

Sixth Grade

Physical Education Curriculum

Curriculum Guide, Instructional Map, Resources



Shelby County Schools
2015-2015



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

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.

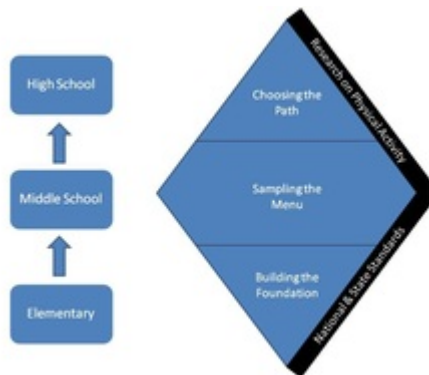
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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.

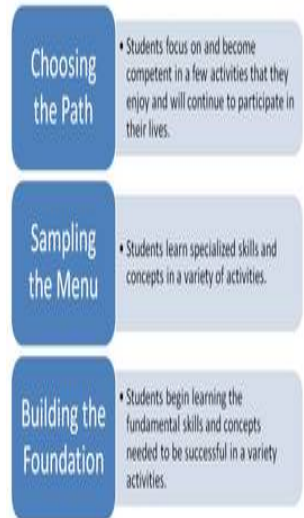
* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Diamond Conceptual Framework: A K-12 Road Map for Physical Education



The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.



INDEX

Page	Topic
3	Course Description, Assessments, Effective Components for sixth grade
4-5	6 th Grade TN State Physical Education Standards Overview Complete Standards with Student Performance Indicators
6	Pacing Guide for Quarters 1-4
7	Essential Learning
8	Guided Questions to Essential Learning
9	Vocabulary Terms and Movement Concepts

Sixth-GRADE PHYSICAL EDUCATION OVERVIEW

Course Description

Students participate in a variety of physical activities and sports through which they will develop positive attitudes toward group interaction; sportsmanship; the joy of effort; fair play; cooperation; initiative; and an appreciation for the abilities and limitations of self and others. Activities emphasized include: organized exercises, lead-up games, traditional team sports, dual sports, individual sports, rhythmic activities, and self-testing activities. The program is designed to continue development of physical fitness, motor, perception, rhythm, and movement skills.

TN State Standards

1. Movement
2. Movement Concepts and Principles
3. Physical Activity
4. Fitness
5. Personal and Social Responsibility

ESSENTIAL LEARNINGS

1. Demonstrates and identifies mature sport specific skills necessary to participate in a variety of individual, dual, team, and lifetime sports and activities.
2. Demonstrates knowledge and understanding of game strategies.
3. Identifies the importance of following basic rules while participating in sports and activities.
4. Participates in activities involving the four components of physical fitness and is aware of physiological changes in one's body as a result of physical activity.
5. Identifies physical fitness concepts and the benefits of a healthy, active lifestyle.
6. Exhibits appropriate conduct in physical education class.

Effective Components of a Sixth Grade Physical Education Program

- All sixth graders will have physical education every day.
- All students attend physical education classes.
- Teachers offer students a minimum of two units from the following categories: individual, team, and lifetime; at least one of the individual category units must be Dance, Aerobics or Rhythms.
- Provides maximum participation for all students.
- Provides positive, specific feedback as well as corrective feedback.
- Physical activity is not used as a form of discipline.
- Facilitates children's physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels.
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity.

Assessments

Participation	Peer Assessment
Teacher Check List	Performance Task
Teacher Observation	Rubric

Shelby County Schools TN State Content Standards for Physical Education- 6th

Standard 1.0 – Movement

Standard 1 – Student will demonstrate competency in a variety of motor skills and movement patterns.

To meet this standard, a Sixth Grade student:

Demonstrates proficiency in knowledge and skills while participating in a variety of individual, dual, team, and lifetime sports and activities.

Demonstrates knowledge and understanding of ball possession and game transition.

Identifies the importance of following basic rules while participating in sports and activities.

Essential Learnings:

- 1.A. -demonstrate the ability to perform intermediate to proficient locomotor movements and non-locomotor movements, while using space awareness and body awareness.
- 1.B -demonstrate a mature form of locomotor skills
- 1.C -demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength, and balance.
- 1.D- Understand and/or demonstrate how to move safely in general space.
- 1.E.-demonstrate concern for the safety of self, others, and physical surroundings.

Standard 3.0 – Physical Activity

Standard 3 – Student will demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

To meet this standard, a Sixth Grade student:

Identifies physical fitness concepts and the benefits of a healthy, active lifestyle.

Essential Learnings:

- 3.A - participate regularly in physical activity
- 3.B - participate regularly in a variety of non-structured and minimally organized physical activities outside the physical education class

Standard 2.0 – Movement Concepts and Principle

Standard 2 – Student will apply knowledge of concepts, principles, strategies, performance and tactics related to movement.

