

FRAMINGHAM PUBLIC SCHOOLS

PHYSICAL EDUCATION CURRICULUM GUIDE

GRADES K-5

Summer 2016

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INTRODUCTION

RATIONALE:

The Physical Education Curriculum Guide for grades Kindergarten through 5th grade will provide a vision for Physical Education in the Framingham School District as we navigate through the ever-changing educational environment. The expectations and outcomes for student learning at the elementary level as set forth in this guidebook are to be used as a tool and resource for the district, schools and teachers paralleling the National Standards for Physical Education.

PHILOSOPHY OF PHYSICAL EDUCATION:

- Is a required and state mandated program that serves as an integral component in the entire educational process.
- Is based upon the acquisition of knowledge, skills, attitudes, and values that are the foundation for engaging in lifelong physical activity.
- Is a well-planned and sequential.
- Is a developmentally and age appropriate educational program that promotes physical, mental, emotional, and social well-being.
- Is based on physical activities performed in an active, caring, and supportive atmosphere in which every student is challenged and successful.
- Provides students with disabilities a learning environment that is modified, when necessary, to allow for maximum participation.
- Is the art and science of human movement and physiology.
- Accounts for the differences in ability, interests and emotions, strengths and weaknesses of students and will provide an environment in which optimal lifelong development can take place.
- Should allow students to develop a lifelong commitment to their own physical well-being, health and fitness, with a clear emphasis on fun, lifelong physical activities.
- Provides each student with the opportunity to become a responsible, confident, competent and independent decision maker that will allow him or her to lead a positive, healthy and active life.

FRAMINGHAM PUBLIC SCHOOLS DISTRICT MISSION STATEMENT

The mission of the Framingham Public Schools, a system that understands and values our diversity, is to educate each student to learn and live productively as a critically thinking, responsible citizen in a multicultural, democratic society by providing academically challenging instructional programs taught by a highly qualified and diverse staff and supported by comprehensive services in partnership with our entire community.

FRAMINGHAM PUBLIC SCHOOLS DISTRICT CORE BELIEFS

*Learning is the central purpose of schools
Human differences are to be respected
Collegiality and professionalism characterize the school community
Individuals are responsible for their behavior*

FRAMINGHAM PUBLIC SCHOOLS PHYSICAL EDUCATION MISSION

The goal of the Framingham Elementary Physical Education Department is to expose students to a variety of sport specific skills, fitness concepts, and challenge activities, that will provide students with a base of skills, knowledge and experiences will aide and guide them on their journey of becoming holistically healthy and physically active individuals throughout their lives.

QUALITY PHYSICAL EDUCATION PROGRAMS HELP STUDENTS:

- Improve physical fitness by increasing cardiorespiratory endurance, muscular strength, muscular endurance and flexibility.
- Regulate and maintain weight.
- Improved bone development and posture.
- Reduce the risk of heart disease by counteracting the four major controllable risk factors of inactivity, high blood pressure, high cholesterol levels and smoking.
- Acquire healthy active lifestyles and habits.
- Improve academic performance, mental alertness, readiness to learn and enthusiasm for learning.
- Improve self-esteem, interpersonal relationships, responsible behavior and independence.
- Decrease the incidence of obesity, high blood pressure and diabetes.
- Stimulate brain function and when integrated with interdisciplinary curriculum not only increases brain activity, but also provides more meaningful learning.
- Allow students to take academic and physical risks without fear of making a mistakes. Taking honest chances is encouraged.
- Helps students understand the value of hard work, perseverance, and an honest effort.
- Develop an appreciation for the value of organized play.

DEFINITIONS & OUTCOMES OF THE PHYSICALLY EDUCATED PERSON

A Physically Educated Person...

HAS learned skills necessary to perform a variety of physical activities

- ...moves using concepts of body awareness, spatial awareness, effort and relationships.
- ...demonstrates competence in a variety of manipulative, locomotor and nonlocomotor skills.
- ...demonstrates competence in combinations of manipulative, locomotor, and nonlocomotor skills performed individually and with others.
- ...demonstrates competence in many different forms of physical activity.
- ...demonstrates proficiency in a few forms of physical activity.
- ...has learned how to learn new skills.

IS physically fit

- ...assesses, achieves and maintains physical fitness.
- ...designs safe personal fitness programs in accordance with principles of training and conditioning.

DOES participate regularly in physical activity

- ...participates in health enhancing physical activity at least three times a week.
- ...selects and regularly participates in lifetime physical activities.

KNOWS the implications of and the benefits from involvement in physical activities

- ...identifies the benefits, costs and obligations associated with regular participation in physical activity.
- ...recognizes the risk and safety factors associated with regular participation in physical activity.
- ...applies concepts and principles to the development of motor skills.
- ...understands that wellness involves more than being physically fit.
- ...knows the rules, strategies and appropriate behaviors for selected physical activities.
- ...recognizes that participation in physical activity can lead to multicultural and international understanding.
- ...understands that physical activity provides the opportunity for enjoyment, self-expression and communication.

VALUES physical activity and its contributions to a healthful lifestyle

- ...appreciates the relationships with others that result from participation in physical activity.
- ...respects the role that regular physical activity plays in the pursuit of lifelong health and well-being.
- ...cherishes the feelings that result from regular participation in physical activity.¹

¹ Source: "Moving Into The Future: A guide to Content and Assessment" - NASPE/AAHPERD

Massachusetts Curriculum Frameworks (October, 1999)

STANDARD 2: Physical Activity and Fitness

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

Grade Level	Learning Standards
By the end of grade 5	<p>Through the study of Motor Skill Development students will</p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curved, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills</p> <p>Through the study of Fitness students will</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)</p> <p>Through the study of Personal and Social Competency students will</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>

National Standards for K-12 Physical Education (SHAPE)

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.

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.

(2013, SHAPE America)

*** (see attached document, Grade Level Outcomes) ***

K-5 CURRICULUM STRUCTURE

Kindergarten

DESIRED OUTCOMES

- Attempts basic motor (run, skip, hop), manipulative (throw, catch & strike), and non-locomotor (balance) skills.
- Follows directions to perform activities safely and correctly.
- Understands the relationship between physical activity and individual well being

ESSENTIAL QUESTIONS

- How can I move in my environment?
- What does it mean to be a good sport?
- How do you know when you are exercising aerobically?

First and Second Grade

DESIRED OUTCOMES

- Demonstrates or performs fundamental motor, non-locomotor, and manipulative skills
- Understands fundamental principles of movement.
- Demonstrates responsible personal and social behavior while engaged in physical activity.
- Handles equipment safely while using facility with attention to potential hazards.
- Understands that family plays a vital role in influencing one's physical activity levels.

ESSENTIAL QUESTIONS

- Why is it important to be fit?
- What are some things I can do to keep my body healthy?
- What kinds of behaviors are important when engaging in activities with others?
- What are the three things I should do every time I throw a ball?
- What are some different ways I can move my body?

By the end of Second Grade, students will be able to...

Standard 1: Motor Skills and Movement patterns

- Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping, etc.) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., levels, speeds, pathways, relationships, and effort).
- Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills (e.g. PEmetrics, etc.).
- Achieve mature form in the less complex manipulative skills (e.g., underhand throw, catching, rolling, etc.) and show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble, overhand throw, kicking, etc.).
- Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer, etc.) as well as weight-bearing and balancing on a variety of body parts (e.g. symmetrical/asymmetrical, stork stand, partner balances, etc.).

Standard 2: Concepts and Strategies

- Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability, etc.).
- Identify and apply critical cues and concepts of body, space, effort, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways, etc.).

Standard 3: Health Enhancing Level of Fitness and Physical Activity

- Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.).
- Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).
- Engage in a variety of activities that promote health-related physical fitness (e.g., jumping rope, riding a bicycle, animal walks, climbing rope, chasing and fleeing games, tumbling activities, dance skills, etc.).
- Know and demonstrate basic knowledge of health-related fitness including cardio respiratory endurance, muscular strength and endurance, flexibility, and body

composition (e.g., identify various activities that demonstrate each health-related component, etc).

- Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, etc.).

Standard 4: Responsible Personal and Social Behavior

- Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, personal space, follow directions, etc).
- Interact cooperatively using interpersonal communication during partner and small group activities (taking turns, sharing equipment, helping others, etc).
- Work together to problem solve, complete a task, and/or tackle a challenge (e.g. rock/paper/scissors, sharing, partner games, etc).

Standard 5: Recognizes the Value of Physical Activity

- Persevere in challenge situations. Find satisfaction in challenging one's self limits.
- Recognize that physical activity is part of a healthy lifestyle.
- Engages with classmates and interacts socially with peers.
- Utilizes physical activity as a part of one's self expression.

3rd, 4th, and 5th Grade

3rd-5th GRADE DESIRED OUTCOMES

- Students adjust performance of skill as a result of monitoring or assessing previous performance (e.g. uses more force to reach a distant target).
- Demonstrate care, consideration and respect of self and others during physical activity.
- Be aware of some career options in the field of physical fitness and sport.
- Demonstrate and assess their fitness by performing exercises or activities related to each health related fitness component, and establish personal goals to improve their fitness.

3rd-5th GRADE ESSENTIAL QUESTIONS

- How can I move safely in my environment?
- Where are two places on the human body where you can take your heart rate?
- What are the exercises that are assessed during the Fitnessgram?

- What community facilities or programs are available for you to participate in activities outside of physical education?
- What are the five health-related components of physical fitness
- What is your target heart rate zone? What activities can you perform to elevate your heart rate to this zone? If you are outside your target heart rate zone (above or below), what adjustments do you need to make?
- What different muscles are being used in _____ activity (proper terms & location)? What exercises can I perform to strengthen this muscle?
- List some ways you can use the skills learned in physical education to contribute to a physically active and healthy lifestyle?

By the end of Fifth Grade, students will be able to...

Standard 1: Motor Skills and Movement Patterns

- Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., games, dance, educational gymnastics, etc.).
- Demonstrate mature movements using concepts of effort, relationships, and body and space awareness.
- Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance, etc.).

Standard 2: Concepts and Strategies

- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
- Utilize knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., Did I follow through?, self and peer checklist, etc.).
- Transfer concepts to new skills/games (e.g., offensive and defensive strategies, bending the knees lowers the center of gravity and increases stability, rhythm and timing).
- Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self talk, visualize performance, etc.).

Standard 3: Health Enhancing level of Fitness and Physical Activity

- Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

- Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.).
- Participate daily in moderate to vigorous physical activity during and outside of class as recommended by SHAPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.). Identify and/or make use of opportunities at school and within the community for regular participation in physical activity (e.g., enroll in organized school activity, etc.).

Standard 4: Responsible Personal and Social Behavior

- Achieve and maintain a health-enhancing level of physical fitness.
- Know and demonstrate the health-related fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).
- Regularly participate in moderate-to-vigorous physical activity which improves physical fitness (e.g., physical education class, home/school/community programs, etc.).
- Exhibit responsible and social behavior that respects self and others in physical activity settings Work independently and cooperatively in groups to complete tasks and challenges (e.g. develop a creative game, practice to improve performance in and out of school, team building challenges, task cards, etc.).
- Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.)

Standard 5: Recognize the Value of Physical Activity

- Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g. help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, etc.).
- With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness and set and achieve attainable personal health-related fitness goals (e.g., Physical Best, goal setting, etc.).
- personally challenging experiences in physical activity (e.g., sets realistic improvement goals for a greater challenge in existing activity, etc.).

K-5 SUGGESTED CONTENT

CURRICULUM

The categories below have been selected to facilitate the teaching process given that the activities in each group share a common basic structure. The categories themselves demonstrate the breadth of physical activity types, which are potential curriculum choices.

Team Passing Sports	Net/Wall Sports	Striking & Fielding	Target Sports	Rhythmic Activities
Soccer Football Team Handball Lacrosse Ultimate Frisbee Hockey Speedball Basketball Etc.	Volleyball Badminton Tennis Handball Table Tennis Pickleball Paddleball Tchoukball Etc.	Softball Baseball Polo Field Hockey Cricket Etc.	Bowling Golf Archery Frisbee Golf LawnGames Quidditch Etc.	Dance Ethnic (Salsa, Samba, etc.) Country Ballroom Creative
Outdoor Activities	Personal Performance	Personal Fitness & Wellness	Game/ Activities	Manipulatives
Snowshoeing Orienteering Hiking/Backpacking Rock Climbing Project Adventure	Kickboxing Aerobic Dance Track & Field Cross Country Self-Defense Yoga Etc.	Fitness - Scholastics Physical Best Fitnessgram Health & Wellness Activitygram	Tag Relays Ball Games Etc	Hoop Scarves Scoops Bean Bags Rope Parachute Balls

Canoeing Rollerblading Bicycling		Etc.		Balloons Etc.
Basic Exploration	Kinesthetic Activities	Cooperative Games	Catching & Throwing	Kicking
<u>Locomotor</u> walk, run, jump, skip, hop, gallop, slide <u>Non Locomotor</u> bend, stretch, twist, rock, swing, turn, push, pull, sway <u>Pathways & Directions</u> straight, curve, diagonal, zig-zag, directionality & laterality)	Stunts Tumbling Low-level Challenge High-level Challenges Balance Spatial Awareness Etc.	Cooperative-Concepts Cooperative-Games Project Adventure Etc.	Basic Catching & Throwing Catching & Throwing Games Etc.	Basic Kicking Concepts Kicking Games Etc.

Skill Themes Curriculum Information

What are Skill Themes?

Skill themes are fundamental movements that are later modified into specialized patterns of increasing complexity are built. The purpose is to help students learn a variety of locomotor, non-manipulative, and manipulative skills that they later can use in sport and activities. Grades K-5 are focused on building a foundation of skill themes and movement concepts.

Characteristics of Skill Theme approach:

- Competence in performing a variety of locomotor, non manipulative, and manipulative motor skills
- Skill themes are designed to provide experiences appropriate to a child’s developmental level, as opposed to age or gender
- The scope and sequence of skill themes are designed to reflect varying needs and interests

****Note: Physical Fitness is integrated into all experiences and should not be a separate unit****

The purpose of games in elementary physical education is not to develop elite athletes. The purpose is to develop players who are versatile and skillful in a game environment and who can combine basic motor skills with basic strategic skill and knowledge.

