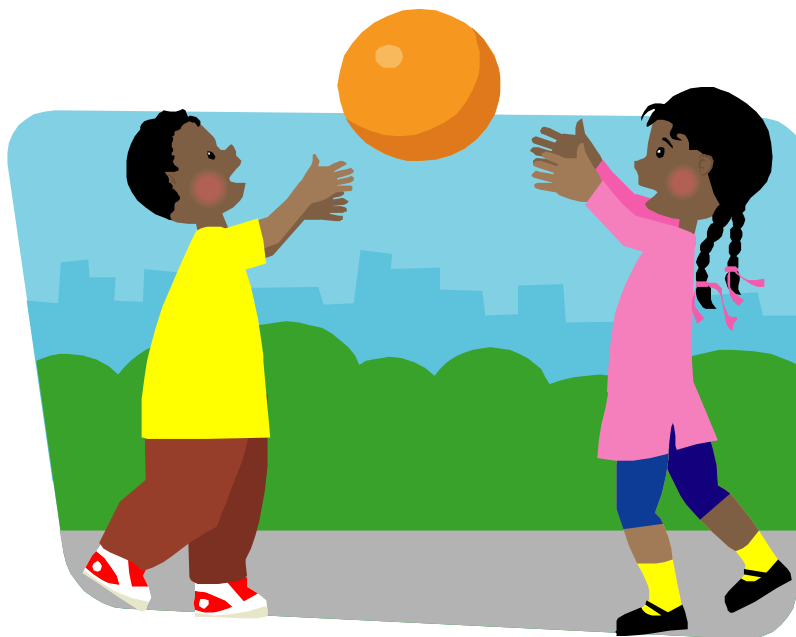


Third, Fourth, and Fifth Grade

Physical Education Curriculum

Scope and Sequence, Instructional Map, Resources



Shelby County Schools

2015 - 2016



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.

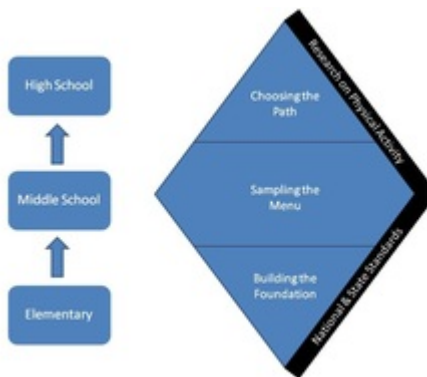
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

* 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.



- Choosing the Path**
 - Students focus on and become competent in a few activities that they enjoy and will continue to participate in their lives.
- Sampling the Menu**
 - Students learn specialized skills and concepts in a variety of activities.
- Building the Foundation**
 - Students begin learning the fundamental skills and concepts needed to be successful in a variety of activities.

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10	Vocabulary Terms and Movement Concepts
TBA	Resources (websites, rubrics, portfolio score sheets, etc....)

THIRD, FOURTH, & FIFTH GRADE PHYSICAL EDUCATION OVERVIEW

Course Description

The primary goals of students in their third, fourth, and fifth grade years are to master basic locomotor and non-locomotor skills and concepts. Students will build upon their previous knowledge of manipulative skills and the physiological changes that occur as a result of physical activity. In order to maintain a safe environment, as well as to hold productive classes, there is a continued emphasis on following directions and showing cooperation.

TN State Standards

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

ESSENTIAL LEARNINGS

1. Demonstrate mature form of locomotor and non-locomotor movements.
2. Demonstrate body control, using sufficient muscular strength, endurance and flexibility, while performing a variety of static and dynamic balances and movements at different speeds, pathways, and levels.
3. Demonstrate mature form of rolling, kicking, dribbling, catching, underhand throwing, and striking while using a variety of manipulatives.
4. Apply movement concepts while performing locomotor, non-locomotor, and manipulative skills.
5. Participate fully in activities related to cardiovascular fitness and muscular endurance.
6. Identify physiological changes to the body that take place due to moderate to vigorous physical activity.
7. Exhibit respect to everyone and everything.

Effective Components of an Elementary Physical Education Curriculum:

- Follows the TN State Board of Education mandate that elementary students participate for a minimum of 90 minutes of Physical Education/ Physical Activity per week, during the regular school day.
- Adheres to the other board mandates that students must attend Physical Education classes. According to SCS Board Policy, withholding a student's attendance to Physical Education class for any reason is prohibited.
- Is taught by Highly Qualified, State-licensed Physical Educators.
- Provides meaningful and differentiated activities to promote healthy lifetime habits.
- Uses positive, specific, and corrective feedback to attain growth for each individual student regardless of initial ability level.
- Have adequate resources, space, and facilities to facilitate the success of the program.
- Has objective and data driven lessons that frequently checks for student understanding and keeps students engaged in the content.
- Integrates health and common core content into movement to enhance student comprehension at all levels.

Assessments

Pre and Post Skill Assessments	Rubrics
Teacher Observation	Conferencing
Product/Performances	
Self-Analysis	Portfolio
Oral and/or Cognitive Quizzes	
FitnessGram Testing	
Student lead Peer Modeling	
Peer Observation	
Portfolio	

Shelby County Schools TN State Content Standards for Physical Education 3-5

Standard 1.0 – Movement

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Essential Learnings:

- 1.A - travel using body and spatial awareness, relationships and effort
- 1.B - demonstrate a mature form of locomotor skills
- 1.C - jump and land using a variety of take-off and landing patterns
- 1.D - illustrate, through movement, a wide variety of rhythmic activities that involve locomotion and non-locomotion
- 1.E - kick a ball into the air or along the ground
- 1.F - throw a ball demonstrating an overhand or underhand technique
- 1.G - catch a ball
- 1.H - strike/volley an object
- 1.I - strike an object with short and long handled implements
- 1.J - dribble a ball using the hands or feet
- 1.H - demonstrate control in weight transfer and balance activities

Standard 2.0 – Movement Concepts and Principle

A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Essential Learnings:

- 2.A - know and apply movement concepts
- 2.B - recognize the critical elements of locomotor and non-locomotor skills
- 2.C - understand the relationship between skills and movement concepts
- 2.D - recognize the critical elements of kicking, throwing, catching, striking, volleying and dribbling
- 2.E - know the movement concepts of educational gymnastics
- 2.F - know the movement concepts of rhythmic activities

Standard 3.0 – Physical Activity

A physically educated person participates regularly in physical activity.

