variety of sports. They will also learn why catching is important for eye and hand coordination as well as timing while catching an object. Both improve gross motor coordination and balance.</p>	<p>Unit Overview: During this unit, students will be given a variety of games and sports to teach them the difference between offense and defense. Playing games and team sports help physical fitness, skill development and build character.</p>	<p>Unit Overview: During this unit students will be given a variety of activities that will help them become better at striking and returning objects. This unit will consist of volleyball, badminton and pickleball.</p>
<p>Compelling Questions</p> <p>1. How does throwing and catching carry over into other games and activities?</p> <p>2. Why is eye-hand coordination and balance important in everyday life?</p>	<p>Compelling Questions</p> <p>1. How can I help my team win the game using offence and defensive skills?</p> <p>2.How do my choices during a game help my team</p>	<p>Compelling Questions</p> <p>1.How will learning how to volley skills help me become a lifelong mover..</p> <p>2.How do my choices during a game help my team achieve our activity goal.</p>

	achieve our activity goal?	
<p>Priority Learning Targets</p> <p>1.I can pass to my teammates using an overhand or underhand technique. S1.E14 (S1.E14.4a,4b,5a,5b) S1E13 (S1.E13.,5a,5b,)</p> <p>2.I can care for my teammates by sharing the ball and encouraging others. S4.E4(S4.E4.4a,4b,.5 S4.E1/E2 (S4.E1.4,S4.E2.4,S4.E1.5,5a,5b)</p> <p>3. I can use the correct form for passing and catching the ball. S1E16 ((S1.E16.4,5a,5b,5c) S1E15 (S1.E15.4,5a,5b) S1M3(S1.M3.6 S1.M4(S1.M4.6</p>	<p>Priority Learning Targets</p> <p>1.I can demonstrate the knowledge of the difference between offense and defense in a game situation. S2.E5 (S2E5.4a,4b4c,5a.5b,5c)</p> <p>2.I can value physical activity by my daily performance. S3.E2 (S3.E2.4,.5) S4.E1,S4E2, ((S4.E1.4) (S4.E2.4) S4.E1.5,5a,5b)</p> <p>3. I can perform the following offensive skills without defense pressure:pivot give and go, and fakes (S1M7.6)</p> <p>4. I can maintain a defensive ready position with weight on balls of feet, arm extended and eyes on midsection of the offensive player. (S1M11.6)</p>	<p>Priority Learning Targets</p> <p>1. I can perform a legal underhand serve with control for net/wall games such as badminton,volleyball or pickleball (S1.M12)</p> <p>2.I can strike with a mature overhand pattern in a non dynamic environment (closed skills) for net/wall games such as volleyball, badminton, tennis (S1.M14)</p> <p>3.I can Volley a ball using a two-hand pattern sending it upward to a target. (S1.E23)</p>