Movement Concepts (how a skill is being performed): Space Awareness, Effort (how the body moves), Relationships

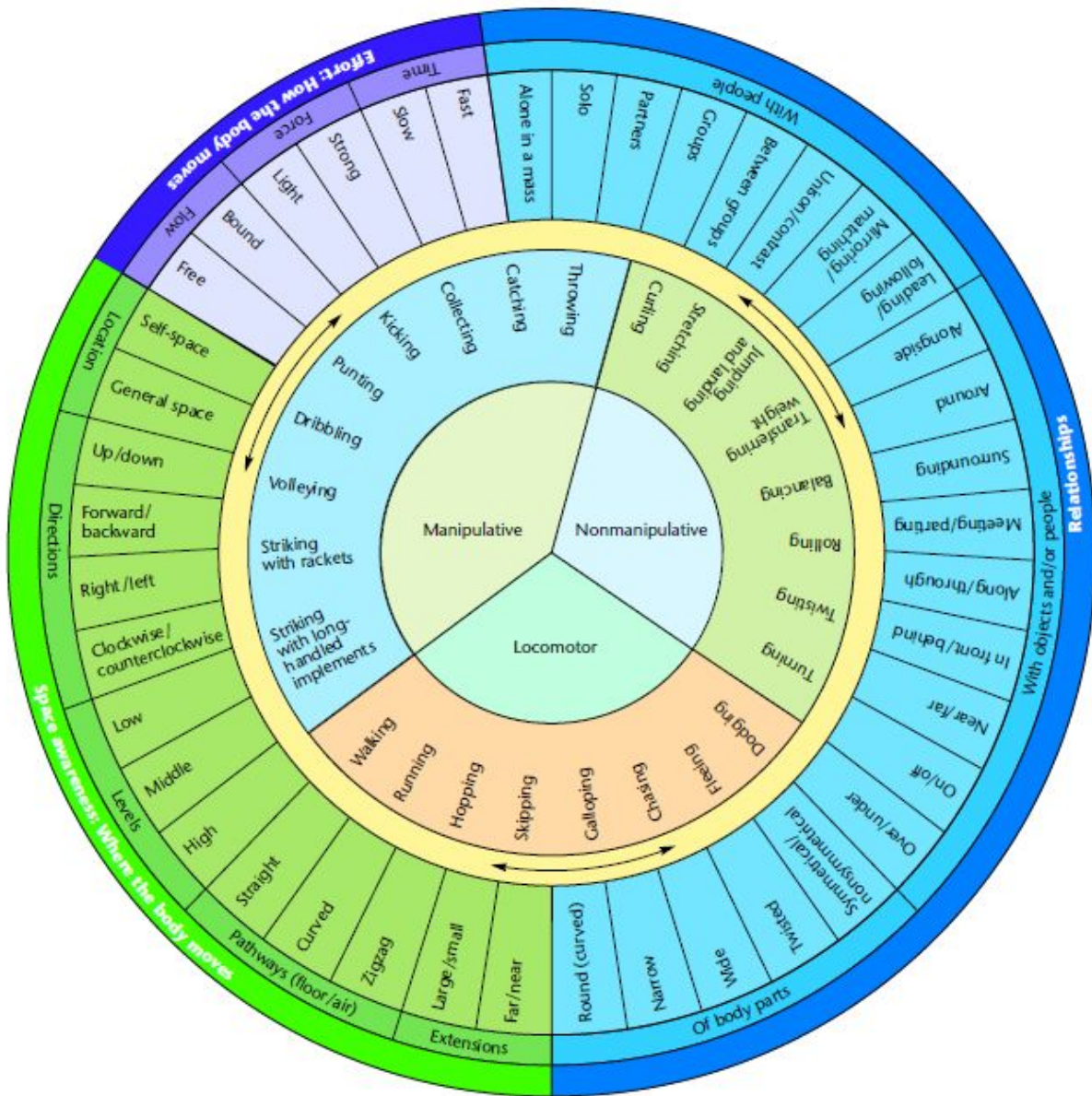
Skill Themes (movements that can be performed): Locomotor, non-manipulative, manipulative

²

Locomotor	Non-Manipulative	Manipulative
Walking Running Hopping Skipping Gallop	Turning Twisting Rolling Balancing Transferring Weight	Throwing Catching and Collecting Rolling Kicking Punting

² Source: “Children Moving” - Graham, Holt, Parker

Sliding Chasing Fleeing Dodging	Jumping and Landing Stretching Curling	Dribbling Volleying Striking with rackets Striking with long handled implements
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Graham's Wheel

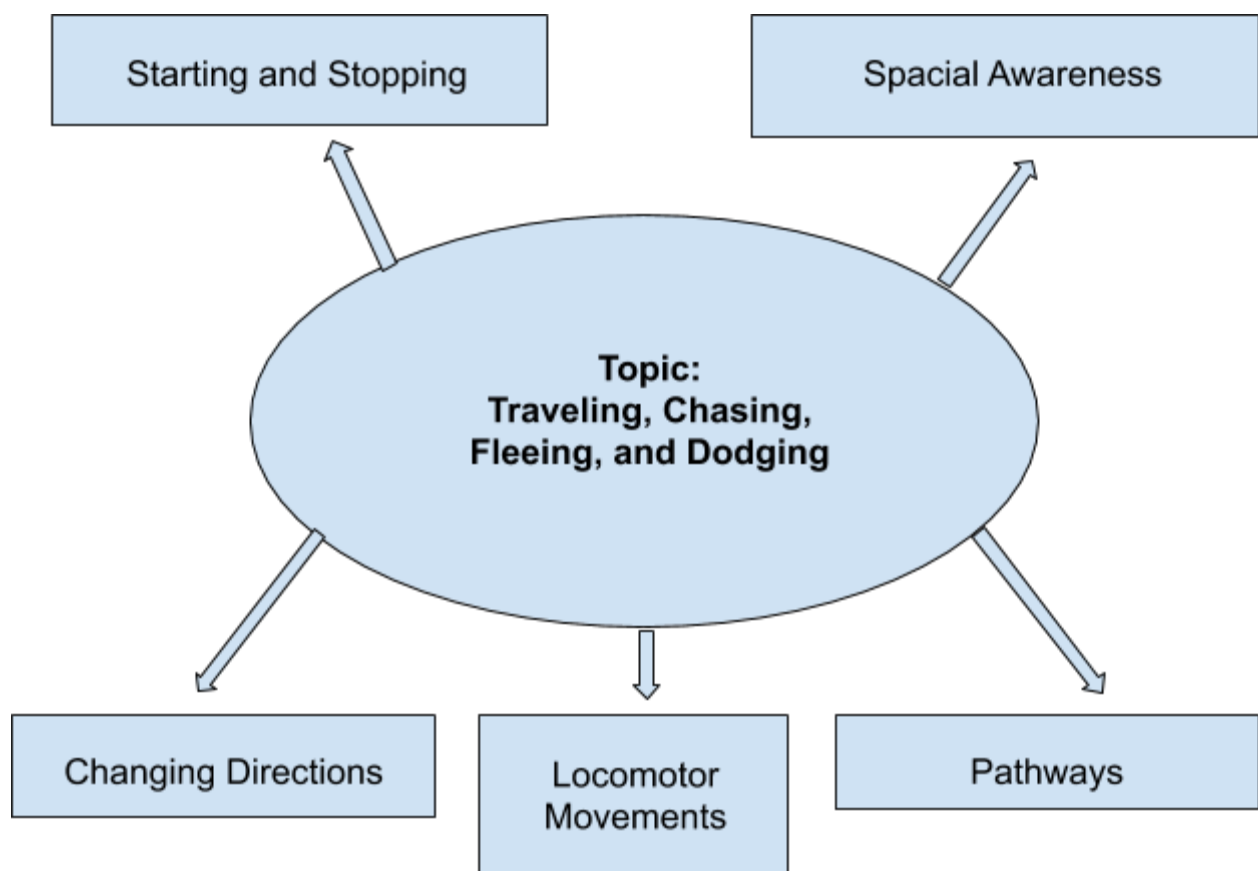
K-5 SKILL THEMES

1. **Traveling, Chasing, Fleeing, Dodging:** locomotor skills, spacial awareness, starting and stopping, pathways, changing directions, climbing, snowshoeing, tag games, modified team sport activities, small sided games, capture the ball, etc..
2. **Body Management:** balance, weight transfer, safety, body control, spacial awareness
3. **Creative Movement and Dance:** rhythmic activities, jumping bands, foot patterns, partner, line, folk, multi-cultural, etc.
4. **Jumping, Leaping, and Landing:** take-off, body position, balance, landing, jump rope, long jump
5. **Throwing, Rolling, and Catching:** hand eye coordination, oppositions, weight transfer, tracking, follow-through, underhand, overhand, one hand (throw and catch), two hands (throw and catch), static and dynamic throwing and catching
6. **Kicking and Punting:** foot-eye coordination, timing, balance, weight transfer, partner or wall passing, target striking
7. **Striking, Volleying, and Dribbling:** Hand-eye coordination, tracking, sequence of movement, weight transfer, striking with rackets, striking with long handled implements, forehand, backhand
8. **Cooperative Games:** Teamwork, decision making, communication, challenges
9. **Fitness Concepts:** fitness scholastics, nutrition, anatomy, target heart rate, stretching, Fitnessgram, pace, cup stacking, juggling

Unit Planner #1

Topic: Traveling, Chasing, Fleeing, and Dodging

Grades: K-5



Unit Overview:

This unit introduces students to traveling, chasing, fleeing and dodging with controlled movements in general space.

Activities will include locomotor skills, starting and stopping with control, movement while

changing directions, avoiding obstacles, recognition of boundaries, levels and pathways.

Traveling, Chasing, Fleeing, and Dodging

Student Understandings	Essential Guiding Questions
<p>Students will know...</p> <ol style="list-style-type: none">1. Coordinated sequential movements affect the outcome of individual performance.2. Movement knowledge enhances skill development and performance in a variety of activities.3. Successful coordinated movement can lead to enjoyment in a variety of activities.4. Knowing body responses to physical activity and engaging in a variety of activities promotes health-related fitness.5. Visual and body awareness promote safety.6. Good sportsmanship promotes the enjoyment of an activity, benefits self and others and fosters positive relations.	<ol style="list-style-type: none">1a. How can you travel in general space without bumping into others?1b. How can changing directions help your performance?2a. How can the ability to perform locomotor movements lead to higher level tasks?2b. Why is it important to be able to change pathways?3. Why is participation important during activities?4a. Why is a strong heart important in tag games?4b. How can continuous movement benefit the participant?5a. How does watching where you are going make you safer than watching where you are coming from?5b. Why is it important to stop on your feet?5c. How does respecting/knowing the boundaries of an activity increase safety?6a. How can good sportsmanship increase enjoyment of the activity?6b. How does cooperation improve teamwork?

Traveling, Chasing, Fleeing, and Dodging

Assessment: Basic Locomotor movement (sample)

Locomotor Skills Assessment Sheet

Emerging: Needs work, more practice and teaching are needed

Maturing: Getting there, making progress but more practice is needed to reach mastery

Applying: Got it, uses a mature pattern while traveling

Skill/Task	Rubric Score	Comments/Things to work on
1. Hop five times		
2. Jump five times		
3. Left foot hop five times		
4. Right foot hop five times		
5. Leap		
6. Run and leap		
7. Skip		
8. Gallop		
9. Gallop left leg forward		
10. Gallop right leg forward		
11. Run forward		
12. Slide right/slide left		
13. Walk backwards		

Traveling, Chasing, Fleeing, and Dodging

Assessment: Dodging Chasing Fleeing

Proficiency Level

Dodging while manipulating an object in a game situation
Using team strategy for chasing, fleeing, and dodging (Rip Flag)
Dodging in a game situation (Pirate's Treasure; Safety Bases)
Chasing and dodging simultaneously (Snatch the Flag)
Chasing and fleeing in a game situation
Dodging while maintaining possession of an object
Continual fleeing and chasing with a large group

Utilization Level

Dodging while manipulating an object
Dodging in a dynamic situation (capture the ball) (cat and mouse)
Dodging and chasing one person in a mass (Partner Dodge)
Dodging and chasing as part of a team (Octopus)
Dodging and faking moves to avoid a chaser (Freeze-and-Count Tag)
People Dodge (dodging stationary obstacles)

Control Level

Fleeing a chaser (Frogs and Flies)
Overtaking a fleeing person (Catch-up Chase)
Dodging with quick changes of direction
Dodging the obstacles
Fleeing from a partner
Dodging in response to a signal

Pre-control Level

Traveling (locomotor skills - hopping, galloping, running, sliding, skipping, leaping)
Traveling to dodge
Traveling to flee
Moving obstacles