Essential Learnings:

- 3.A - participate in daily physical activity for enjoyment
- 3.B - participate regularly in a variety of non-structured and minimally organized physical activities outside the physical education class
- 3.C - use physical education skills at recess

Standard 4.0 – Fitness

A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Essential Learnings:

- 4.A-engage in sustained physical activity that causes an increased heart rate
- 4.B- recognize the physiological indicators that accompany moderate to vigorous physical activity
- 4.C-identify the components of health-related physical fitness
- 4.D-identify at least one activity associated with each component of health related physical activity

Standard 5.0 – Personal and Social Responsibility

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

Essential Learnings:

- 5.A - follow, with few reminders, activity-specific rules and procedures
- 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

The complete State Standards, including the Student Performance Indicators (SPIs), can be found on scsk12.org under Curriculum and Instruction as well as at www.hpelw.weebly.com

FIRST QUARTER PACING GUIDES		
Content/Skill/Topic	SPIs	Suggested Timeline
Rules, Procedures, Routines	1.1.5, 5.1.1, 5.2.1, 5.2.3	2 – 3 lessons, developed throughout the year
Pre-Testing (videotaping) of locomotor skills (walk, run, hop, jump, skip, gallop, leap, slide)	1.1.1, 1.2.2, 2.1.2, 2.2.1, 3.1.2	2 lessons
General space, personal space	1.2.2, 1.2.21, 2.1.1, 5.2.1	1 lesson, developed throughout the year
Formations, transitions	1.2.2, 2.1.1	1 lesson, developed throughout the year
Speeds: slow, medium, fast Levels: low, medium, high	1.2.2	1 lesson, developed throughout the year
Body control, body awareness	1.1.3, 1.2.2	1 lesson, developed throughout the year
Balance: Static and Dynamic	1.1.3, 2.1.4	1 lesson, developed throughout the year
Chasing, Fleeing, Dodging	1.2.1	1 lesson, developed throughout the year
Individual Manipulative work (eye-hand coordination: underhand tossing and catching)	1.2.1, 1.2.12, 3.1.2	2 lessons, developed throughout the year
Post-Testing (videotaping) of locomotor skills	1.1.1, 1.2.2, 2.1.1, 2.1.2, 2.3.2	2 lessons
Safety Drills for Weather Related Emergencies	3.1.1	1 lesson, reviewed periodically throughout the year
Directions: Cardinal directions (North, South, East, West), In, Out, Forwards, Backwards, Sideways, Around, Over, Under, Through, Left, Right, Diagonal, Above, Below, Beside, On, Off	2.1.1	2 lessons, developed throughout the year
Many of these lessons can be grouped together with others and all of the skills can be reviewed and practiced throughout the quarter/year.		
Pre and Post Tested content should be averaged into the quarter's overall grade. Student's with non-mastery or growth in the Post tested content can be retested in later quarter(s) and have that improved score be averaged into that quarter's grade.		

****Health Nuggets: Family Structure and Roles, Life Stages, Safety Drills, Personal Hygiene, Bullying, Conflict Resolution, Stranger Danger, Minor First Aid, When to Call 911**

***Each of these Health Nugget Topics is to be discussed with the classes, covering one topic a week. Amount of time the Physical Educator can spend on the topic is directly proportional to the length of class time and number of classes/week the students spend in class with that teacher.*

SECOND QUARTER PACING GUIDES		
Content/Skill/Topic	SPIs	Suggested Timeline
Pre-testing of Fitnessgram fitness skills: Pacer, Sit-and-Reach, Curl-ups, Push-ups	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	3 lessons
Pacing	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6	1 lesson, developed throughout the year
Pathways: horizontal, vertical, diagonal, circular, zig-zag	1.2.2	2 lessons, developed throughout the year
Rolling a ball	1.1.2	1 lesson, developed throughout the year
Kicking a ball: side of foot, kicking a rolled ball, punting a ball	1.1.2, 1.2.11, 1.2.16	1 - 2 lessons, developed throughout the year
Animal Walks: Crab, Kangaroo, Seal, Bunny, Frog, Bear,	1.2.9	1 lesson, developed throughout the year
Jumping and Landing	1.1.3, 1.2.3, 2.1.4	1 lesson, developed throughout the year
Educational Gymnastics: Log Rolls, Symmetrical and Asymmetrical body balances, Partner Balances	1.1.3, 1.2.11, 2.1.8, 1.2.19, 1.2.21, 2.1.4, 2.3.1, 4.2.4, 5.1.1	2 - 4 lessons
VIDEO Pre-Test: Create (in a small group) a simple 3 sequence movement routine	1.2.5, 1.2.17, 1.2.21, 1.3.1, 5.1.2, 5.3.1, 5.3.2	1 lesson, developed throughout the quarter
VIDEO Post-Test: Perform the simple 3 sequence movement routine	1.2.5, 1.2.17, 1.2.21, 1.3.1, 5.1.2, 5.3.1, 5.3.2	1 lesson
VIDEO Pre-Test: Video students performing one of the skills to be taught this quarter: kicking, throwing, or catching.	1.1.2, 1.2.11, 1.2.16, 2.2.12, 3.1.2	1 - 2 lessons
Partner Work: underhand toss, chest, bounce, lob passes	1.1.2, 1.2.1	2 lessons, developed throughout the year
VIDEO Post-Test: Video students performing the same pre-videoed skill.	1.1.2, 1.2.11, 1.2.16, 2.2.12, 3.1.2	1 - 2 lessons

Health Nuggets: 6 Important Nutrients, Food Plate, Food Labels, Fuel In- Fuel Out, Healthy Food Choices, Illegal Drugs vs Medicines, Consequences of Choices, Media Influences.