To meet this standard, a Sixth Grade student:

Participates in activities involving the four components of physical fitness.

Essential Learnings:

- 2.A -understand and demonstrate the concepts or moving with control in different directions
- 2.B -identify and/or apply movement patterns, levels, speed, force, and balance.
- 2.C-understand the relationship between skills and movement concepts
- 2.D demonstrate the ability to perform intermediate to proficient manipulative skills using throwing (over/under), rolling, tossing, targeting, and catching using a variety of equipment.
- 2.E- implement various intermediate to proficient techniques for catching various thrown objects of different shapes and sizes.
- 2. F-demonstrate proficient skills in kicking and striking for team and individual sports.

Standard 4.0 – Fitness

Standard 4 – Student will exhibits responsible personal and social behavior that respects self and others.

To meet this standard, a Sixth Grade student:

Exhibits appropriate conduct in physical education class.

Essential Learnings:

- 4.A - engage in sustained physical activity that causes an increased heart rate
- 4.B- identify why stretching is important before and after physical activity
- 4.C- enjoy achievement of health enhancing levels of fitness

Standard 5.0 – Personal and Social**Responsibility**

Standard 5 – Student will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

To meet this standard, a Sixth Grade student:

A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learnings:

- 5.A - identify and appreciate the difference and similarities in physical choice of others
- 5.B -cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- 5.C -treat others with respect during physical activity
- 5.D -resolve conflicts in socially acceptable ways
- 5.E- work independently and on-task
- 5.F -demonstrate sportsmanship

Pacing Guide Timeline by Quarters

Topic	Suggested Timeframe
1st & 3rd Quarter	1st & 3rd Quarter
Rules/Procedures	1 week
Asthma	1 week
Fitness Test (Pre)	1 weeks
Individual Activity: Dance, Aerobics or Rhythms	2 weeks
Individual Activity 1 st Unit	5 weeks
Team Activity: 1 st Unit	5 weeks
2nd & 4th Quarter	2nd & 4th Quarter
Fitness Test (Post)	1 weeks
Individual Activity: Dance, Aerobics or Rhythms	2 weeks
Individual Activity 2 nd Unit	5 weeks
Team Activity: 2 nd Unit	5 weeks
Michigan Model Family Life Curriculum	3 weeks

Timeline by Year

Topic	Suggested Timeframe
Rules/Procedures	1 week
Asthma	1 week
Fitness Test (Pre/Post)	1 weeks
Individual Activity: Dance, Aerobics or Rhythms	5 weeks
Individual Activity 1 st Unit	5 weeks
Team Activity: 1 st Unit	5 weeks
Michigan Model	3 weeks
Individual Activity 2 nd Unit	5 weeks
Team Activity: 2 nd Unit	5 weeks
Teacher's choice of standards-based activities or extension of Individual, team or lifetime activity unit	5 weeks

Essential Learning

Quarters 1&3

- Participates regularly in physical activity.
- Demonstrate the ability to perform intermediate to proficient locomotor movements and non-locomotor movements, while using space awareness and body awareness.
- Demonstrate a range and combination of non-locomotor skills to improve range of movement, flexibility, strength and balance.
- Understand and/or demonstrate how to move safely in general space.
- Demonstrate concern for the safety of self, others and physical surroundings.
- Demonstrate the ability to perform intermediate to proficient manipulative skills using throwing (over/under), rolling, tossing, targeting, and catching using a variety of equipment.
- Implement various intermediate to proficient techniques for catching various thrown objects of different shapes and sizes.
- Identify why stretching is important before and after physical activity.
- Understand and demonstrate the concepts for moving with control in different directions.
- Identify and/or apply movement patterns, levels, speed, force, and balance.
- Identify and appreciate the difference and similarities in physical choice of others.
- Demonstrate and understand cooperation.
- Resolve social conflicts in physical education.
- Demonstrate sportsmanship during physical education.
- Enjoy achievement of health enhancing levels of fitness.

Essential Learning

Quarters 2&4

- Discuss rules, indoor and outdoor safety procedures.
- Demonstrate proper techniques when striking an object on an intermediate to proficient level.
- Explain and/or demonstrate on intermediate to proficient level the strategy of striking to an open area while playing a game and use tactics to achieve this goal. (e.g., softball, baseball, Tball, paddleball, scooter hockey, etc.)
- Demonstrate on an intermediate to proficient level the proper technique for kicking a ball that is stationary, rolled or dropped. (e.g., soccer, punting a football, kickball, etc.)
- Demonstrate on an intermediate to proficient level the ability to kick a ball in the air and on the ground.
- Understand, identify, explain, and/or demonstrate proper intermediate to proficient level of striking techniques with accuracy and force.
- Understand, identify, explain, and/or demonstrate intermediate to proficient striking skills used in individual sports (e.g., Badminton, Tennis, Pickle Ball, Ping Pong, Golf, etc.)
- Understand, identify, explain, and/or demonstrate intermediate to proficient striking skills used in team sports (e.g., Baseball, Softball, Whiffle Ball Ping Pong, etc.)