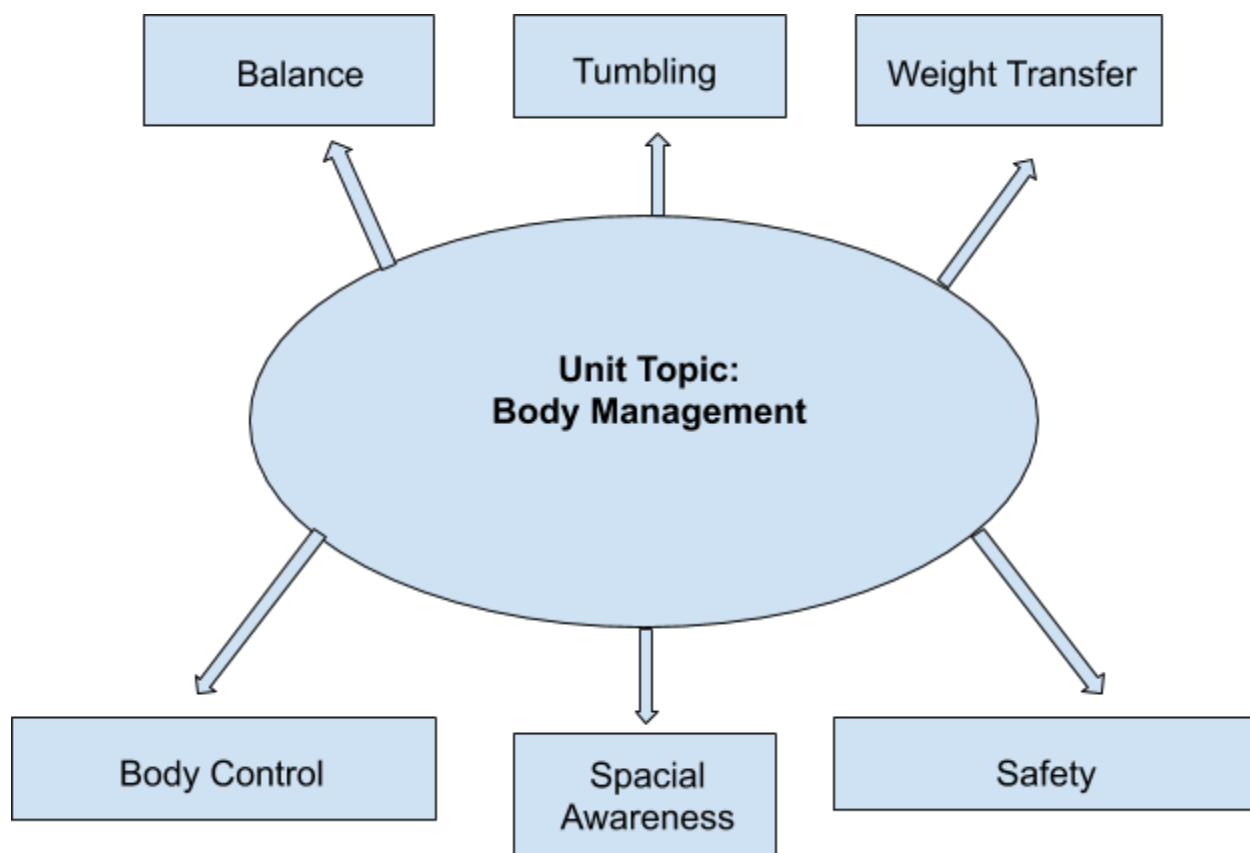
Traveling, Chasing, Fleeing, and Dodging

By the end of 5th grade students will know...	By the end of 5th grade students will be able to:
<ol style="list-style-type: none"> 1. The cues for using Proper Self-Space <ol style="list-style-type: none"> a. eyes forward b. speed check c. move to open spaces d. balanced stops e. avoids contact with people or objects 2. The cues for start/stop <ol style="list-style-type: none"> a. cued starts b. cued stops in a balanced position c. in a variety of locomotor movements 3. The cues for hopping <ol style="list-style-type: none"> a. continuous balanced movement b. same foot c. ball of foot d. 10 feet e. right and left 4. The cues for galloping <ol style="list-style-type: none"> a. face forward b. one foot leads c. trailing toe replaces front heel or off to side d. right and left foot 5. The cues for skipping <ol style="list-style-type: none"> a. lift knees b. step/hop, Step/hop c. smooth movement 6. The cues for sliding <ol style="list-style-type: none"> a. side leads b. one shoulder lead c. step/close, step/close d. no crossover e. both directions 7. A strong healthy heart will allow for continuous activity 8. Boundaries promote safety 	<ol style="list-style-type: none"> 1. Perform locomotor skills 2. Demonstrate proper self-space, start/stop, hop, gallop, skip and slide 3. Make directional changes while traveling 4. Focus forward while moving 5. Demonstrate appropriate tagging 6. Follow safety guidelines and activity rules

Unit Planner #2

Topic: Body Management

Grades: K-5



Unit Overview:

Students will be introduced to various body positions, balances, weight transfers, controlled movements in a variety of settings, rolling, and travelling on specific body parts. Students will be made aware of the continuity and fluidity of movement.

Activities will include, but will not be limited to challenge activities, animal movements, routines, tumbling, balance poses, individual stunts, and partner stunts.



Body Management

Student Understandings	Essential Guiding Questions
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<ol style="list-style-type: none">1. Coordinated sequential movements affect the outcome of individual performance.2. Movement knowledge enhances skill development and performance in a variety of activities.3. Successful coordinated movement can lead to enjoyment in a variety of activities.4. Knowing body responses to physical activity and engaging in a variety of activities promotes health-related fitness.5. Visual and body awareness promote safety.	<ol style="list-style-type: none">1a. How does body position affect rolling? (i.e. forward, pencil, log, backward)1b. Why is it important to keep your arms straight when performing feet to hands weight transfers such as cartwheels and round-offs? 2a. Why is it important to know correct technique when rolling, transferring weight and balancing? 3a. What are some different activities that include tumbling and balance?3b. How can practice affect your ability to tumble? 4. How does muscular strength help when performing various tumbling and balance movements? 5a. Why is it important to roll in one direction on the mat?5b. Why is it important to wait your turn?5c. Why is it important to be aware of self-space when performing weight transfers?
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Body Management

Assessment: Create a Routine (sample)

Create A Routine

- Review travels and balances (jumping, landing, leaping can be included if already covered)
- Have students come up with a Sequence or Routine combining all the elements they have learned
- Perform the Sequence after giving students time to practice

Criteria	3 Great Job	2 Getting There	1 Needs Work
Timing			
Body Control			
Teamwork			

Key Questions:

Timing: How was the timing at the beginning/middle/end? What are some examples of good vs. not good timing?

Body Control: What are examples of good vs. not good body control? What did good control look like in this routine?

Teamwork: How do you know the group worked well together? Can you give examples of good teamwork in this routine?

SINGLE BALANCES



HALFWAY
HANDSTAND



BROKEN
CANDLESTICK



SPLIT
STAND



THE PEG LEG



THE ANKLE
HOLD



PLANK



SIDE
PLANK



ELBOW
STAND



SUNSHINE



BRIDGE



TOE TOUCH



SITTING
TOE TOUCH



CRISS CROSS
APPLE SAUCE



WARRIOR



SIDWAYS
STRETCH



DAZZLER



LAZY
TOE TOUCH



TOE POINTER



SPLIT



AIR CHAIR



HANDSTAND



HEADSTAND



TRIPOD



CANDLESTICK



HANDSTAND
STRADDLE

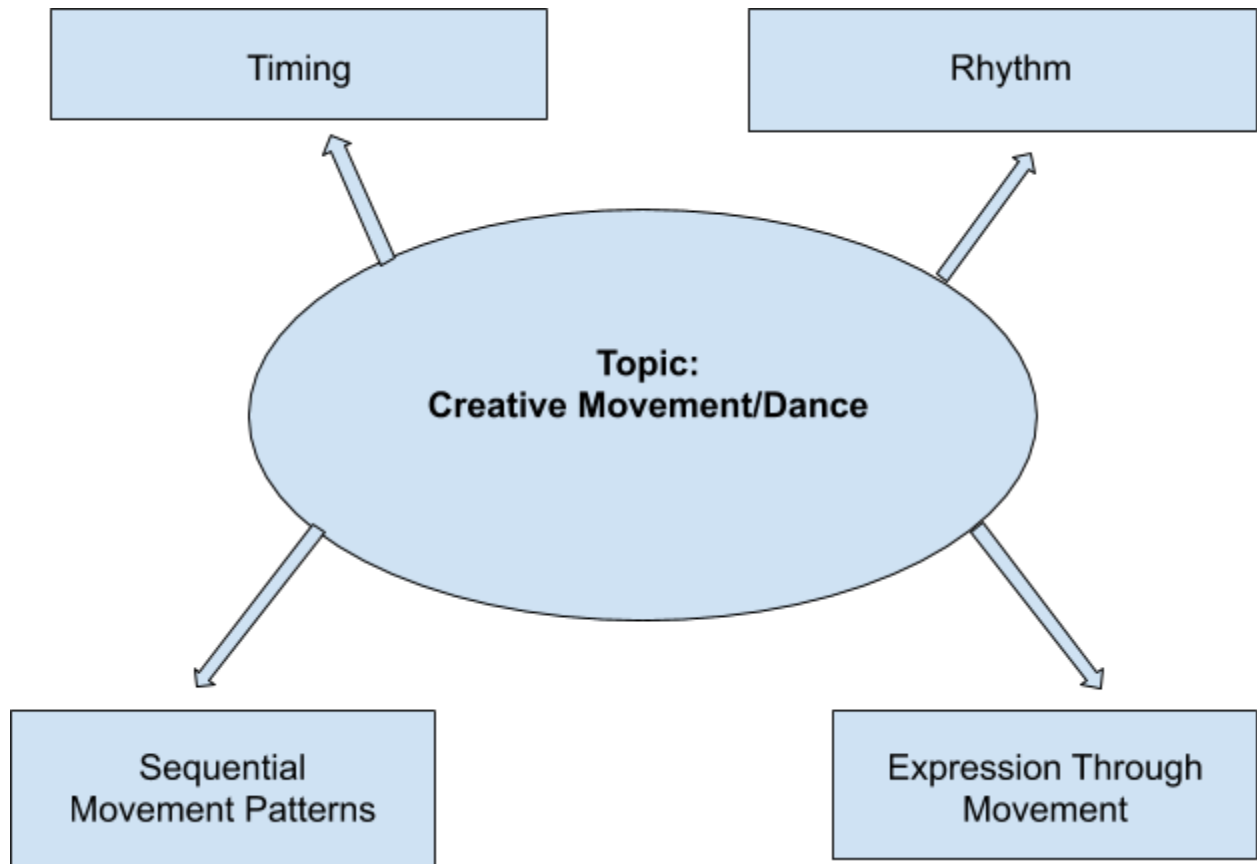
Body Management

By the end of 5th grade students will know...	By the end of 5th grade students will be able to:
<ol style="list-style-type: none">1. How to perform various rolls, such as:<ol style="list-style-type: none">a. Log rollb. Pencil rollc. Forward rolld. Egg roll2. How to perform various weight transfers in movement, such as:<ol style="list-style-type: none">a. Cartwheelb. Donkey Kickc. Handstandd. Round offse. Animal walks3. The cues for One Foot Static Balance<ol style="list-style-type: none">a. 10 seconds on each footb. Raised foot independent of standing leg4. How to perform various static balances, such as:<ol style="list-style-type: none">a. Balance on different numbers of bases of supportb. Headstandc. Partner balances (with mats)d. Static balances with low equipment5. Rules and procedures for safety	<ol style="list-style-type: none">1. Perform various rolls2. Perform various weight transfer in movement3. Perform the one-foot static balance4. Perform various static balances5. Perform climb/hanging movements6. Follow rules and procedures for safety

Unit Planner #3

Topic: Dance/Creative Movement

Grades: K-5



Unit Overview:

Students will explore self-expression through movement and rhythm and will be exposed to organized patterns of movement. Participation in rhythm and dance will allow students to explore their creative and self expression. Students will use, but limited to, defined movement forms, levels, and pathways. Activities will include various rhythmic movements, group and individual movements, and repetitive patterns.

Creative Movement/Dance

Student Understandings	Essential Guiding Questions
<ol style="list-style-type: none"> 1. Coordinated sequential movements affect the outcome of individual performance. 2. Movement knowledge enhances skill development and performance in a variety of activities. 3. Successful coordinated movement can lead to enjoyment in a variety of activities. 4. Knowing body responses to physical activity and engaging in a variety of activities promotes health-related fitness. 5. Visual and body awareness promote safety. 6. Good sportsmanship promotes the enjoyment of an activity, benefits self and others and fosters personal relations. 	<ol style="list-style-type: none"> 1a. Why is it important to move to music? 1b. Why is it important to learn a number of different movements and movement patterns? 1c. What is the movement pattern for a skip? 2a. How does finding the beat affect movement? 2b. How do different sounds affect your movement? 3a. Why is it important to cooperate in a group movement? 3b. Why is it important to participate? (self, partner, group) 4a. How would a robot move compared to someone that is flexible? 4b. How does moving to music affect fitness? 5a. Why is it important to have good body control? 5b. Why is it important to respect others? 6a. Why is having a good attitude important?

Creative Movement/Dance

Assessment: Creative Movement (sample)

	Beginning	Satisfactory	Proficient	Excellent
Effort	<ul style="list-style-type: none"> Ø Participates only with strong encouragement. Ø Is easily distracted and finds it difficult to maintain focus. May distract others. 	<ul style="list-style-type: none"> Ø Participates in dance. Ø Frequent reminders are needed to maintain focus on the dance. 	<ul style="list-style-type: none"> Ø Participates in dance with a positive attitude. Ø Needs to be reminded to focus at times. Ø Can stay focused and follows instruction well. 	<ul style="list-style-type: none"> Ø Participates in dance with enthusiasm, and encourages others to participate. Ø Is consistently focused and on task and encourages others to remain focussed.
Level and Space	<ul style="list-style-type: none"> Ø Uses little of the space possible for movements. Ø Student movement experiences only one level. 	<ul style="list-style-type: none"> Ø Uses some of the space provided. Ø Movement is limited to only two levels. 	<ul style="list-style-type: none"> Ø Attempts to use most of the space provided. Ø At times uses varied levels within their movement experience. 	<ul style="list-style-type: none"> Ø Uses all space provided, vertically as well as horizontally. Ø Uses all levels within their exploration of movement.
Pattern and Paths	<ul style="list-style-type: none"> Ø Pathways and patterns are not apparent in the dance composition. 	<ul style="list-style-type: none"> Ø Uses one or two pathways and patterns in their dance. 	<ul style="list-style-type: none"> Ø Attempts various pathways in their movement. Ø Basic patterns are included in their dance composition. 	<ul style="list-style-type: none"> Ø Uses an extensive variety of pathways in their movement. Ø Incorporates well-defined patterns in their dance composition.