THIRD QUARTER PACING GUIDE		
Content/Skill/Topic	SPIs	Suggested Timeline
Partner Work: Lead the pass, move to the open spot	1.1.2, , 1.2.12, 1.2.12, 1.2.13, 2.3.2	2 lessons, developed throughout the quarter
Application of movement concept: moving to open spot to receive a pass	1.1.2, , 1.2.12, 1.2.12, 1.2.13, 2.3.2	2 lessons, developed throughout the year
Application of movement concept: force and speed (know your receiver)	1.1.2, , 1.2.12, 1.2.12, 1.2.13, 2.3.2	1 lesson, developed throughout the year
Rhythms and Dance	1.1.4, 1.2.7, 1.2.10, 2.1.5, 2.2.5	2 – 4 lessons, developed throughout the semester
Pacing Reviewed	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6	1 lesson
Cardiovascular Fitness and Muscular Endurance (Maximum Heart Rate, Target Heart Rate)	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	1 lesson, developed throughout the year
Dribble a ball with hands	1.2.16	1 lesson, developed throughout remainder of the year
Individual Jump Rope	1.1.3, 1.2.3, 1.2.4	2 – 4 lessons
Long Jump Rope	1.1.3, 1.2.3, 5.1.1	2 – 4 lessons
Application of movement concepts: 2 v 1 Defense		2 lessons, developed throughout the year
VIDEO Pre-Test: Create a Small Group Jump Rope Routine OR Dance Routine	2.1.17, 5.1.2, 5.2.2, 5.2.4, 5.3.1	1 – 2 lessons
Jump rope or Dance routines: objective-driven, guided practices	2.1.17, 5.1.2, 5.2.2, 5.2.4, 5.3.1	2 – 3 lessons
VIDEO Post-Test: Perform the final product (jump rope OR dance routine).	2.1.17, 5.1.2, 5.2.2, 5.2.4, 5.3.1	1 lesson

Health Nuggets: Immune System, Communicable Diseases, Chronic Diseases, Five Senses, Re-teach Personal Hygiene, 6 Body Systems

FOURTH QUARTER PACING GUIDE		
Content/Skill/Topic	SPIs	Suggested Timeline
Post Test: Fitnessgram fitness tests (Pacer, Sit-and-Reach, Curl-ups, Push-ups)	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	2 lessons
Striking Lead up Games: Wall Ball, Four Square, 6-v-6 Tee Ball, All Run Kickball	1.1.2, 1.2.14, 1.3.2, 2.2.2	2 – 4 lessons
Striking with short/long handled implements	1.2.15, 2.2.2	1 – 4 lessons
Journaling emotions during physical activity	3.2.1, 3.2.2, 3.3.1, 3.3.2, 4.1.5	1 – 3 lessons
Relay Race formations	1.1.1, 1.2.1, 1.2.2, 2.1.2, 2.2.1, 3.1.2	1 lesson
Pacing for sprints/Pacing for endurance	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	1 lesson
Personal Fitness Planning	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	1 lesson
Physiological Changes with Physical Activity	4.1.2, 4.2.2	1 lesson, developed throughout the quarter
FITT Principle	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	1 lesson, developed throughout the quarter

Health Nuggets: Health Professions/Agencies, Community Health, Environmental Health, Energy Conservation, Media Influences readdressed, Physical Fitness Plans, Water Safety.

First Quarter:

1. What are some things I am responsible for doing in Physical Education class that will help me and my classmates learn?
2. What are some ways that I show respect to... teachers, classmates, custodians, and family ... when I am at school?
3. What is the difference between personal (self) space and general (shared) space?
4. How is walking different from running? Hopping from jumping? Galloping from skipping? Leaping from galloping? Sliding from galloping? Hopping from skipping?
5. What can I do to improve my personal best scores on my fitness/skill assessments?
6. How will I maximize my instructional time with each task?
7. What instructional task(s) will I use to reach the learning target? (Think about the standard's level of rigor when developing the task(s).

Second Quarter:

1. What is the difference in my speed if I set a pace to run without stopping for 10 minutes vs running a 40 yard dash? Why?
2. What are some of the signs our body gives us that tells me I am giving my heart, lungs, and muscles a good workout?
3. How can I be a good partner when we are sharing equipment?
4. How can I help my partner be successful when we are throwing and catching different types of objects to each other?
5. When should I use the side of my foot to kick a ball? When should I use the "shoelaces" of my foot to kick a ball?
6. Tell your partner how to perform a curl-up correctly. What can your partner do differently to improve that skill? Do the same for push-ups.
7. How do I get better at throwing a ball? Catching a ball?
8. What is the difference between a frog jump and a bunny walk?

Third Quarter:

1. Why is it important to be focused when working with partners during educational gymnastics?
2. What are some ways I can make sure my group completes our project successfully?
3. Why is rhythm so important in movement and sports?
4. Why is flexibility so important to the health of our muscles and bodies?
5. What are some safety rules I need to follow whenever I am jump roping?
6. What can I do to improve my personal best scores on my fitness/skill assessments?

Fourth Quarter:

1. What can I do to improve my personal best scores on my fitness/skill assessments?
2. How does exercise improve my mood?
3. When is striking used in games and sports?
4. What do I need to remember about using long or short handled implements when striking an object?
5. Why is it important to consider enjoyment and wellness when choosing activities to use in your personal fitness plan?
6. How do I keep my level of fitness the same or better over the summer months?

Physical Education Vocabulary Terms and Movement Concepts

Many of these terms share multiple meanings. The definitions given in the following pages are how the terms/concepts are used in a Physical Education environment.

Word or Movement Concept	Definition
Able	Having the means or power to do something
Balance	To keep body control when placing your body weight on specific body parts while in motion or when stationary.
Body Control	Choosing the correct speed and type of movement so that when you move or freeze your body (including mouth and mind) in general and personal space, you, and all others around you, are safe and able to learn.
Boundaries	Lines or cones that mark the area in which to play a game.
Breath	To take in air through the nose or mouth
Cardinal Directions	North, South, East, West
Conflict Resolution	Using peaceful, quiet voices to listen to one another to try to find a way to solve the problem).
Exercise	To use the body to be fit and healthy
Effort	The amount of work, force, power, put into a job or movement.
Fall	To move downward, often fast and without control
Fast	Moving in a speedy way , not slow
Fine Motor	Movements that involve the smaller muscles in the hand, eyes.
Fit	Strong and healthy
FITT Principle	Frequency (number of times per week we exercise), Intensity (working at 60-80% of our target heart rate), Time (length of time spent daily when we exercise), and Type (Aerobic vs Anaerobic).
4 Cornerstones of Behavior	Play Safe, Play Friendly, Play Fair, and Work Hard
Gallop	Taking a step and a hop with only one foot forward throughout the movement. The back foot stays behind the lead foot when performing the hop. Again, both feet are momentarily off the ground simultaneously during part of the movement.
General Space	Space that is shared by everyone.
Gross Motor	Movements that involve the large muscles in the body.
Gym	A Large room for physical exercise and activities; a gymnasium
Hike	A long or far walk in nature
Hop	Maintaining balance on one leg, jumping into the air

