UNIT: **Track & Field** TIME FRAME:**4 weeks** TEACHER: **K-5 Physical Education Teachers**

Unit Summary and Rationale: (Outlines the components of the unit and the reasoning for their inclusion):
Aerobic and anaerobic exercises. Techniques needed to increase speed, power and distance.
Track and field terminology, scoring, measurements and rules.
Demonstrations, illustrations and skill stations.

Unit Connection College and Career Ready Descriptions: Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

× Students will demonstrate independence.
× Students will value evidence.
× Students will critique as well as comprehend.
☐ Students will develop an understanding of other perspectives and cultures.
×Students will build strong content knowledge.
☐ Students will respond to the varying demands of audience, task, and discipline.
☐ Students will use technology and digital media strategically and capably.

Unit Standards: Teachers should list the standards to be addressed within the unit.

Content/Skills	Reading	Writing
1. Personal Health and Fitness **2. A safe and healthy environment** **3. Resource management**	**1. CCR.1 – Rules** **2. CCR.3 – Students will follow procedures and steps needed for performance.** **3. CCR.7 – Students will be able to compare scores to address where improvement is needed and what their strengths are.**	**1. CCR.1 – Listening** **2. CCR.2- Analysis of content** **3. CCR.9 – Reflection of goals**

Essential Questions: *Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.*

Can you perform the skills while following the rules for successful performance?
Will students be capable of running even or negative splits?
How will students improve their jumps each time while applying the rules?

Big Ideas: *These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study.*

Students will discover the lifetime of running and importance of cardiorespiratory endurance. Students will be able to make gains in aerobic capacity and test their levels of endurance. Individual goals, athletic achievement and academic success will be obtained.

Learning Tasks: *Teachers list the various tasks students will engage in throughout the unit.*

Reading Tasks	Writing Tasks
1. **Wall Pictures – standing long jump, running long jump, and softball throw.** 2. **2. Visual cues** 3. **Violations**	1. **Multistep procedures broken down in illustrations.** 2. **Goal setting.** 3. **Measurements and timing for each event.** 4. **Record charting.**

Assessments: *List types of assessments that will be used throughout the course of the unit.*
If you do not have assessments for this unit, they should be created before moving on to the lesson design

DIAGNOSTIC	FORMATIVE	SUMMATIVE
Pre-test **Cardiorespiratory endurance** **Throwing with opposition**	**Goal setting worksheet** **Verbal on task analysis** **Splits**	**Throwing rubric** **Measurements of jumps** **Time recording of events**

Text(s) Selections *(generated by (?) both teacher and student)*
Teachers will list the genres/titles for study:

Books, illustrations, and Internet information.
Numbbelievable.

Notes:
Teacher will adapt to those students with various abilities.