Creativity and Interpretation	<ul style="list-style-type: none"> ∅ Uses common and stereotypical patterns borrowed from others. ∅ Uses familiar patterns and movements. ∅ Re-uses a simple pattern borrowed from others or media. 	<ul style="list-style-type: none"> ∅ Adapts some options from others in their movement ∅ Goes beyond the familiar to take a small risk. ∅ Movements repeat limited common patterns and themes. 	<ul style="list-style-type: none"> ∅ Explores a variety of creative options. ∅ Takes some risks in their exploration. ∅ Movements show unusual patterns and fair variety. 	<ul style="list-style-type: none"> ∅ Explores numerous creative options. ∅ Willing to take risks in their exploration. ∅ Movements are highly original and carried out well. ∅ Movements highlight the music in an interesting way.
COMMENTS:				

Adapted from Elaine Hanson, LTTA

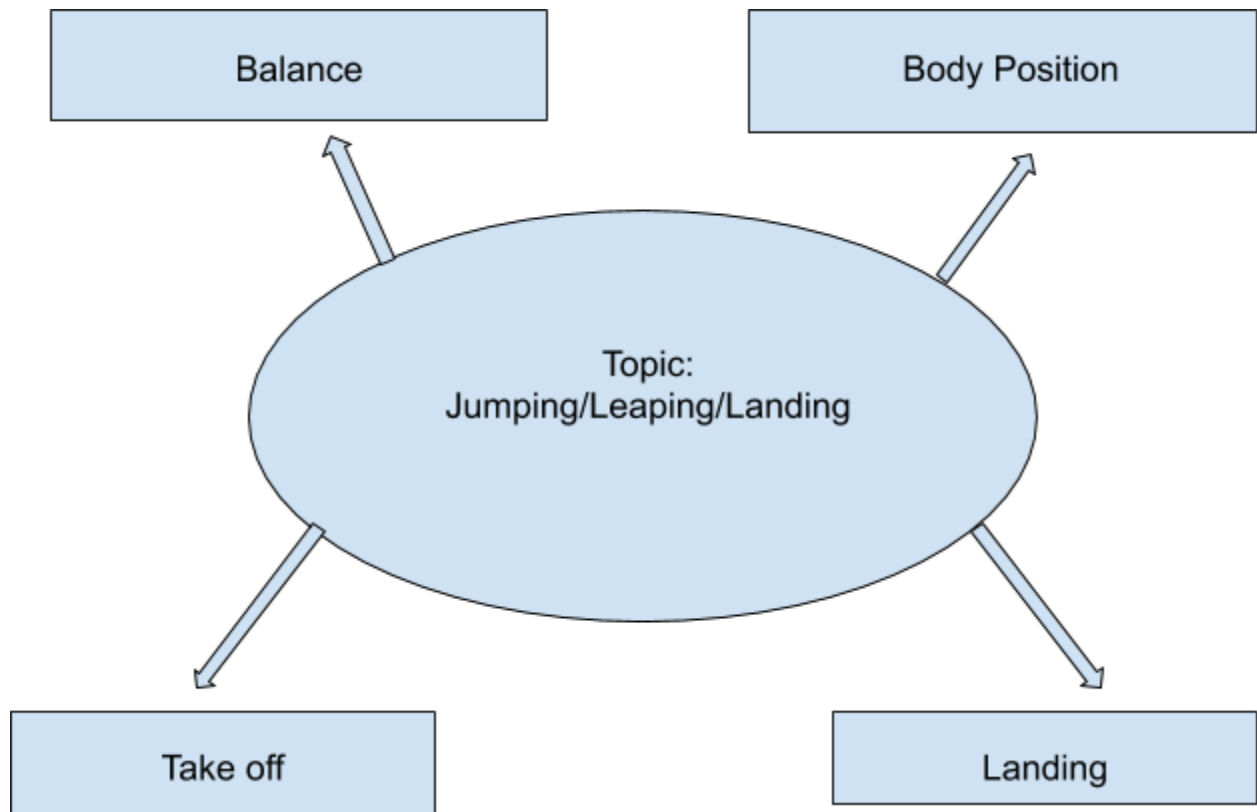
Creative Movement/Dance

By the end of 5th grade students will know...	By the end of 5th grade students will be able to:
<ol style="list-style-type: none"> 1. The cues for using Proper Self-Space <ol style="list-style-type: none"> a. eyes forward b. speed check c. move to open spaces d. balanced stops e. avoids contact with people or objects 2. The cues for start/stop <ol style="list-style-type: none"> a. cued starts b. cued stops in a balanced position c. in a variety of locomotor movements 3. The cues for hopping <ol style="list-style-type: none"> a. continuous balanced movement b. same foot c. ball of foot d. 10 feet e. right and left 4. The cues for galloping <ol style="list-style-type: none"> a. face forward b. one foot leads c. trailing toe replaces front heel or off to side d. right and left foot 5. The cues for skipping <ol style="list-style-type: none"> a. lift knees b. step/hop, Step/hop c. smooth movement 6. The cues for sliding <ol style="list-style-type: none"> a. side leads b. one shoulder lead c. step/close, step/close d. no crossover e. both directions 7. A strong healthy heart will allow for continuous activity 	<ol style="list-style-type: none"> 1. Perform locomotor skills 2. Demonstrate proper self-space, start/stop, hop, gallop, skip and slide 3. Make directional changes while traveling 4. Focus forward while moving 5. Demonstrate appropriate tagging 6. Follow safety guidelines and activity rules

Unit Planner #4

Topic: Jumping/Leaping/Landing

Grades: K-5



Unit Overview:

Fundamental skills of jumping and landing are introduced and developed. Balance and coordination will be the focus during the sequential skills of take-off and landing.

Jumping and landing skills will be developed through a variety of activities including: jumping for height and distance, jumping over obstacles, different patterns of jumping and landing, and rope jumping.

Jumping/Leaping/Landing

Student Understandings	Essential Guiding Questions
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Coordinated sequential movements affect the outcome of individual performance. 2. Movement knowledge enhances skill development and performance in a variety of activities. 3. Successful coordinated movement can lead to enjoyment in a variety of activities. 4. Knowing body responses to physical activity and engaging in a variety of activities promotes health-related fitness. 5. Visual and body awareness promote safety. 	<ol style="list-style-type: none"> 1a. How do the use of arms and legs make you jump higher / farther? 1b. Why do you bend your knees when you land? 2a. Why do we use our arms when we jump with our legs? 2b. How does balance affect jumping and landing? 3a. How can improved jumping skills lead to success in a variety of activities? 3b. How can you use jumping and landing skills in other activities? 4a. How does rope jumping increase your fitness? 4b. Why is muscle strength important in jumping and landing? 5a. Why is self-space important when jumping rope? 5b. Why is it important to work together in long rope activities?

Jumping/Leaping/Landing

Assessment: Jumping (sample)

Jumping:	Not Yet	Emerging	Consistently
Bends kness when preparing to jump			
Swings arms from back to front			
Takes off and lands on both feet at the same time			
Is on balnce when landing and does not fall			

Jumping/Leaping/Landing

By the end of 5th grade students will know...

By the end of 5th grade students will be able to:

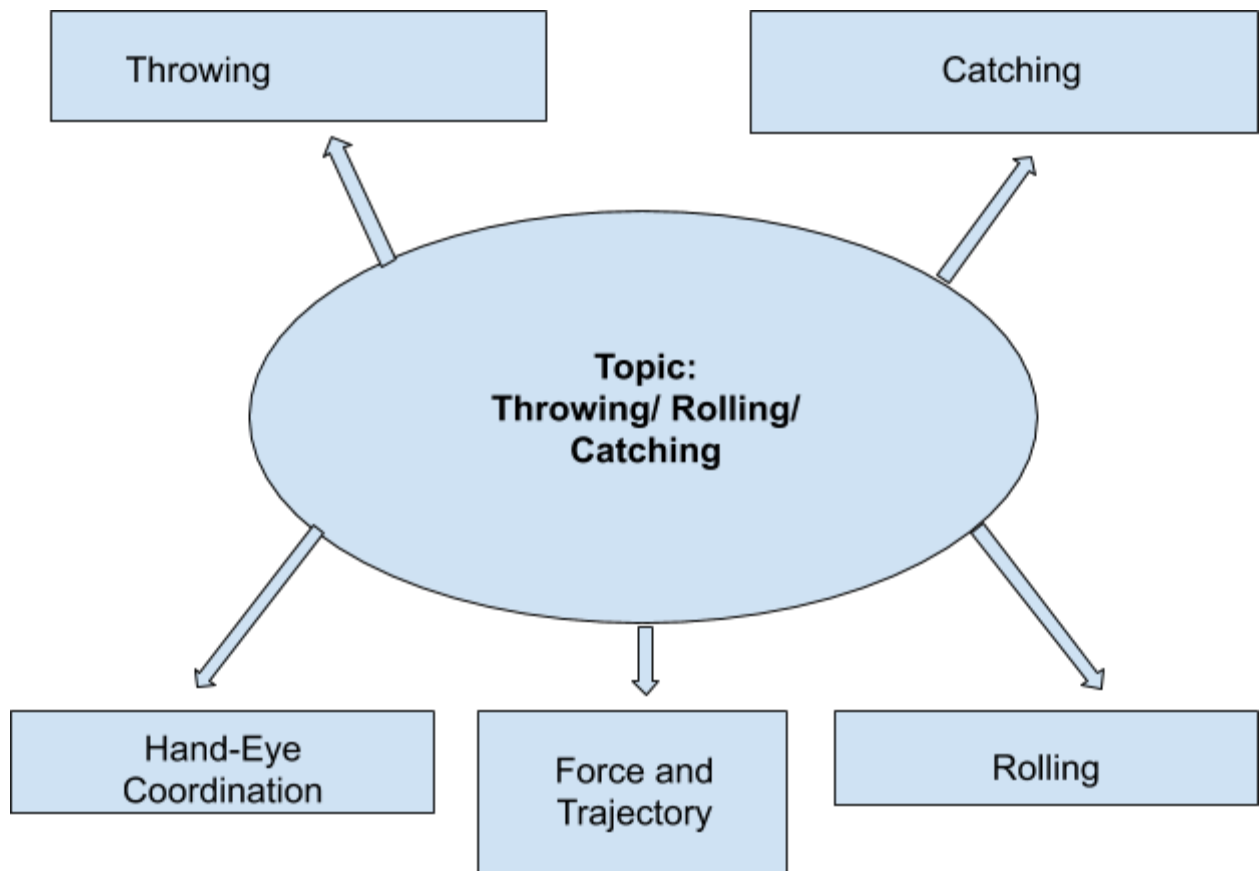
1. The cues for hopping
 - a. Continuous balance movement
 - b. Same foot
 - c. Ball of foot
 - d. Right and left
2. The cues for jumping
 - a. Two foot take-off
 - b. Land on balls of feet
 - c. Knees bent
 - d. Use arms in a forward motion
3. The cues for jumping rope
 - a. Elbows close to body
 - b. Continuous wrist rotation
 - c. Land on balls of feet with knees slightly bent
 - d. 15 consecutive jumps
4. How balance affects jumping and landing.
5. Combined use of the arms and legs determines the height or distance of the jump.

1. Use their arms and legs together when jumping.
2. Land on the balls of their feet with knees bent.
3. Use the whole body in a variety of jumps.
4. Coordinate body movements with an implement / obstacle.
5. Demonstrate the skills of entering and exiting a turning rope.

Unit Planner #5

Topic: Throwing/Rolling/Catching

Grades: K-5



Unit Overview:

This unit introduces students to throwing, catching, and rolling at different levels with changing force and trajectory. These skills will be used in a variety of sports.

Activities will include throwing to stationary targets, throwing to moving targets, using different pieces of equipment (football, frisbee, round ball), bowling or rolling to a target

Throwing Rolling Catching

Student Understandings	Essential Guiding Questions
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Proper technique for throwing 2. Throw different pieces of equipment 3. Proper technique for catching 4. Catch different pieces of equipment 5. Proper technique for rolling 6. How to explain hand-eye coordination and how it relates to throwing/ rolling/ catching 	<ol style="list-style-type: none"> 1. Why is the proper technique important while throwing? <ol style="list-style-type: none"> 1b. Could you have different outcomes based on the technique you use? 2a. How does technique change based on equipment being used? <ol style="list-style-type: none"> 2b. Is there a time to throw harder/softer? (Force) 2c. Is there a time to throw higher/lower? (Trajectory) 3a. Why is the proper technique important while catching? <ol style="list-style-type: none"> 3b. Does the height or level change the way we catch? 3c. Could you have different outcomes based on the technique you use? 4a. How does technique change based on equipment being used? 5a. Why is the proper technique important? <ol style="list-style-type: none"> 5b. Could you have different outcomes based on the technique you use? 6a. What is hand-eye coordination? <ol style="list-style-type: none"> 6b. How can one improve their hand-eye coordination?

Assessment: Basic Throwing Peer Checklist

Peer checklist for overhand throw:

Throwing Checklist

Partner 1 Name:	Yes	No
Side to target		
"T"-Shape		
Step with opposite foot		
Follow through to target		

Partner 2 Name:	Yes	No
Side to target		
"T"-Shape		
Step with opposite foot		
Follow through to target		

Throwing/Rolling/Catching

Assessment: Throwing/ Rolling/ Catching

Proficiency Level

Accurately throw to moving target in a game setting
Throw past defender to moving target
Catch ball that is deflected and changed direction mid flight
Catch a ball off the bounce
Catch one handed
Beat defender to catch ball

Utilization Level

Throw while on the move
Throw to a target that is moving
Experiment with different trajectories
Accurately throw different pieces of equipment
Catching a ball in motion
Jumping to catch ball

Control Level

Throw at different speeds (fast/slow)
Throw different distances (short/far)
Throw over and under different objects
Throw to stationary target
Roll to stationary target (bowling)
Catch at different levels
Moving directions to catch
Catch with both hands

Pre-control Level

Show throwing cues without any equipment
Throw against wall
Toss to self and catch
Roll against wall

Throwing/ Rolling/ Catching

By the end of 5th grade students will know...