Word or Movement Concept	Definition
	from that one leg and landing on it repeatedly, while moving about in general space or staying in personal space.
jog	To run at a slower pace, usually performed when having to run for a long time or to go a far distance.
jump	Maintaining balance on two legs, momentarily leaving the ground and landing with both feet simultaneously throughout the entire motion.
leap	To jump off of one foot, stretching the opposite foot forward to land over an obstacle on that opposite foot. This is usually done while in the middle of a running stride.
Levels (of Movement)	High, Medium, and Low
Lifetime Wellness	Developing healthy habits to follow your entire life. These habits include the types of food and amounts that we eat; the ways we exercise to stay strong, flexible, and moving; and making good choices for our physical (work, social) and emotional environments.
Maximum/ Minimum	The most / The least
Miss	Not to hit or catch something
Move	To go from one on place to another
Non-locomotor	Movements done while stationary: Bend, Curl, Sway, Swing, Stretch, Twist, Turn
Pace or pacing	The appropriate speed and effort to put into an activity to allow you to be successful. For example, when sprinting a short distance, your pace will be to run as fast as you possibly can and still maintain body control. However, when running for distance, you will want to slow down your pace to allow you to go as far as you can, while still achieving personal best times.
Pathways (of Movement)	Straight, Curved, Zig-Zag, Forward, Backward, Sideward, Around, Over, Under, Through, Behind, Front, On, Off, Inside, Outside
Perimeter	Outside edges of the boundaries.
Personal Differences	Though people are very similar in so many ways, we are also unique and are raised with different expectations or experiences. We have different likes and dislikes. These differences are neither right nor wrong, but can bring us to view the world we share in a new light. We will show respect to one another and learn to find value in each other.
Play	To have fun
Pull	To use force to move something closer
Pulse	The heart beat that can be felt at the neck, chest, or wrist.

Word or Movement Concept	Definition
Push	To use force to move something away
Respect	Treating others with kindness and courtesy, sharing space and equipment nicely, looking to do no harm, but instead doing what is good for all.
Rest	To relax or stop working
Run	Moving in a primarily upright position, using alternate feet. There is a moment when neither foot is in contact with the ground when shifting weight from one foot to the other during the stride.
Skate	To glide on surface wearing ice skates or roller skates
Skill	The ability to do something because of training or practice.
Skip	Alternating both feet, taking a step then a hop before switching to the other foot, staying airborne momentarily between the hop and step as well as when switching feet.
Slide	Moving with feet, hips, and shoulders all pointed at a 90degree angle from the direction that the body is moving. Both feet will be momentarily off of the ground simultaneously in the motion.
Speed (of Movement)	Slow, Medium, and Fast
Sprint	To run as fast as you can.
Stride	The length our feet separate when shifting our weight from one leg to the other when walking or running. Our stride is impacted by the speed and distance we intend to travel.

Strike/striking	To knock all 10 bowling pins down with the first roll of a ball in a frame. / To hit or kick an object with either a body part (ie, hand, head, or foot) or an implement.
Strong	Powerful; not easy to break
Swim	To move along on or in water using one's body.
Tennis	A racquet sport played with a ball.
Thirsty	Feeling a need or desire to drink
Tired	In need of rest or sleep
Walk	Striding in an upright position, using alternate feet. Both feet are in contact with the ground when shifting weight from one foot to the other during the stride
Weak	Being without energy, power or strength

Name of Activity: Speed Racer**Academic Content:** English/Language Arts (Antonyms/ Synonyms)**Equipment Needed:** 20-30 cones, different colored index cards (one color for nouns another for verbs), markers, and tapes**Description of Idea**

Formatting Applied

Directions for Activity:

1. Prior to the lesson, scatter cones around the area/classroom.
2. Label cones with either antonyms or synonyms in both English or if your class ELL Spanish. (There will be an equal number of each.) In order to label cones, create a list of antonyms and synonyms. The antonyms should consist of different locomotor skills that could be perform, i.e., walking, running, and skipping. The synonyms should consist of different color locomotor skills that could be perform i.e., galloping hopping, and jumping. Teachers should write each antonyms/ synonyms on one index card. Tape the index card to the cone.
3. After setting up cones, review with students the definitions of antonyms and synonyms.
4. Divide students in half. (A good way to do this is to have students form a line and count 1, 2.) The "1's" will form one team and the "2's" will form another team.
5. Explain rules.
 - The "antonyms" team will have to tip the cones over that are labeled with antonyms s. However, before tipping over the cone they must say the antonyms consisting of a locomotor skill labeled around the cone 6-8 times. For instance, for the cone that is labeled "hop," the student must hop 6-8 times around the cone and then tip it over. The students who are "antonyms " must also pick up the cones labeled with antonyms that are tipped over.
 - The "synonyms" team will do the opposite of the "synonyms" team. This team will tip over the cones labeled with n synonyms and pick up the cones labeled with synonyms. As they pick up the cones labeled with verbs, they must complete the action stated on the cone.
 - Game ends when teacher says, "Stop!"

6. Play multiple rounds of the game. Have students reverse roles: make the “antonyms” team become the “synonyms” team, and vice-versa.

Variations: Formatting Applied

1- For younger students you can change the lesson to learning only about antonyms, and instead of teaching both skills together, have the lesson be on one skill at a time which could be antonyms (which could form the two teams). However, if keeping the lesson on just antonyms, pick antonyms to identify. Also, for younger students modify the locomotor skills addressed, making sure they are developmentally appropriate.

Name of Activity: As If Formation: Standing at desks

Academic Content: English/Language Arts (Context Clues)

Equipment Needed: None

Description of Idea:

1. Teacher reads sentence to class:
 - ! Jog in place **as if** a big, scary bear is chasing you.
 - ! Walk forward **as if** you're walking through chocolate pudding.
 - ! Jump in place **as if** you are popcorn popping.
 - ! Reach up **as if** grabbing balloons out of the air.
 - ! March in place and play the drums **as if** you are in a marching band.
 - ! Paint **as if** the paintbrush is attached to your head.
 - ! Swim **as if** you are in a giant pool of Jell-O.
 - ! Move your feet on the floor **as if** you are ice-skating.
 - ! Shake your body **as if** you are a wet dog.
2. Students act out each sentence for 20–30 seconds.
3. Students may create their own sentences for additional activities.