- Identify, explain, and/or demonstrate on an intermediate to proficient level the procedure of kicking a stationary rolled or dropped ball.
- Identify and/or demonstrate on an intermediate to proficient skill level, the process of kicking a ball in the air and on the ground.
- Explain and/or identify on an intermediate to proficient level of accuracy, proper force, body alignment, and kick accurately.
- Identify and understand how to chase or flee from another person on and intermediate to proficient level.
- Demonstrate the ability to apply intermediate to proficient locomotor skills to tag various players using strategy, personal space, speed, boundaries, and safety of others. (e.g. non-elimination tagging games, elimination tagging games).

Essential Questions to Essential Learnings

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports?
- How does your movement affect performance?
- How do you measure one's physical fitness?
- Why is physical fitness important?
- How do you maintain physical fitness?
- What are the characteristics of fair play?
- What role does cooperation play in physical activities/sports?
- How does physical education enhance social, mental, emotional, and physical well-being?
- What makes physical activity meaningful?

Physical Education Terms Quarters One & Three

Able, Breathe, Exercise, Fall, Fast, Fit, Gym, Hike, Hiking, Hop, Jump, Move, Play, Pull, Push, Ran, Reach, Rest, Run, Skate, Slow, Stand, Still, Strong, Swim, Thirsty, Tired, Walk, & Weak

Physical Education Terms Quarters-Two & Four

Ability, Achieve, Achievement, Active, Activity, Adrenaline, Aerobics Agile, Agility Athlete, Athletic, Athletics, Biking, Bounce, Champion, Cheater, Clumsy, Confident, Contort, Cooperation, Coordination, Cycle, Cyclist, Dash, Determined, Dumbbell, Endurance, Endure, Energetic, Exercise, Exhausted, Exhaustion, Feet, Flexibility, Flexible, Force, Goal, Grueling, Gymnasium, Heart, Immobility, Improve, Injure, Jog, Muscle, Obesity, Outstanding, Overcome, Pace, Pedal, Physical, Physical Education, Posture, Power, Practice, Prepare, Prevention, Program, Pulse, Quickly, Repetition, Roller-skate, Sprain, Spring Sprint, Stamina, Strain, Strength, Strengthen, Strenuous, Stress, Technique, Tumble, Workout, & Yank. Calisthenics, Kinetic, and Perspiration

EXAMPLES OF HOW TO INCORPORATE ASPECTS OF LITERACY IN EACH LESSON

Anytime you are able to find an age appropriate story to read to the students during class that would help practice any of the spotlighted literary skills is a good thing to do. The Human Kinetics WOW Health Series are short chapter books that are broken down by grade level that can easily be read during class. These books will also help bring not only health information to the students, but will also allow you to pull out the literacy elements and expand upon the student's exposure to them.

QUARTER ONE

JOURNALING (do this every quarter)

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
- Students can write in the current date, then write a sentence or paragraph talking about what emotions they have before starting PE class. At the end of the class, the students then write about what they are feeling. They can also write about what their resting pulse rate is, what goal they want to accomplish for the quarter, in the fitness gram tests, for the day's activity – endless possibilities.
- These journal entries can be part of a create, respond, or connect portion for the second grade portfolio that must be submitted into Gladis as part of the PE teacher's student growth (35%) and achievement(15%) portions of their evaluation.

VOCABULARY (do this every week)

- There are suggested vocabulary terms that we use commonly with this age group in the PE classroom already attached in this document. Put up a Word Wall and display the ones you will be using for that class/unit.
- Ask the grade chairs to print off a copy of the weekly newsletter that is sent home and place in your box every week. This newsletter should have the grade level's vocabulary terms on it to use as a way to help review and give more practice for the student's to master the meanings.

ABC ORDER

- Have the students line up without talking in ABC order by first name, then last name.
- Do a relay race whereby the students must find the 26 letters of the alphabet, then return to their team area to get the letters in order before the other teams do so.

FACT, FICTION, OR FAIRY TALE

- Discuss a sport or rules of a game with the students and tell the truth sometimes, and at other times throw in some outrageously outlandish and outright lies - then ask the kids to run to the "fact" or "fiction wall" when you come to a part for them to differentiate.
- When teaching chasing, fleeing and dodging, read them the story, "An Octopus Tag Adventure" that is appended at the end of the document. Print it out and take it to your

school's poster maker to enlarge it so it looks like a "Big Book Reader" and read it to the students (or have one of them do so). Discuss if the story is fact, fiction or fairy tale – and what makes it a fairy tale. Write your own stories to go along with skills/games you are teaching.