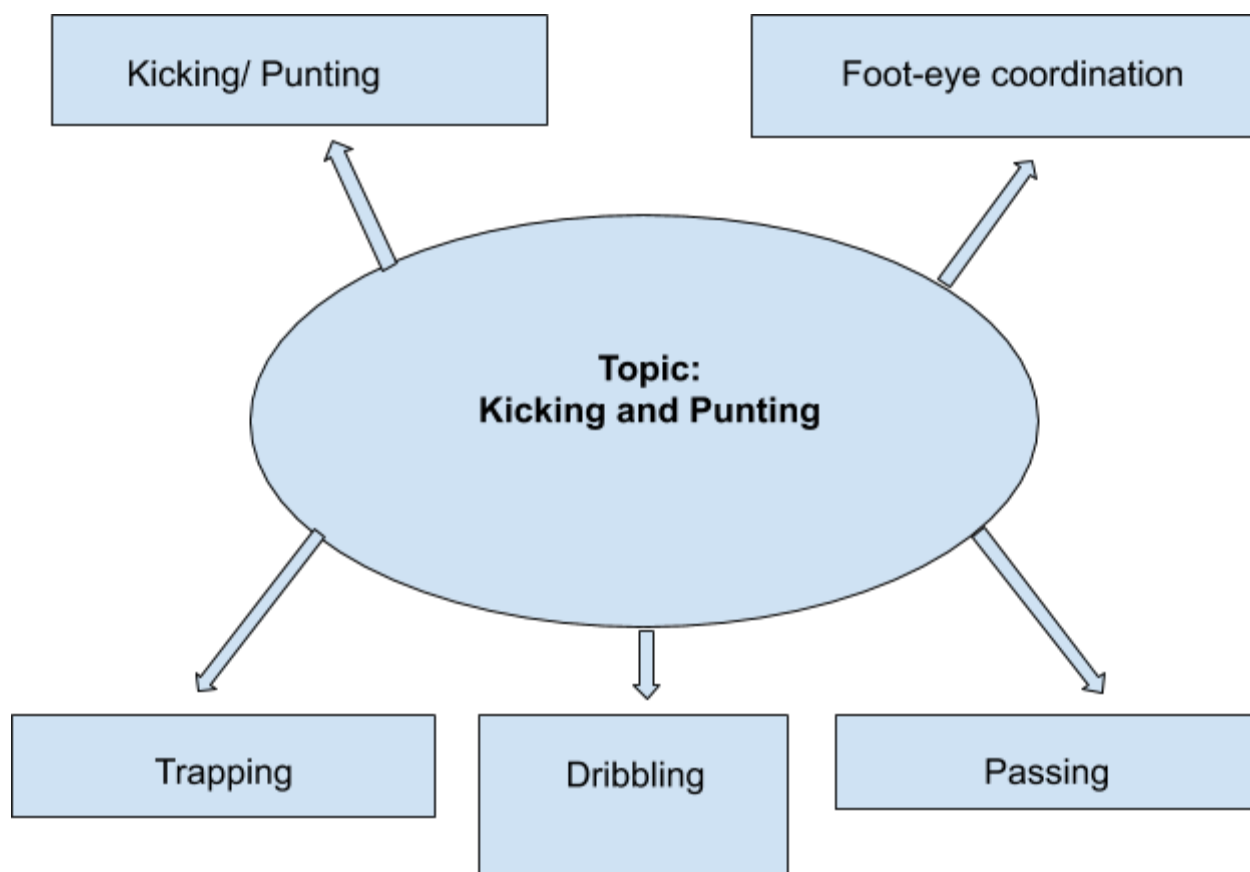
By the end of 5th grade students will be able to:

<ol style="list-style-type: none"> 1. The cues for overhand throw <ol style="list-style-type: none"> A. Side to target B. "T" shape C. Step with opposite foot D. Follow through 2. Cues for underhand throw <ol style="list-style-type: none"> A. Face target B. Step with opposite foot C. Pendulum arm motion D. Follow through to the sky 3. Cues for catching a ball at a high level <ol style="list-style-type: none"> A. Eyes on ball B. Reach arms towards ball C. Give with the ball (bring into body) D. Thumbs together 4. Cues for catching a ball at a low level <ol style="list-style-type: none"> A. Eyes on the ball B. Reach arms towards the ball C. Give with the ball (bring into body) D. Pinkies together 5. Cues for rolling <ol style="list-style-type: none"> A. Feet together B. Swing back arm holding the ball C. Step with opposite foot D. Bend knees/ follow through 6. Explain in own words what hand-eye coordination is 7. Explain in own words what force and trajectory are 	<ol style="list-style-type: none"> 1. Demonstrate proper overhand throw 2. Perform the underhand throw correctly 3. Display catching cues for both above and below the waist 4. Show correct cues for rolling 5. How does hand-eye coordination relate to throwing, catching, and rolling? 6. How does changing the force and/or trajectory effect how the ball travels?
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Unit Planner #6

Topic: Kicking and Punting

Grades: K-5



Unit Overview:

This unit introduces students to the basics of kicking and punting. It also includes how to pass and dribble a ball with your feet, trap the ball, and which part of your foot to contact the ball with. These skills will be used in different sports/ activities such as kickball, soccer, football, and rugby.

Activities can include, but not limited to, kicking to stationary targets, kicking to moving targets, using different pieces of equipment to kick/ punt (football, soccerball, playground ball), keep away, modified soccer games, dribble relays.

Kicking/ Punting

Student Understandings	Essential Guiding Questions
<p>Students will know...</p> <ol style="list-style-type: none"> 1. What is foot-eye coordination? And how does it relate to kicking/ punting? 2. Proper kicking technique 3. Proper passing technique 4. Proper dribbling technique 5. Proper trapping technique 6. Proper punting technique 	<ol style="list-style-type: none"> 1a. What is foot-eye coordination? 1b. Why is foot-eye coordination important while kicking/ punting? 2a. Why is the proper technique for kicking important? 2b. Could you have different outcomes based on the technique? 3a. Why is the proper passing technique for passing important? 3b. Could you have different outcomes based on the technique? 4a. Why is the proper technique for dribbling important? 4b. Could you have different outcomes based on the technique? 5a. Why is the proper technique for trapping important? 5b. Could you have different outcomes based on the technique? 6a. Why is the proper technique for punting important? 6b. Could you have different outcomes based on the technique?

Kicking/ Punting

Basic Kicking 'Inside of foot pass' teacher observation

Cues

Y / N

Non-kicking foot next to ball,
pointed at target

Contact ball in the middle

Contact with the inside of the foot

Follow through, kicking foot to target

Assessment: Kicking/Punting

Proficiency Level

Kick to a moving target

Gamelike situations (Kick to a target playing against another team)

Utilization Level

Able to kick the ball while running

Kick the ball with different force (harder/softer)

Kick the ball at different heights (on ground/ in air)

Kick the ball to get around an opposing player

Punt the ball to a partner

Control Level

Pass to a stationary target

Pass to a partner

Pass the ball in the air

Keep ball close to feet dribbling

Punt-Longer distance, higher in the air, punt to a stationary target

Pre-control Level

Stationary kick

Run to stationary ball and kick

Toe taps on the ball

Punt-Contact equipment (ball/balloon, scarf) before it hits the ground

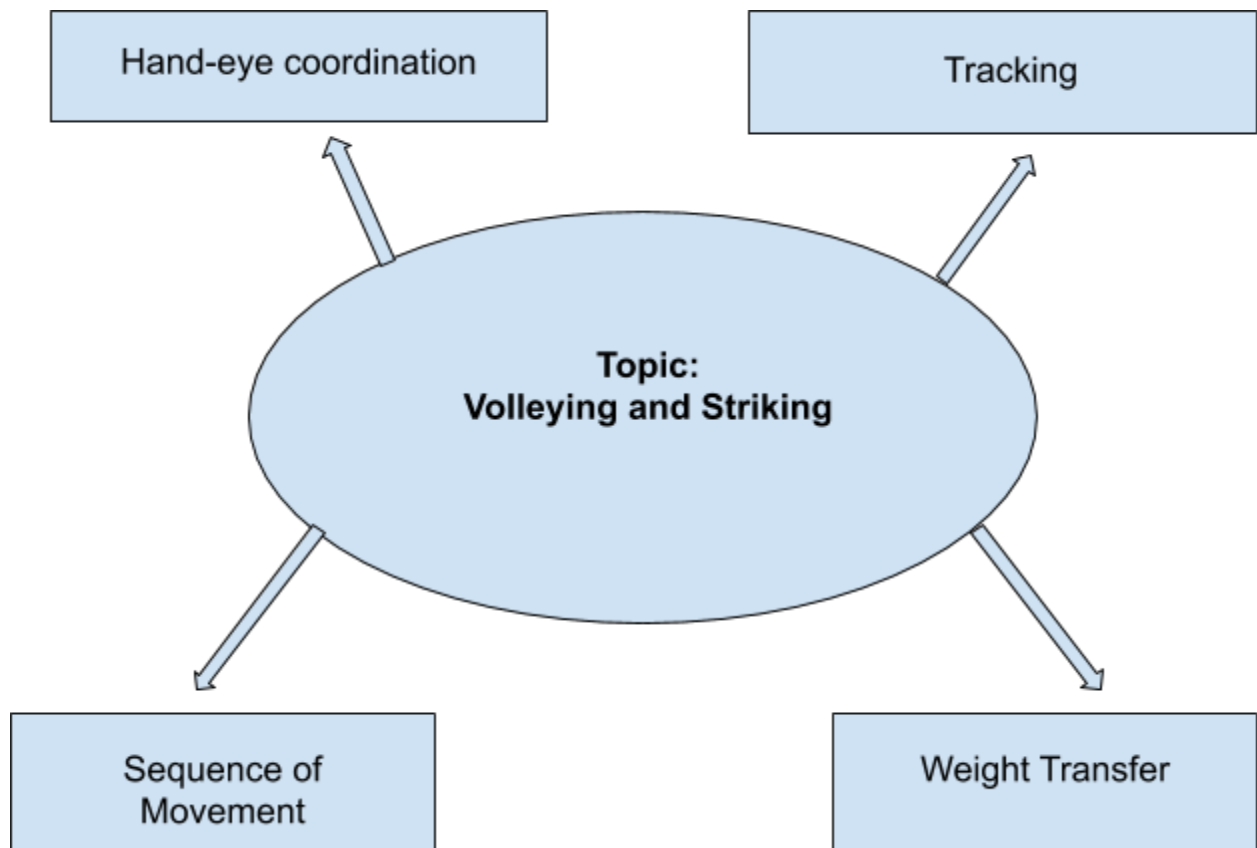
Kicking/ Punting

By the end of 5th grade students will know...	By the end of 5th grade students will be able to:
<p>1. Cues for different types of kicks:</p> <p>Passing:</p> <ul style="list-style-type: none"> -Non-kicking foot next to ball, pointed at target -Contact ball in the middle -Contact ball with inside of foot -Follow through, kicking foot to target <p>Shooting:</p> <ul style="list-style-type: none"> -Non-kicking foot next to ball, pointed at target -Contact with the shoelaces -Chest over the ball -Follow through to target <p>2. Cues for dribbling:</p> <ul style="list-style-type: none"> -Athletic position -Keep ball close to feet -Use all parts of both feet <p>3. Cues for trapping:</p> <ul style="list-style-type: none"> -Meet the ball -Cushion -Control <p>4. Cues for punting:</p> <ul style="list-style-type: none"> -Hold with two hands at waist level -Drop, do not toss -Step with non kicking foot -Contact with shoelaces -Follow through <p>5. Explain in own words what foot-eye coordination is and why is important while kicking and punting.</p>	<p>1. Successfully demonstrate passing and shooting</p> <p>2. Showcase dribbling while using all the correct cues</p> <p>3. Display proper cues to trap the ball</p> <p>4. Demonstrate punting a ball correctly</p> <p>5. How does foot-eye coordination relate to kicking and punting?</p>

Unit Planner #7

Topic: Volleying and Striking

Grades: K-5



Unit Overview:

This unit will introduce and develop striking actions with the hand, rackets, paddles and long-handled implements. Tracking is emphasized for success.

Students will be introduced to striking activities that include a variety of targets and equipment.

Volleying and Striking

Student Understandings	Essential Guiding Questions
<p>Students will know...</p> <ol style="list-style-type: none"> 1. <i>Coordinated sequential movements affect the outcome of individual performance.</i> 2. Knowledge enhances skill development and performance in a variety of activities. 3. Successful coordinated movement can lead to enjoyment in a variety of activities. 4. Visual and body awareness promote safety. 	<ol style="list-style-type: none"> 1a. Where should your eyes focus when striking/volleying? 1b. What position should your body be in when striking/volleying? (i.e. side-to-target, facing target) 2a. Why is it important to keep your eye on the object? 2b. What are the cues for striking an object? (preparation, striking, follow-through) 2c. How do body parts work together when striking? 3a. What are some different activities that include striking? 3b. How can practice affect your ability to strike? 4a. Why is important to be in your own self-space when striking/volleying? 4b. Why is it important to follow safety rules when striking/volleying?

Volleying and Striking

Assessment: (sample)

VOLLEYING (hitting a ball out of the air)

1. Ready position (stance): Knees bent, body square to target Feet shoulder width apart
2. Toss -overhand and underhand: Trajectory- flight of the ball (self or to a partner) Speed of ball
3. Strike the ball: Eyes on the ball Move to the ball Contact the ball with proper relationship to body
4. Follow through to a specific target: Object flies in desired direction
5. Return to ready position after volley: Anticipate ball coming back to you
6. Strategically place ball, based on: Passing to a teammate or to an opponent cooperation, offense, defense, scoring

Rubric:

MEETS

Grade 3: 3 out of 6 Critical Elements

Grade 4- 4 out of 6 Critical Elements

Grade 5- 5 out of 6 Critical Elements

EXCEEDS – Able to consistently control the ball in a drill or game situation

Volleying/Striking

By the end of 5th grade students will know...