Variations:

1. Use a tree map for children to generate additional action words.
2. Incorporate social studies content, vocabulary words, etc., into the action sentences.

Name of Activity: Rhyming Words**Academic Content:** Language Arts (Words for Family)**Equipment Needed:** 1 cone and 1 scooter for every 2 students, 50 paper plates**Description of Idea**

Students are placed in groups of two. Cones and paper plates are scattered around the general space. The students each have a partner and one scooter. Each group starts at a different cone for their base. At their base is a plate with a word written on the bottom. Scattered on the other half of the gym are the rest of the paper plates with words written on the bottoms of them. These plates are turned upside down so the words are not showing. Students decide who is first and they take turns riding their scooters out to find a rhyming word. If they turn over a plate that rhymes they bring it back, if it doesn't they place it back on the floor upside down for the other teams to find. Each team is searching for a different rhyming word. If the teams are close to finishing we take the plates back out, mix them up again, trade words and go again.

Variations:

For the younger students we use words such as cat, sat, hat, mat, rat. As the grade level increases, the word selection becomes more difficult. We use words that are not ending the same, such as, flow, dough, mow, show, below, throw.

Name of Activity: Creative Play with Number Rhymes**Academic Content:** Language Arts (Words for Family)**Equipment Needed:** A (low) balance beam, A mat (large) to land on, A copy of the Rhyme Three Speckled Frogs.**Description of Idea**

Formatting Applied

The teacher will have to read the rhyme Three Little Speckled Frogs, so the students can hear to cue for jumping off the "log".

- * Next have 3 frogs get on the balance beam.
- * Read the rhyme and have the 1st frog jump off the log.
- * Re-read the rhyme for each frog to jump off the log.

Three little speckled frogs,
Sat on a speckled log,
Eating thr most delicious bugs,
"Yum, yum!"
One jumped into the pond,
Where it was nice and cool,
Then there were two green speckled frogs.
"Glub, glub!"

(repeat, until.....)

One little speckled frog,
Sat on a speckled log,
Eating the most delicious bugs,

"Yum, yum!"
It jumped into the pool,
Where it was nice and cool,
Then there were no green speckled frogs.
"Glub, glub!"

Variations: Formatting Applied

This activity is best used as one of many stations or centers and not appropriate as a single activity where the entire class participates at the same time.

Vary by asking children to see how high they can jump.
Vary by asking children to see how far they can jump.

More experienced jumpers can try to this with a one foot take off and a two feet landing.

Name of Activity: Traffic Jam**Academic content:** English/Language Arts (Action Words)**Equipment Needed:** 20-30 cones, different colored index cards (one color for nouns another for verbs), markers, and tapes**Physical activity:** Locomotor and Manipulative skills**Description of Idea**

Formatting Applied

Directions for Activity:

1. Prior to the lesson, scatter cones around the area/classroom.
2. Label cones with either nouns or verbs in both English and Spanish. (There will be an equal number of each.) In order to label cones, create a list of nouns and verbs. The verbs should consist of different locomotor skills, i.e., walking, running, skipping, hopping, and jumping. Use different colored index cards for nouns and verbs and write each verb/noun on one index card. Tape the index card to the cone.
3. After setting up cones, review with students the definitions of nouns and verbs. A noun is a person, place, thing, or idea. A verb is an action word.
4. Divide students in half. (A good way to do this is to have students form a line and count 1, 2.) The "1's" will form one team and the "2's" will form another team.
5. Explain rules.
 - The "nouns" team will have to tip the cones over that are labeled with verbs. However, before tipping over the cone they must perform the action verb consisting of a locomotor skill labeled around the cone 6-8 times. For instance, for the cone that is labeled "hop," the student must hop 6-8 times around the cone and then tip it over. The students who are "nouns" must also pick up the cones labeled with nouns that are tipped over.
 - The "verb" team will do the opposite of the "noun" team. This team will tip over the cones labeled with nouns and pick up the cones labeled with verbs. As they pick up the cones labeled with verbs, they must complete the action

stated on the cone.

- Game ends when teacher says, "Stop!"

6. Play multiple rounds of the game. Have students reverse roles: make the "nouns" team become the "verbs" team, and vice-versa.

Variations: Formatting Applied

1- For younger students you can change the lesson to learning only about nouns, and instead of using verbs have the lesson be on nouns and proper nouns (which could form the two teams). However, if keeping the lesson on nouns and verbs, pick easier nouns and verbs to identify. Also, for younger students modify the locomotor skills addressed, making sure they are developmentally appropriate. For older students, you could change the lesson to focus on adverbs and adjectives. However, if keeping the lesson on nouns and verbs, make the nouns and verbs more difficult (include proper nouns, as well as helping verbs. Also increase the locomotor skills by making students do sets of the ones listed, i.e., if the card says "jump," have students jump 10-12 times.

2- Use only the Spanish version of the nouns and verbs.

Name of Activity: On the Farm

Equipment Needed: None

Academic Content: English/Language Arts (Action Words)

Description of Idea:

1. Teacher calls out various farm animals :

! Pig ! Cow ! Chicken ! Horse ! Rooster ! Sheep ! Dog

2. Students mimic the farm animal (sounds and movement) until teacher calls out a new farm animal.

Variations:

1. Play “Old MacDonald” as background music and change animals with the song.

Name of Activity: Pass It On – UNO Style**Academic Content:** English/Language Arts (Sensory Words)**Equipment Needed:** UNO cards**Description of Idea**

1. Teacher hands out one card to each student.
2. Students identify color on card and perform activity that corresponds to that color for 10–15 seconds. Examples:
! Blue: jump to the sky
! Red: squat

! Yellow: twist (from hip up, keeping lower body still) ! Green: swim
3. When teacher says “Pass It On,” students pass the card to the person on their right and complete the activity that corresponds to their new cards.

Variations:

1. Teach colors in Spanish.
2. For younger children, squat and slide card on floor to the right rather than handing the card to the next person.
3. Vocabulary words, names of states, geometric shapes, etc., may be used instead of colors to integrate language arts, social studies, or math into the activity.