- Have the students create and write a storyline for a game/activity that you have played in PE class.

SENTENCE STRUCTURE

Write up sentences on tag strips and laminate them. Have the students use dry erase markers of different colors run to each sentence strip and circle the different parts of the sentence structure, i.e., noun in red, verb in blue, punctuation in green, etc.... If you write sentences with moving verbs, the students can be instructed to perform the movement in the sentence 10 times before moving to the next sentence.

QUARTER TWO

SYNONYMS/ANTONYMS

- Use the non-locomotor skill words and have the students come up with synonym and antonym for those words. Then have the students move their bodies in such a way to make you believe that their body/movement is that word. Even more fun when equipment is added to the mix. ("Can you show me the antonym of dribbling the basketball in a low manner?")
- Use the vocabulary from grade level newsletter to do the same thing.

SUFFIXES/PREFIXES

Prior to the class, post root words (base words) on posters around the area. Have the students use note cards (color code the note cards or sticky notes to different teams) to write prefixes and suffixes that would go along with those words and they run one person at a time to place their card on the poster.

CONTRACTIONS

Put the ending of contractions on posters around your playing area. Shout out two words ("have not", "did not", "is not") and the kids must use a specific gross motor movement or animal walk to go the area that has that contraction ending (ven't, dn't, sn't) displayed on it within 10 seconds (or whatever you designate).

COMPOUND WORDS

- Relay race teams must find words scattered around the room (again color code each team's set of words) and then match them up and create compound words.
- Variation – have the kids gather words, then create their own compound word by writing down the word(s) that can be used to turn the word provided by you into a compound word.

JOURNALING (do this every quarter)

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
- Students can write in the current date, then write a sentence or paragraph talking about what emotions they have before starting PE class. At the end of the class, the students then write about what they are feeling. They can also write about what their resting pulse rate is, what goal they want to accomplish for the quarter, in the fitness gram tests, for the day's activity – endless possibilities.
- These journal entries can be part of a create, respond, or connect portion for the second grade portfolio that must be submitted into Gladis as part of the PE teacher's student growth (35%) and achievement(15%) portions of their evaluation.

VOCABULARY (do this every week)

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QUARTER THREE**COMPARE/CONTRAST ADJECTIVES**

Refer to Synonym and Antonym as well as Suffixes and Prefixes activities.

COMPARE/CONTRAST KINDS OF SENTENCES

- Hold up different punctuation marks that end sentences. Have the students orally compare and contrast the marks with an elbow partner (someone sitting next to them) then have them try to move in a way that would match one of those punctuation marks.
- Students should use equipment and rhythmically dribble a ball with hand or foot or throw and catch to self/wall/ or a partner in such a way that would get someone to guess what kind of punctuation mark is being used at the end of their "sentence."

EMOTION WORDS

Using creative body movement (play different types of music that lend themselves to different types of emotions – get your music teachers in the building to help you find some if you don't already have some) and/or play with equipment to express what the different emotion words mean.

PRONOUNS

- Create sentence strips and post them on the wall - be the first relay team to fill in the correct pronouns in the sentence strips.
- To play individually, number the sentence strips, and on “Go” the students run to a sentence strip, read it, figure out what pronoun to put in it, then they run to their own notebook and write in the pronoun next to the number on the sentence strip. Helps to have them write in date and title of activity each time they use their personal notebook. Have them do that, and write in numbers 1 – 10 (or however many number sentences you have in the area) before saying “Go.”

FIRST PERSON VOICE (AND SECOND/THIRD)

Ask the librarian to give you two age appropriate books that you can quickly read to the children that uses first person and second and/or third person voices in them. After reading it, discuss with the students. Then in several activities after this, give the instructions of the game in first person voice, or second person voice and remind the students to think about what voice is being used.

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QUARTER FOUR

OPINION VS FACT

Ask students to talk about who they predict will win the NBA Finals. Ask why they believe that. Ask them about the lunch or breakfast that was eaten that day and what they felt about it (good, bad, nasty) – then ask for facts to back their opinions.

MAIN IDEA

Have the students pick out the “main idea” of the game after explaining the rules or procedures to them. This is also a great way for the students to demonstrate their understanding of the objective(s) of the lesson.

INFER, DEDUCT, INDUCT STORY STRUCTURE AND PREDICT THE OUTCOME

When giving rules to the game or activity the students are about to play, have them infer, deduct or induct what will happen next, or why the game has that certain rule.

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