By the end of 5th grade students will be able to:

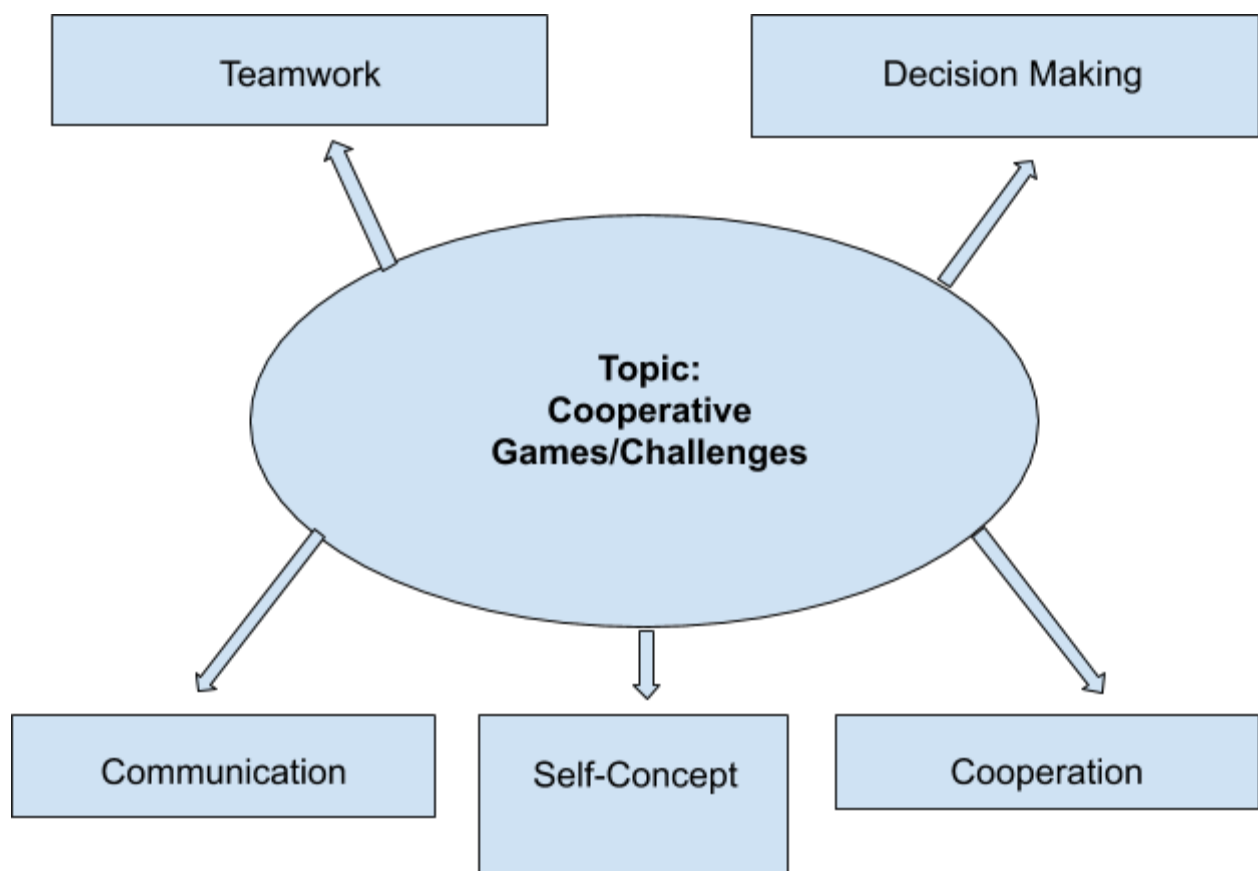
1. The variety of body part/implements used when striking/volleying.
2. Body positions for various forms of striking.
3. The importance of keeping your eye on the object when striking.
4. The angle of the implement at point of contact will affect the direction of the object.

1. Strike and volley with hand, short handled and/or long handled implements.
2. Demonstrate correct body position according to the type of striking.
3. Make contact with the object being struck.
4. Hit an object in different directions based on the angle, point of contact and follow-through.

Unit Planner #8

Topic: Cooperative Games

Grades: K-5



Unit Overview:

Students will work cooperatively and productively in a group to accomplish a task.

Students will experience the importance of teamwork, decision making and problem solving in a variety of activities which will help develop a positive self-concept. Activities will include

partner and small group tasks.

Cooperative Games/Challenges

Student Understandings	Essential Guiding Questions
<p>Students will know...</p> <ol style="list-style-type: none">1. How to successfully coordinate movement that can lead to enjoyment in a variety of activities.2. That visual and body awareness promote safety.3. That good sportsmanship promotes the enjoyment of an activity, benefits self and others and fosters personal relations.	<ol style="list-style-type: none">1a. Why is it important to listen to everyone before beginning the challenge?1b. Why is it important to stay focused on the outcome?2a. Why is it important for everyone to follow the rules?3a. How can you express your idea without hurting other student's feelings?3b. How do you give positive feedback?3c. Why is it important to listen to the ideas of others?

Cooperative Games/Challenges

Assessment: (sample)

Student Name:

Grade:

WHAT I LEARNED ABOUT COOPERATION....

1. The most important thing I learned about working with a group was....

2. My favorite challenge activity was....

3. This was my favorite activity because....

4. My definition of "teamwork" is....

5. Five activities or jobs where I can use "teamwork" are....

Cooperative Games/Challenges

By the end of 5th grade students will know...

By the end of 5th grade students will be able to:

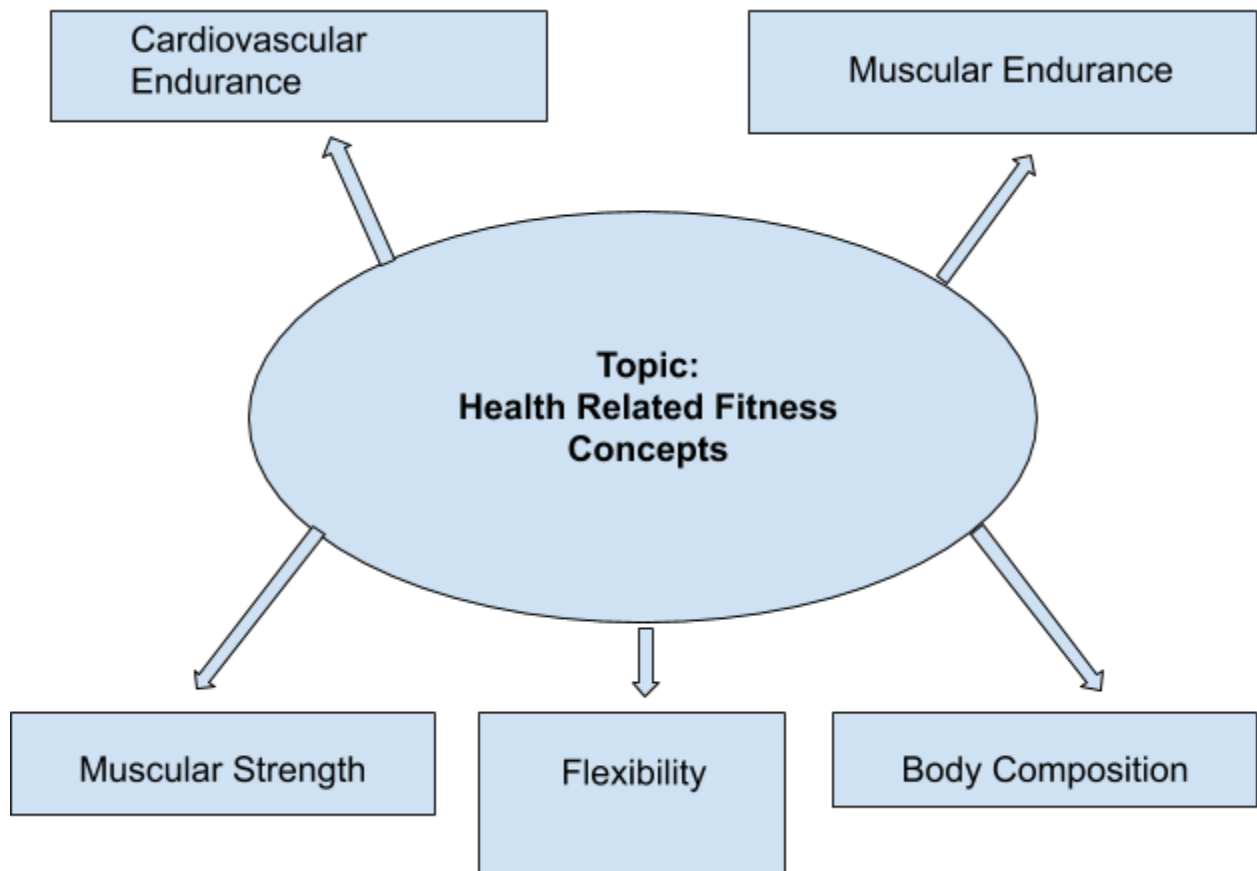
1. Working together equals success.
2. Communication is an important part of teamwork.
3. That each situation requires different decision making skills.
4. The importance of listening and accepting the ideas of others before making decisions.

1. Problem-solve to complete a task.
2. Clearly communicate ideas to teammates.
3. Use appropriate social skills to participate in group activities.
4. Respect the opinions of others.

Unit Planner #9

Topic: Fitness Concepts

Grades: K-5



Unit Overview:

This unit will introduce students to the five components of health related fitness. Students will learn the importance of developing a suitable level of physical fitness and they will learn the basic skills needed to participate in a fitness program. Students will also be able to explain the importance of maintaining a regular level of fitness.

Health Related Fitness

Student Understandings	Essential Guiding Questions
<p>Students will know...</p> <ol style="list-style-type: none">1. The five components of health related fitness.2. How to explain cardiovascular endurance.3. How to explain muscular endurance.4. How to explain muscular strength.5. How to explain flexibility.6. How to explain body composition.	<ol style="list-style-type: none">1. How do the components of health related fitness apply to something you do outside of school?2. Can you think of an activity that requires cardiovascular endurance?3. Can you think of an activity that requires muscular endurance?4. Can you name an activity that requires muscular strength?5. Can you name an activity that requires flexibility?6. How does body composition relate to your overall health? 6a. Would different body compositions affect performance during certain activities?

Health Related Fitness

Assesment: (Sample)

Draw a line matching the vocabulary word to the correct definition:

Cardiovascular Endurance
vessels

Ability for the heart, lungs, and blood
to deliver oxygen to body tissues

Muscular Endurance

Range of motion of your joints/ ability for
joints to move freely

Flexibility

Amount of force a muscle can produce
In a single effort

Body Composition
periods

Ability to move the body for extended
of time without getting tired

Muscular Endurance

Measure amount of fat, muscle, water, and
bone in the body

Health Related Fitness

By the end of 5th grade students will know...

1. The meaning of cardiovascular endurance and will be able to name an activity that requires cardiovascular endurance
2. How to be safe during physical activity and demonstrate proper exercise technique.
3. How to participate effectively in a variety of physical activity settings.
4. How to improve performance.

By the end of 5th grade students will be able to:

1. Participate in the PACER to better understand cardiovascular endurance.
2. Demonstrate correct technique for a variety of skills in a self-selected activity.

Appendix A:

National Standards for K-12 Physical Education

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.

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.

* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Elementary School Outcomes (K – Grade 5)

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Demonstrates competency in a variety of motor skills and movement patterns.</i>						
S1.E1 Locomotor <i>Hopping, galloping, running, sliding, skipping, leaping</i>	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)	Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	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 environments. (S1.E1.5b) Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E2 Locomotor <i>jogging, running</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Runs with a mature pattern. (S1.E2.2a) Travels showing differentiation between jogging and sprinting. (S1.E2.2b)	Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)
S1.E3 Locomotor <i>Jumping & landing, horizontal plane</i>	Performs jumping & landing actions with balance. (S1.E3.K) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>	Demonstrates 2 of the 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs & landings. (S1.E3.1)	Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-offs & landings. (S1.E3.2)	Jumps & lands in the horizontal & vertical planes using a mature pattern. (S1.E3.3) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>	Uses spring-and-step take-offs & landings specific to gymnastics. (S1.E3.4) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>	Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E3.5) <i>Note: This outcome applies to both horizontal and vertical jumping & landing.</i>
S1.E4 Locomotor <i>Jumping & landing, vertical plane</i>		Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)			
S1.E5 Locomotor <i>Dance</i>	Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)	Combines locomotor and nonlocomotor skills in a teacher-designed dance. (S1.E5.1)	Performs a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)	Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E6 Locomotor <i>Combinations</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	Applies skill.
S1.E7 Nonlocomotor* (stability) <i>Balance</i>	Maintains momentary stillness on different bases of support. (S1.E7.Ka) Forms wide, narrow, curled & twisted body shapes. (S1.E7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	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)	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
S1.E8 Nonlocomotor (stability) <i>Weight transfer</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 1.</i>	Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)	Transfers weight from feet to different body parts/bases of support for balance and/or travel.* (S1.E8.2)	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel). ¹ (S1.E8.4)	Transfers weight in gymnastics and dance environments. (S1.E8.5)
S1.E9 Nonlocomotor (stability) <i>Weight transfer, rolling</i>	Rolls sideways in a narrow body shape. (S1.E9.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)	Applies skill.	Applies skill.	Applies skill.

*Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E10 Nonlocomotor (stability) <i>Curling & stretching; twisting & bending</i>	Contrasts the actions of curling & stretching. (S1.E10.K)	Demonstrates twisting, curling, bending & stretching actions. (S1.E10.1)	Differentiates among twisting, curling, bending & stretching actions. (S1.E10.2)	Moves into and out of gymnastics balances with curling, twisting & stretching actions. (S1.E10.3)	Moves into and out of balances on apparatus with curling, twisting & stretching actions. (S1.E10.4)	Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments. (S1.E10.5)
S1.E11 Nonlocomotor (stability) <i>Combinations</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics). (S1.E11.2)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)	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)	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)
S1.E12 Nonlocomotor (stability) <i>Balance & weight transfers</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)	Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E13 Manipulative <i>Underhand throw</i>	Throws underhand with opposite foot forward. (S1.E13.K)	Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1)	Throws underhand using a mature pattern. (S1.E13.2)	Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)	Applies skill.	Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws underhand to a large target with accuracy. (S1.E13.5b)
S1.E14 Manipulative <i>Overhand throw</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)	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)	Throws overhand using a mature pattern in nondynamic environments (closed skills). (S1.E14.4a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)	Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a) Throws overhand to a large target with accuracy. (S1.E13.5b)
S1.E15 Manipulative <i>Passing with hands</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). (S1.E15.4)	Throws with accuracy, both partners moving. (S1.E15.5a) Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E16 Manipulative <i>Catching</i>	Drops a ball and catches it before it bounces twice. (S1.E16.Ka) Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)	Catches a soft object from a self-toss before it bounces. (S1.E16.1a) Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)	Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)	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)	Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills). (S1.E16.5a) Catches with accuracy, both partners moving. (S1.E16.5b) Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)
S1.E17 Manipulative <i>Dribbling/ball control with hands</i>	Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)	Dribbles continuously in self-space using the preferred hand. (S1.E17.1)	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)	Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)	Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a) Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)	Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E18 Manipulative <i>Dribbling/ball control with feet</i>	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)	Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)
S1.E19 Manipulative <i>Passing & receiving with feet</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Passes & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)	Passes & receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). (S1.E19.4a) Passes & receives a ball with the out-sides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b)	Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a) Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)
S1.E20 Manipulative <i>Dribbling in combination</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E21 Manipulative <i>Kicking</i>	Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.E21.K)	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2)	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)	Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)	Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)
S1.E22 Manipulative <i>Volley, underhand</i>	Volleys a light-weight object (balloon), sending it upward. (S1.E22.K)	Volleys an object with an open palm, sending it upward. (S1.E22.1)	Volleys an object upward with consecutive hits. (S1.E22.2)	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)	Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)	Applies skill.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E23 Manipulative <i>Volley, overhead</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4)	Volleys a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5)
S1.E24 Manipulative <i>Striking, short implement</i>	Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.k)	Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)	Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)	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)	Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a) Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S1.E25 Manipulative</p> <p><i>Striking, long implement</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p>	<p>Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation. (S1.E25.2)</p>	<p>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. <i>Note:</i> Use batting tee or ball tossed by teacher for batting. (S1.E25.3)</p>	<p>Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)</p>	<p>Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)</p> <p>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)</p>
<p>S1.E26 Manipulative</p> <p><i>In combination with locomotor</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p>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)</p>	<p>Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S1.E27 Manipulative <i>Jumping rope</i>	Executes a single jump with self-turned rope. (S1.E27.Ka) Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)	Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a) Jumps a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b)	Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a) Jumps a long rope 5 times consecutively with student turners. (S1.E27.2b)	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)	Creates a jump-rope routine with either a short or long rope. (S1.E27.4)	Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>						
S2.E1 Movement concepts <i>Space</i>	Differentiates between movement in personal (self-space) & general space. (S2.E1.Ka) Moves in personal space to a rhythm. (S2.E1.Kb)	Moves in self-space and general space in response to designated beats/rhythms. (S2.E1.1)	Combines locomotor skills in general space to a rhythm. (S2.E1.2)	Recognizes the concept of open spaces in a movement context. (S2.E1.3)	Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a) Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b) Dribbles in general space with changes in direction and speed. (S2.E1.4c)	Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)
S2.E2 Movement concepts <i>Pathways, shapes, levels</i>	Travels in 3 different pathways. (S2.E2.K)	Travels demonstrating low, middle and high levels. (S2.E2.1a) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. ² (S2.E2.2)	Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)	Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>S2.E3 Movement concepts</p> <p><i>Speed, direction, force</i></p>	<p>Travels in general space with different speeds. (S2.E3.K)</p>	<p>Differentiates between fast and slow speeds. (S2.E3.1a)</p> <p>Differentiates between strong and light force. (S2.E3.1b)</p>	<p>Varies time and force with gradual increases and decreases. (S2.E3.2)</p>	<p>Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)</p>	<p>Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)</p> <p>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)</p>	<p>Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)</p> <p>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)</p>
<p>S2.E4 Movement concepts</p> <p><i>Alignment & muscular tension</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>	<p>Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)</p> <p>Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)</p>	<p>Applies skill.</p>	<p>Applies skill.</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S2.E5 Movement concepts <i>Strategies & tactics</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Applies simple strategies & tactics in chasing activities. (S2.E5.3a) Applies simple strategies in fleeing activities. (S2.E5.3b)	Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) Applies simple defensive strategies/tactics in chasing and fleeing activities. (S2.E5.4b) Recognizes the types of kicks needed for different games and sports situations. (S2.E5.4c)	Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a) Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b) Recognizes the type of throw, volley or striking action needed for different games & sports situations. (S2.E5.5c)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>						
S3.E1 Physical activity knowledge	Identifies active-play opportunities outside physical education class. (S3.E1.K)	Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)	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)	Charts participation in physical activities outside physical education class. (S3.E1.3a) Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
S3.E2 Engages in physical activity	Actively participates in physical education class. (S3.E2.K)	Actively engages in physical education class. (S3.E2.1)	Actively engages in physical education class in response to instruction and practice. (S3.E2.2)	Engages in the activities of physical education class without teacher prompting. (S3.E2.3)	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Actively engages in all the activities of physical education. (S3.E2.5)
S3.E3 Fitness knowledge	Recognizes that when you move fast, your heart beats faster and you breathe faster. ³ (S3.E3.K)	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)	Uses own body as resistance (e.g., holds body in plank position, animal walks) ⁴ for developing strength. (S3.E3.2a) Identifies physical activities that contribute to fitness. (S3.E3.2b)	Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Identifies the components of health-related fitness. ⁵ (S3.E3.4)	Differentiates between skill-related and health-related fitness. ⁶ (S3.E3.5)
S3.E4 Fitness knowledge	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S3.E5 Assessment & program planning	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)	Completes fitness assessments (pre- & post-). (S3.E5.4a) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a) Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
S3.E6 Nutrition	Recognizes that food provides energy for physical activity. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)	Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Exhibits responsible personal and social behavior that respects self and others.</i>						
S4.E1 Personal responsibility	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
S4.E2 Personal responsibility	Acknowledges responsibility for behavior when prompted. (S4.E2.K)	Follows the rules & parameters of the learning environment. (S4.E2.1)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)	Works independently for extended periods of time. (S4.E2.3)	Reflects on personal social behavior in physical activity. (S4.E2.4)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
S4.E3 Accepting feedback	Follows instruction/directions when prompted. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfully to peers. (S4.E3.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
S4.E4 Working with others	Shares equipment and space with others. (S4.E4.K)	Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)	Works independently with others in partner environments. (S4.E4.2)	Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b)	Praises the movement performance of others both more- and less-skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
S4.E5 Rules & etiquette	Recognizes the established protocol for class activities. (S4.E5.K)	Exhibits the established protocols for class activities. (S4.E5.1)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)	Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)	Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
S4.E6 Safety	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)	Works independently and safely in physical education. (S4.E6.2a) Works safely with physical education equipment. (S4.E6.2b)	Works independently and safely in physical activity settings. (S4.E6.3)	Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Applies safety principles with age-appropriate physical activities. (S4.E6.5)

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>						
S5.E1 Health	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the value of “good health balance.” (Refer to S3.E6.2)	Discusses the relationship between physical activity and good health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in selected physical activities. (S5.E1.5)
S5.E2 Challenge	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenge in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
S5.E3 Self-expression & enjoyment	Identifies physical activities that are enjoyable.” (S5.E3.Ka) Discusses the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a) Discusses personal reasons (i.e., the “why”) for enjoying physical activities. (S5.E3.1b)	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment). (S5.E3.2)	Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
S5.E4 Social interaction	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

Adaptations for Students with Disabilities

Adaptations for....	Special Considerations and Teaching Tips
Students with Autism	<ul style="list-style-type: none"> ● Develop your plan of action based on each student's individual needs. ● Monitor the students closely for safety, as some may have no fear. ● Eliminate unnecessary external stimuli. ● Limited the amount of information presented at one time. ● Carefully select the level of prompting used according to the needs of the student (full physical, partial physical, gestural, verbal)...do not over prompt. ● Improve motor skill acquisition through the use of reinforcement and use of task analysis. ● Create a highly structured environment. ● Redirect inappropriate behavior. ● Perform demonstrations several times. ● Encourage speech. ● Create a daily schedule of events to help the student transition from one activity to the next.
Students with Cerebral Palsy	<ul style="list-style-type: none"> ● Adapt activities to modify rules to permit safe participation. ● Students may need more time to plan and execute movements. ● Reinforce language and speech. ● Use larger balls to promote finger extension. ● Exaggerated hand grasp may make releasing an object difficult or impossible. ● Try throwing from a sitting position. ● Avoid quick and jumping activities with students with spastic CP. ● Do not pry fingers open if making a fist. ● Discourage sitting in a "W" position. ● Always consider safety first.
Students who have	<ul style="list-style-type: none"> ● Adapt cardiovascular activities.

<p>Down Syndrome</p>	<ul style="list-style-type: none"> ● Adapt activities involving movement on uneven surfaces. ● An alternative method of communication may be necessary depending on the student. ● Avoid activities that place the neck in extreme flexion. ● Discourage hyper flexible positions. ● Encourage muscle strengthening. ● Use visual cues.
<p>Students who have Fragile X Syndrome</p>	<ul style="list-style-type: none"> ● Teach sensory integration activities. ● Use weight-training activities to increase muscle tone. ● Contact sports, object control activities, and cardiovascular endurance activities should be planned carefully due to hypotonia, joint laxity, and mitral valve prolapse. ● Teach the whole task in the context of which it will be used.
<p>Students with Hearing Impairments</p>	<ul style="list-style-type: none"> ● Need to have a safe environment that they can enjoy do the activity in, Keep it free of obstacles, and with no loud noises. ● Assistance may be needed for some activities to get the most out of the student. ● Learn basic sign language, and keep a positive attitude. ● Use other teachers as a valuable resource. ● Make sure hearing impaired students can see your lips when you talk. ● Use visual demonstrations when you teach. ● Learning basic sign language, so you can communicate better with the student and fellow classmates can. ● Using an Alphanumeric Pager - is basically like any other pager that you call and text a message to, except there are more options and a clearer display. ● When you teach standing in one place and giving visual attention-getters will help get him/her on task. ● Have the student feel safe and comfortable in their environment and with others around them.
<p>Students with Mental Retardation</p>	<ul style="list-style-type: none"> ● Provide direct instruction on the “how to”. ● Keep verbal directions to a minimum. ● Break skills down into smaller components.

	<ul style="list-style-type: none"> ● Measure progress and reinforce skill development in smaller increments. ● Be aware of limited motivation. ● Shorten instruction periods. ● Teach in small groups. ● Use multisensory approaches. ● Program for generalization with the use of different people, equipment, environments, and times. ● Provide prompt and constant feedback. ● Check for skill retention often. ● Offer activities that provide initial success. ● Model appropriate behaviors.
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<p style="text-align: center;">Students with Multiple Disabilities</p>	<ul style="list-style-type: none"> ● Individuals falling into this classification group present with a wide and diverse range of abilities and needs. Be sure to plan for the appropriately for each individual's unique needs. ● Simplify, demonstrate, and positively reinforce all skills. ● Develop your program for generalization with the use of different people, equipment, environments, and times. ● Generalize to community-based settings by teaching skills that they can apply to settings other than school. ● Check often for skill retention. ● Develop activities to increase the student's skill and independence.
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<p style="text-align: center;">Students with Muscular Dystrophy</p>	<ul style="list-style-type: none"> ● Students will have a wide range of ability, design you activity to each individual. ● Allow for full participation in games in athletics while MD is in the early stages. ● Be aware that student will tire more easily as MD progresses. ● Introduce sedentary activities that will carry over once student requires a wheelchair. ● Design a stretching and strengthening program for student.
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<p>Students with Osteogenesis Imperfecta</p>	<ul style="list-style-type: none"> ● Avoid activities that involve high impact, jumping, twisting, turning, and contact with others. ● Play activities using soft equipment only. ● Most individuals with OI have low activity levels, which in turn equal a low cardiovascular level. Keep this in mind when planning. ● Avoid undue pressure on limbs.
<p>Students with Serious Emotional Disturbances</p>	<ul style="list-style-type: none"> ● Confer with the student's collaborative team to determine the student's specific behavioral problems. ● Provide external reinforcers. ● Clearly state consequences for misbehavior and follow through if the student misbehaves. ● Seek counseling advice if emotional issues become strong. ● Adjust frequency, intensity and time over an extended period of time.

<p>Students with Specific Learning Disabilities</p>	<ul style="list-style-type: none"> ● Increase alternative ways for student to gain positive attention. ● Decrease the length of the task and make lessons brief. ● Provide short clear instructions. ● Break lessons into shorter segments. ● Present new information in small quantities. ● Deliver reinforcement immediately. ● Avoid changing the environment frequently. ● Eliminate distractions.
<p>Students with Speech and Language Impairments</p>	<ul style="list-style-type: none"> ● Develop a method in which the student can summon a teacher or peer in case of emergency. ● Do not underestimate the student's intelligence or physical ability. ● If necessary, use other forms of communication.
<p>Students with Spina Bifida</p>	<ul style="list-style-type: none"> ● Develop activities that utilize the head, trunk, shoulders, arms, and hands. ● Develop activities that encourage pushing, pulling, and lifting.

	<ul style="list-style-type: none"> ● Avoid activities that could displace a shunt or put pressure on the sensitive areas of the spine. ● Introduce a passive flexibility program. ● Encourage walking whenever possible. ● Teach functional movement skills. ● Encourage change of position. ● Use care in transferring student.
<p style="text-align: center;">Students with Spinal Cord Injuries</p>	<ul style="list-style-type: none"> ● Develop a plan of exercise for all usable body parts. ● Include activities to develop strength, flexibility, muscular endurance, cardiovascular endurance, and coordination. ● Emphasize functional movement skills. ● Teach wheelchair mobility. ● Adapt activities for the use of mobility aids.
<p style="text-align: center;">Students with Traumatic Brain Injuries</p>	<ul style="list-style-type: none"> ● Each case must be considered and developed based on the individual student's needs. ● Program goals should be developed based upon what is achievable for the level of the head injury. ● Provide handouts when teaching the rules of the game. ● Use caution when activities involve balance. ● Schedule rest periods as needed. ● Monitor student's frustration levels. ● Avoid contact activities. ● Use visual demonstrations and physical prompts when possible. ● Use bright and contrasting objects as targets. ● Develop cue words to help students key in on aspects of skill. ● Reinforce language and speech. ● Be patient when student is trying to convey message. ● Provide a structured environment. ● Collaborate with parents and medical personnel (with parental permission) on determining contraindicated activities.
<p style="text-align: center;">Students with Visual Impairments</p>	<ul style="list-style-type: none"> ● Develop your plan of action based on each student's individual needs. ● Give feedback regarding the student's positioning and posture.

	<ul style="list-style-type: none">● Ensure optimal lighting in all possible situations.● Teach with the use of a guide rope or a sighted individual.● Keep the area free of clutter.● Modify the texture of the equipment.● Use bright colored objects and boundaries.● Place audio devices in objects such as balls and on bases.● Use sounds for new experiences.● Teach activities that can be done independently.● Provide Braille and large print notes/handouts when appropriate.
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Vocabulary/Teacher Aide for assisting English Language Learners (Portuguese/Spanish)

Physical Education/Health Education **Educação Física/Educação Saudável** **Educación Física/Educación para la Salud**

Greetings/Questions:

English:

Good Morning
Good Afternoon
Good-bye
Welcome
Hello/Hi
How are you?
How are you doing?
What is your name?
My name is...
What's wrong?
Do you understand?