Name of Activity: Leaf Line**Academic Content:** English/Language Arts (Shaped Words)**Equipment Needed:** Leaves brought from home (one leaf per child) or could use flash cards using letters , number , shapes etc...**Description of Idea:**

1. Students walk to the front of class and get in order based on the size of the leaves they brought from home (without talking, get in order from smallest to largest).
2. Allow younger classes to talk for modification.
3. Have students move to groups based on leaf color, shape, and texture.
4. Have students try to identify the type of tree the leaf came from and discuss that type of tree in class.
5. Students can act out the following:
 - ! Tree swaying in the wind
 - ! Tree during a thunderstorm/hurricane ! Tree weighted down with snow

Note: Teacher should have several extra leaves available.**Variations:**

1. Objects other than leaves may be used to integrate academic content from language arts, math, science, etc. For example, students could have flashcards with math facts (such as $8 + 2$ or 4×3) and have to line up in order of the answers smallest to largest, then hop or jump the correct number of times.

Name of Activity: Fire and Ice vs. Spiders and Flies

Academic content: English/Language Arts (Figurative Language Compare and Contrast)

Name of Activity: Fire and Ice

Equipment Needed: 2 soft red balls and 3 soft blue balls (4- to 5-inch "Gator skin" type balls work great); upbeat music; a large open space with boundaries marked.

Description of Idea

Formatting Applied

Explain how the game works as follows:

Three students have blue balls (which represent ice) and two students have red balls (which represent fire). Everyone else is "free" and can run wherever they want. The game begins when the music is turned on. The "ice people" try to freeze the "free people" by tagging them with their blue ball. When a student gets tagged by an ice person he/she becomes frozen (standing still with both hands on head).

The fire people (who cannot be tagged by the ice people) try to then free all of their frozen teammates. They do this by handing the fireball to a frozen person. The person receiving the fireball must say "Thank you". If he or she doesn't, they stay frozen and the fire person then goes to free someone else. If the person does say "thank you" they then take the ball and become a new fire person; the person who unfroze him or her becomes a "free person". The fireballs keep getting passed on and on, but the ice people stay ice people until you stop the music, which means the game is over.

Teaching Suggestions: Formatting Applied It is important to make sure that each child has the opportunity to become an "ice person

Name of Activity: Spiders and Flies

Academic content: English/Language Arts (Figurative Language Compare and Contrast)

Mat Equipment Needed: Cones to mark off a large boundaried area, pinnies or vests for 1/2 the class (optional).

Description of Idea

Describe the game and safety considerations to students, as well as the rhyme which students will say. When done, choose a few students to be the taggers, or Spiders. After putting on a pinnie, they stand in the middle of the playing area. The remaining students, (the "Flies" or runners), line up at the same end of the playing area. Make sure students are well spread out! The Spiders start by saying "We are the Spiders"; the Flies respond "We are the Flies". The Spiders return "We're gonna catch you"; the Flies say "Just you try".

At this, the flies move toward the opposite end of the playing area, trying not to get tagged by a spider. If they do, they quickly get a pinnie and then become a spider by taking a place in the middle of the area.

Once the flies have made it to the opposite end of the field, they stay there until given the signal to return to the opposite end of the field. When only a few flies remain, start a new game by picking new spiders.

Give students a rest by having them take a seat and reviewing strategies for fleeing from others (move quickly; make sharp moves); catching others (move quickly; watch others' middle to see where they're moving); and dodging (quick movements). Begin the activity again, having students keep these in mind.

Name of Activity: Air Writing**Academic Content:** English/Language Arts (Number Words)**Equipment Needed:** None**Description of Idea**

1. Students begin by moving in place or around the room: ! Jumping !
Marching ! Hopping ! Twisting
2. Teacher calls out a letter, number, word, or shape and students stop activity.
3. Students draw the letter, number, word, or shape in the air using their hand, arm, leg, head, elbow, knee, bottom, or any combination of body parts until teacher calls out another activity. (Note: Teacher can identify body part(s) to be used or let students choose.)
4. Students continue new activity until teacher calls out another letter, number, word, or shape.

Variations:

1. Current vocabulary or spelling words can be used for “body spelling” to incorporate relevant language arts content into activity.
2. Simple math calculations (adding, subtracting, multiplying, etc.) could also be the focus for “body spelling.”

Name of Activity: Over, Under, Around, and Through Formation: Students line up around the perimeter of the room (can also be done standing at desks)

Academic Content: English/Language Arts (Simile)

Equipment Needed: None

Description of Idea

1. Teacher decides on a pattern where students go over, under, around, and through imaginary or real objects.
2. Lead the line of students around the room, following this pattern.

! Example 1 – Over a sea of sticky peanut butter, under a cherry tree, around an ice cream cone, and through a sea of Jell-O.

! Example 2 (geography) – Over a turtle, under a big dog, around an elephant, and through a giraffe’s legs.

More examples: Over Steep mountain Atlantic Ocean Wiggly bridge Steep hill Thorny bush

Variations:

Under Subway Underground Sand

Dog

Water Limbo stick

Around

Hard, round rock Desk

Chair

Circle

Dirty trashcan Your school

House

Campfire

Sleeping giant’s bed

Through Deep, dark cave Creaky door Long tunnel Window Haunted house
Swamp
Spooky hole Swimming pool

1. Integrate curriculum from language arts or social studies by using vocabulary words, book characters, or regions being studied as your objects.

Name of Activity: Running Through the Forest**Academic Content:** English/Language Arts (Multiple-Meaning Words)**Equipment Needed:** None**Description of Idea:**

1. Have students line up around the “Make Time for Fitness” course.
2. Tell all of the students to imagine that they are not on the yard but in a forest. Explain that they are going to be explorers going on a walk through the forest using their imaginations.
3. Have all the students walk in place while you describe the trip the class is taking through the woods. Occasionally have the students duck under “branches” and jump over “fallen trees.”
4. Slowly begin to speed up the pace of the children’s walking.
5. Maybe you hear something coming and you speed up so it doesn’t catch the class. Soon the class is jogging in place instead of walking.
6. Suddenly yell that there is a bear or some kind of predator chasing them and speed the jog to a run.
7. Add in the “branches” and the “fallen trees” so that the students are warming up their other muscles as well by jumping and ducking.
8. After the students are winded, slow them down again.
9. Next, you can pretend to “swim” across a river or “climb” a tree or cliff.
10. Any other variation that requires movement at different speeds and loosens the body is great.