Portuguese:

Bom Dia (Bom G-ũ)
Boa Tarde (Bowa Tar-G)
Tchau (chow)
Bem Vindo
Olá/Oi
Como você está?
Como vai você?
Qual é o seu nome?
Meu nome é....
O que está errado (ã-ha-do)
Voce entende? (in-ten-G)

Spanish:

Buenos días
Buenas tardes
Adiós
Bienvenido
Hola/Hola
¿Cómo estás?
¿Cómo estás?
¿Cuál es su nombre?
Me llamo
¿Qué está mal?
Lo entiendes?

What happened?	O que que foi (Õ-Kay-key-foi)	¿Que pasó?
I'm sorry	Eu sinto Muito	Lo Siento
Sorry	Delscupa	Lo siento
Nice to meet you	prazer em conhecê-lo (prazer)	Encantada de conocerte
Good luck	Boa sorte	Buena suerte
Careful	Cuidado	Cuidadoso
Do you need help?	Você precisa de ajuda?	¿Necesitas ayuda?
Are you O.K.?	Você está bem?	¿Estas bien?
See you later	Até logo	Hasta Luego

Commands/Direction:

English:

Portuguese:

Spanish:

Stop	Pare (para)	Pare
Go	Vai (v-eye)	Anda
Run	Corre (co-hee)	Correr
Walk	Andar (anda)	Caminar
Jump	Pular (pula)	Salto
Listen	Escute (escuta)	Escucha
Sit down	Sentar (senta)	Siéntate
Stand up	Levante-se (levanta)	Levántate
Find a spot	Acha lugar	Encontrar un lugar
Go slow	Vai devagar	Ve lento
Go fast	Vá rápido	Ve rapido
Be quiet (class)	Fiquem Quietos	Silencio
Be quiet (one student)	Fique Quieto/silencio	Silencio
2 Laps	Duas Voltas	Dos vueltas
Sit on the line	Sente-se na linha	Sentarse en la línea
Make a line	Faça uma fila	Haz una linea
Spread out	Espalhar	Extender
Show Respect	Mostre respeito	Muestra respeto
Try	Tentar (teanta)	Tratar (trata)
Try your best	Tenta o teu melhor	Prueba lo mejor posible
Raise your hand	Levante sua mão	Levanta tua mano
Criss cross your legs	Cruzar as pernas	Cruza las piernas
Please	Por favor	Por favor
Thank you	Obrigado(a)	Gracias
You're Welcome	De nada (Gee-nada)	De nada

Numbers:**English:****Portuguese:****Spanish:**

One	Um	Uno
Two	Dois	Dos
Three	Tres	Tres
Four	Quatro	Cuatro
Five	Cinco	Cinco
Six	Seis	Seis
Seven	Sete	Siete
Eight	Oito	Ocho
Nine	Nove	Nueve
Ten	Dez	Diez
Twenty	Vinte	Viente
Thirty	Trinta	Treinta
Forty	Quarenta	Cuarenta
Fifty	Cinquenta	Cincuenta
Sixty	Sessenta	Sesenta
Seventy	Setenta	Setenta
Eighty	Oitenta	Ochenta
Ninety	Noventa	Noventa
One Hundred	Cem	Cien
One Thousand	Mil	Mil

Colors:**English:****Portuguese:****Spanish:**

Red	Vermelho	Rojo
Yellow	Amarelo	Amarillo
Orange	Laranja	Naranja
Green	Verde (ver-G)	Verde (Ver-day)
Purple	Roxo (hoe-shoe)	Púrpura
Brown	Marron	Marrón
Blue	Azul	Azul
White	Blanco	Blanco
Black	Preto	Negro

Interrogative Words - Question words**English:****Portuguese:****Spanish:**

Who?	Quem?	¿Quién?
What?	O que?	¿Qué?
Where?	Onde?	¿Dónde?
When?	Quando?	¿Cuándo?
Why?	Porque?	¿Por qué?
Which?	Qual?	¿Cuál?
How?	Como?	¿Cómo?
How many?	Quantos?	¿Cuántos?
How much?	Quanto custa?	¿Cuánto cuesta?

Technology in Physical Education

Through the use of technology, a physical education teacher can enhance many facets of learning in his/her classroom. Technology is not meant to take away from any of the responsibilities of teaching, but to be a valuable tool used to improve a lesson and improve student achievement. When used properly, technology has been proven to:

- Differentiate instruction to meet the needs of various learners.
- Motivate students to give maximum effort and to perform their best.
- Incorporate other subject areas (interdisciplinary) into a lesson.
- Keep track of student achievement and performance
- Reinforce concepts specific to physical education
- Learn an activity in a non-threatening environment
- Improve communication in and throughout the classroom

Some types of technology that have been proven to be useful and successful in the physical education classroom include:

Technical Hardware

Camcorder	Digital Camera
CD Player / Radio	DVD/ Blu ray / VHS Player
Computers – Desktop, laptop, handheld	Projector
Digital Camcorder / VHS	Smartboard

Educational / Instructional Tools

Activity Analysis Software	Pedometers
Body Composition Software	Presentation Software – Powerpoint

Class / Department Webpage
ClipArt Software
Compasses
Fitness Assessment Software
Heart Rate Monitors
Music
Nutritional Analysis Software

Publishing Software - Publisher
Videos
Video Games – DDR, Wii System
Virtual Reality Activities
WebQuests
Websites
Word Processing Software- Word

[Online Resources for Physical Education](#)

Analysis of Performance

- http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf Step by step chart for creating an analysis tool – eduplace.com
- <http://www.task-cards.com/what-is-a-task-card.html> Creating Task cards – task-cards.com
- www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/ What makes a good rubric/evaluation tool - education.vic.gov
- http://www.jcu.edu.au/wiledpack/modules/feedback/JCU_090547.html Strategies for Effective Feedback – jcu.edu.au
- <http://www.p12.nysed.gov/guides/health/partiii1.pdf> - Principles of Assessment – p12.nysed.gov
- <http://www.det.wa.edu.au/stepsresources/detcms/navigation/fundamental-movement-skills/?oid=MultiPartArticle-id-13602092> - How to effectively assess, plan, and teach physical activity through movement
- <https://drive.google.com/file/d/0B4HdfixdoszxR21kQS1xSDB2VTQ/view?usp=sharing> Peer evaluation rubric – Google.com

Creative Movement and Dance

- <http://simplekids.net/make-your-own-backyard-obstacle-course/> Backyard obstacle course - simplekids.net
- <https://www.youtube.com/watch?v=yEwgcBt05cU> Rhythmic Movement video – Youtube.com
- <https://www.youtube.com/watch?v=E-RBn2sYepI> Balancing sequences video – Youtube.com
- http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9945#.VG4YqvnF_mo - Gymnastic Balances power point – pecentral.org
- <https://www.youtube.com/watch?v=VXcW8F6qyeE> - How to Spot a Gymnast – Youtube.com
- <https://www.hscripts.com/freeimages/icons/gymnastics/index.php> - Clip art images of balances and jumps – hscripts.com
- <http://video.about.com/dance/What-Are-the-Easiest-Hip-Hop-Dance-Moves-for-Beginners-.htm> hip hop dance steps video – video.about.com
- <https://www.youtube.com/watch?v=yEwgcBt05cU> - Rhythmic movement video – Youtube.com
- <https://docs.google.com/document/d/1-unZcWOwKlaDYsG2spDceDZEaOAdveAwpBstFcz7kbM/pub> - Movement performance rubric – Google.com
- <https://www.youtube.com/watch?v=AKRTLn3RiQQ> - Video – How to keep an 8 count with different tempos of music – Youtube.com

Graphic Organizers and Templates

- https://docs.google.com/document/d/1zol90ua0eS370_nkxRIUI8W8sZHPZXIYMtIASPo3NC0/edit?pli=1 Action plan template: Goal / Expected Outcome – Google.com
- https://docs.google.com/document/d/1zol90ua0eS370_nkxRIUI8W8sZHPZXIYMtIASPo3NC0/edit?pli=1 Action plan template – Google.com
- http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf Cluster/word web 3 – eduplace.com
- <http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm> Categorizing and classifying graphic organizer – cobbk12.org
- <http://www.eduplace.com/graphicorganizer/pdf/ideawheel.pdf> Idea wheel graphic organizer – eduplace.com
- <http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/MultiFlowMap.pdf> Cause and Effect thinking map – eisd.net

- <http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf> Problem-solving graphic organizer – eduplace.com
- <http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf> Persuasion map – readwritethink.org
- <http://learn20.cite.hku.hk/resources/templates/png/eng/reflection.png> Self-reflection template – learn20.cite.hku
- <http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf> Sequencing template – eduplace.com
- http://kiwaniskids.org/Libraries/TK_Activities/SMART_Goal_Worksheet.sflb.ashx SMART goal worksheet/tool – kiwaniskids.org
- http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf - Graphic organizers – eduplace.com
- <http://www.eduplace.com/graphicorganizer/pdf/venn.pdf> Venn diagram – eduplace.com
- <http://www.pecentral.org/assessment/paperandpencil/createagamewriteup.pdf> Create-a game form – pecentral.com
- <http://www.thephysicaleducator.com/resources/games/> Tactical Games & Activity sheets – thephysical educator.com

Health & Wellness

- <http://lovepe.me/2013/11/13/5-components-of-health-related-fitness-tag/> Example of a noodle tag game for health related fitness –lovepe.me
- http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5848#.VH8_BfTF89I Heart tag game- pecentral.org
- <https://www.youtube.com/watch?v=-K6LK4DrihY> Heart rate video & song – You Tube.com
- <https://www.youtube.com/watch?v=gxUNxvsG7Ic> What the heart is and does - Heart – Human Body Parts – Animated Video for Kids – Youtube.com
- www.togethercounts.com/at-school/lesson-plans/physical-activity-and-energy-0 - Lesson plans for physical activities – togethercounts.com
- <http://www.funbrain.com/kidscenter.html> Fun brain games for kids – funbrain.com
- <http://www.mrpk.org/Portals/11/usersdata/Physical%20Education/target%20heart%20rate%20wkst.pdf> - Target heart rate worksheet #1– mrpk.org
- <http://www.pecentral.org/lessonideas/FitnessHomeworkTargetHeartRate.pdf> Target heart rate worksheet #2 – pecentral.org

- <http://teachertakers.blogspot.com/2013/07/smart-goals-for-data-folders.html> - SMART Goal development data folder – blogspot.com
 - <http://www.teachpe.com/fitness/health.php> - Health Related Components of Fitness – teachpe.com
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Assessments in Physical Education

Assessment is a process of gathering and documenting information about the achievement, skills, abilities, and personality variables of an individual. If well written, they measure the degree to which students have demonstrated competency on the standards. Also, assessments help measure the effectiveness of the curriculum.

Assessment is used in an educational and setting by teachers to accomplish a range of objectives.

These include the following:

- to learn more about the competencies and deficiencies of the individual being tested
- to identify specific problem areas and/or needs
- to evaluate the individual's performance in relation to others
- to evaluate the individual's performance in relation to a set of standards or goals
- to provide teachers with feedback on effectiveness of instruction
- to help document to others that learning has occurred.
- to predict an individual's aptitudes or future capabilities

Traditional Assessments

- **Fitness Tests** – Used to evaluate the various components of fitness.
- **Skill Tests** – Typically used to measure a student's ability to perform a given skill, usually in a closed environment.
- **Written Tests** – Primarily used to assess student understanding of movement concepts, principles, strategies, tactics and rules. They give the teacher an opportunity to assess cognitive knowledge for all students.

Performance Based Assessments

- **Essays** – Essays are representative of something that a person in the field (of physical education and/or athletics) might create or do. Some examples include: writing a script for announcers at a tennis match, a brochure describing a new fitness program, an article for the parents' newsletter describing the use of pedometers in physical education class. Essays provide a great opportunity for students to demonstrate content knowledge in creative ways.
- **Event Tasks** – This typically involves having a group of students create and/or complete a task given by the teacher. These tasks include: solving a problem in a project adventure type activity, creating an original game/activity, creating an original dance, etc. The students are assessed on their abilities to carry out the tasks given to them. These are performance-based assessments that can be completed in a single class period.
- **Gameplay** – Evaluating a student's abilities during actual game play. Game play can assess psychomotor skills, cognitive knowledge (rules & strategies), cooperation and teamwork, and safety.
- **Interviews** – Having the teacher individually interview a student to assess their knowledge of specific activity and/or feelings about a specific situation. If a student has difficulty performing well on a written assessment, this may be a good option to use.
- **Journals** – Journals are an opportunity for students to reflect on the happenings of the class. The entries allow teachers an insight into student attitudes toward the class, or toward a topic addressed in class. It is typically recommended that teachers don't assess journals for their content, but rather students have made the entry or not.
- **Observations (Teacher, Self, Peer)** – Having someone observe a student's performance of a given task, evaluate the performance and ultimately offer feedback on the performance. When doing observations, the assessor (whether it is the teacher, the students themselves, or peers) teachers should have a list of descriptors to use. Many times, checklist rubrics are excellent for use with observations.
- **Open Response Questions** – Open response questions present a problem to students, and give them an opportunity to solve it. Students are expected to give a solution, and then provide a rationale explaining how they arrived at it. (ex. You are the head coach of a team and your best player has shown poor sportsmanship during practice. Do you punish him during the next game? If so, how... and If not, why?).
- **Portfolios** – Generally used to show growth or learning over time. They are collections of artifacts that when considered collectively, demonstrate student competency or mastery.

- **Projects** – Projects give the students the opportunity to create something that demonstrates their knowledge of a topic. Typically a project demonstrates cognitive knowledge. Projects are an excellent way to allow students with multiple intelligences other than kinesthetic to use their talents, while demonstrating learning.
- **Role Plays** – Role plays present a scenario on a topic to students (ex. Two players on the same team are arguing about not sharing the ball during game play), and ask them to demonstrate how they would react to it. Many times it is the affective domain that is being assessed here. Students are typically asked to present their scenario and solutions to the class. Role plays are a very public event. Teachers must be careful not to put students into an uncomfortable situation.
- **Student Logs** – Logs are simply a list of activities or practice trials completed by the student, either in physical education class or out of school. Logs in class can measure improvement over time. Logs can be motivational for students as they record activity or successes. Logs also document student effort.