Variations:

1. After students are familiar with this warm-up, it’s fun to have their input on the type of story to tell or journey to take—the beach, a hike through the mountains, etc.

2. Grade-level social studies content can be integrated into the selected journey location as well.

Physical Education Pre-K and Kindergarten Guided Questions for Essential Understandings

First & Second Quarter

8. Why is it important for me to follow safety rules and procedures during P.E ?
9. What are some different types of locomotor skills?
10. What are some things I am responsible for doing in Physical Education class that will help me and my classmates learn?
11. What are different ways we use eye and hand coordination?
12. What are some ways that I can show respect to teachers, classmates, custodians, and family ... when I am at school?
13. What is personal space /general (shared)space?
14. Why is it important to show fairness to everyone?
15. What is the difference between personal (self) space and general (shared) space?
16. Why is it important to have body control?
17. Why is it important to have balance when performing different movements (locomotor,, non-locomotor skills, jumping ,landing etc)?
18. Why is it important to show respect to others?

Third Quarter:

9. Why is it important for me to follow safety rules and procedures during P.E?
10. How can I be a good partner when we are sharing equipment?
11. Why is it important to use body control and balance when performing non-locomotor movements?
12. What is chasing, fleeing , and dodging ?
13. What is the difference between chasing and fleeing ?
14. How can I use different pathways when playing games that require me chase, flee or dodge ?
15. What is personal space /general (shared)space?

16. What manipulative skill do I use when I roll a ball (eye and foot coordination, eye and hand coordination)?
17. How can I help my partner be successful when we are throwing and catching different types of objects to each other?
18. What body parts do I use when I kick a ball?
19. What is the difference between a frog jump and a bunny walk?
20. Why is dancing a great way to exercise?

Fourth Quarter:

7. Why is it important for me to follow safety rules and procedures during P.E?
8. What sports use eye and hand coordination?
9. What sports use eye and foot coordination?
10. What games can we play that require us to use underhand throwing?
11. Why is rhythm so important in movement and sports?
12. What locomotor skills is used the most in sports and why?
13. What are some safety rules I need to follow whenever I am jump roping?
14. What are different ways we use eye and hand coordination?
15. Why is it important to have body control while performing non- locomotor movements
16. Why is it important to know my cardinal directions ?
17. What sports use chasing, fleeing and dodging?
18. What can I do to improve my personal best scores on my fitness/skill assessments?

Physical Education Vocabulary Terms and Movement Concepts

Many of these terms share multiple meanings. The definitions given in the following pages are how the terms/concepts are used in a Physical Education environment.

Word or Movement Concept	Definition
4 Cornerstones of Behavior	Play Safe, Play Friendly, Play Fair, and Work Hard
Balance	To keep body control when placing your body weight on specific body parts while in motion or when stationary.
Body Control	Choosing the correct speed and type of movement so that when you move or freeze your body (including mouth and mind) in general and personal space, you, and all others around you, are safe and able to learn.
Boundaries	Lines or cones that mark the area in which to play a game.
Cardinal Directions	North, South, East, West
Conflict Resolution	Using peaceful, quiet voices to listen to one another to try to find a way to solve the problem.
Effort	The amount of work, force, power, put into a job or movement.
Fine Motor	Movements that involve the smaller muscles in the hand, eyes.
Gallop	Taking a step and a hop with only one foot forward throughout the movement. The back foot stays behind the lead foot when performing the hop. Again, both feet are momentarily off the ground simultaneously during part of the movement.
General Space	Space that is shared by everyone.
Gross Motor	Movements that involve the large muscles in the body.
Hop	Maintaining balance on one leg, jumping into the air from that one leg and landing on it repeatedly, while moving about in general space or staying in personal space.
Jog	To run at a slower pace, usually performed when having

Word or Movement Concept	Definition
	to run for a long time or to go a far distance.
Jump	Maintaining balance on two legs, momentarily leaving the ground and landing with both feet simultaneously throughout the entire motion.
Leap	To jump off of one foot, stretching the opposite foot forward to land over an obstacle on that opposite foot. This is usually done while in the middle of a running stride.
Run	Moving in a primarily upright position, using alternate feet. There is a moment when neither foot is in contact with the ground when shifting weight from one foot to the other during the stride.
Skip	Alternating both feet, taking a step then a hop before switching to the other foot, staying airborne momentarily between the hop and step as well as when switching feet.
Slide	Moving with feet, hips, and shoulders all pointed at a 90degree angle from the direction that the body is moving. Both feet will be momentarily off of the ground simultaneously in the motion.
Walk	Striding in an upright position, using alternate feet. Both feet are in contact with the ground when shifting weight from one foot to the other during the stride.
Levels (of Movement)	High, Medium, and Low
Locomotor	8 basic modes of movement: walk, run, jump, hop, gallop, skip, leap, and slide.
Non-locomotor	Movements done while stationary: Bend, Curl, Sway, Swing, Stretch, Twist, Turn
Pathways (of Movement)	Straight, Curved, Zig-Zag, Forward, Backward, Sideward, Around, Over, Under, Through, Behind, Front, On, Off, Inside, Outside
Personal Space	Space that is occupied by one person and should be respected by others.
Physiological Changes	Changes our bodies go through when we are exercising in a manner that will give our heart, lungs, and muscles maximum benefit.
Respect	Treating others with kindness and courtesy, sharing space and equipment nicely, looking to do no harm, but instead doing what is good for all.
Speed (of Movement)	Slow, Medium, and Fast
Sprint	To run as fast as you can.
Stride	The length our feet separate when shifting our weight from one leg to the other when walking or running. Our stride is impacted by the speed and distance we intend to travel.

Word or Movement Concept	Definition
Strike/striking	<ol style="list-style-type: none"><li data-bbox="704 233 1438 306">1. To knock all 10 bowling pins down with the first roll of a ball in a frame.<li data-bbox="704 306 1438 382">2. To hit or kick an object with either a body part (ie hand, head, or foot) or an implement.

Physical Education:

Standard: Movement Forms/Motor Skills and Movement Patterns

Grade Level Expectation: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Checks for Understanding To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

The student will:

- travel in personal and general space
- demonstrate locomotor skills
- jump and land maintaining balance
- perform a simple rhythmic pattern that involves locomotion and non-locomotion
- kick a ball
- throw a ball
- catch a ball
- strike an object with a short handled implement
- move with balance and control to perform simple large motor tasks
- transfer weight
- use eye-hand coordination to perform fine motor tasks
- follows basic safety rules

Student Performance Indicators:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 1.1.1 define and demonstrate self space and general space
- 1.1.2 imitate a clear contrast between slow and fast movements
- 1.1.3 imitate locomotor movements in personal and general space
- 1.1.4 jump and land using a two foot take-off and landing in personal space
- 1.1.5 touch body parts in time to music
- 1.1.6 imitate pre-designed sequence involving manipulatives
- 1.1.7 kick a stationary object (balloon, bean bag, ball)
- 1.1.8 step and kick an object
- 1.1.9 throw a variety of objects 2

- 1.1.10 imitate overhand/underhand throw
- 1.1.11 catch a large object using body, arms and hands
- 1.1.12 drop and catch a ball in self space
- 1.1.13 strike a balloon in the air with a variety of body parts
- 1.1.14 repeatedly strike a balloon in the air with hand
- 1.1.15 imitate balances on body parts with wide and narrow bases of support
- 1.1.16 balance while walking on a line or low beam on the floor
- 1.1.17 climb on and off a variety of equipment
- 1.1.18 transfer weight by rolling sideways and rocking
- 1.1.19 imitate animal movements
- 1.1.20 manipulate small objects
- 1.1.21 knows basic safety rules and follows them with verbal reminders

Level 2 - Skills are developing at this level.

At Level 2, the student will:

- 1.2.1 demonstrate change of direction in personal and general space
- 1.2.2 demonstrate a clear contrast between slow and fast movements while traveling in different directions in general space
- 1.2.3 demonstrate a variety of locomotor skills in personal and general space
- 1.2.4 jump and land using a variety of equipment at different levels
- 1.2.5 jump a slowly swinging long rope
- 1.2.6 move body parts and manipulatives in time with music
- 1.2.7 step and kick a ball for distance and accuracy
- 1.2.8 throw a variety of objects at a target using overhand/underhand throw
- 1.2.9 catch various objects of different sizes using hands
- 1.2.10 catch a ball from a skilled thrower
- 1.2.11 strike a balloon in the air or on the ground with a paddle 3

- 1.2.12 strike a large ball off a cone
- 1.2.13 balance on a variety of equipment (balance boards, stilts, beams)
- 1.2.14 travel and stop in balanced positions
- 1.2.15 demonstrate balance using a combination of body parts
- 1.2.16 transfer weight by rolling in a forward direction
- 1.2.17 continue to connect together a wide variety of manipulatives
- 1.2.18 follow safety rules during physical education class

Modification and extensions need to be made to meet the individual abilities of all students.

Standard: Movement Concepts and Principles

Grade Level Expectation: A physically educated person demonstrates understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities.

Checks for Understanding To achieve the following learning expectations refer to the Performance Indicator

Levels 1-2.

The student will:

- know and apply movement concepts
- recognize locomotor and nonlocomotor skills
- recognize kicking, throwing, catching and striking
- recognize the movement concepts of educational gymnastics
- recognize the movement concepts of rhythmic activities

Student Performance Indicators:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 2.1.1 move from general space back to personal space on command
- 2.1.2 identify locomotor and nonlocomotor skills when demonstrated
- 2.1.3 respond appropriately to skill term kick, throw, catch, strike
- 2.1.4 identify balance and transfer of weight in the context of educational gymnastics
- 2.1.5 identify the concept of time in response to rhythmic accompaniment 4

Level 2 - Skills are developing at this level.

At Level 2, the student will:

- 2.2.1 move by varying the size of the general space from large/small or small/large
- 2.2.2 participate in activities to emphasize recognition of locomotor and nonlocomotor skills
- 2.2.3 participate in activities to emphasize the recognition of skills: kick, throw, catch, strike
- 2.2.4 maintain momentary stillness in a variety activities
- 2.2.5 respond appropriately and move to the sound of rhythmic accompaniment

Modification and extensions need to be made to meet the individual abilities of all students.

Standard: Physical Activity

Grade Level Expectation: A physically educated person participates regularly in physical activity.

Checks for Understanding To achieve the following learning expectations refer to the Performance Indicator

Levels 1-2.

The student will:

- participate in daily physical activity for enjoyment
- uses physical education skills at recess

Student Performance Indicators:**Level 1 - Skills are introduced at this level.**

At Level 1, the student will:

- 3.1.1 participate in physical education class
- 3.1.2 participate outside of class in self-selected movement experiences
- 3.1.3 engage in a variety of locomotor activities during leisure time

Level 2 - Skills are developing at this level.

At Level 2, the student will:

- 3.2.1 participate without hesitation in physical education class
- 3.2.2 participate outside of class in minimally organized physical activities
- 3.2.3 participate in activities that use manipulates outside of class 5

Modification and extensions need to be made to meet the individual abilities of all students.

Standard: Fitness

Grade Level Expectation: A physically educated person achieves and maintains a health-enhancing level of fitness.

Checks for Understanding To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

The student will:

- recognize the physiological indicators that accompany physical activity
- engage in physical activity that causes an increased heart rate
- recognize the components of health-related physical fitness

Student Performance Indicators:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 4.1.1 identify a variety of activities that increase breathing and heart rate
- 4.1.2 identify muscular strength and flexibility activities

Level 2 - Skills are developing at this level.

At Level 2, the student will:

- 4.2.1 participate in a variety of activities that increase breathing and heart rate
- 4.2.2 participate in activities that require muscular strength and/or flexibility
- 4.2.3 identify at least one activity associated with each component of health-related physical activity.

Modification and extensions need to be made to meet the individual abilities of all students.

Standard: Personal and Social Responsibility

Grade Level Expectation: A physically educated person exhibits responsible personal and social behavior that respects others in physical activity settings. 6

Checks for Understanding To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

The student will:

- Start and stop on command
- Maintain his/her personal space
- Follow simple directions
- Follow a series of instructions for an activity
- Participate in activity without arguing
- Demonstrate cooperative skills

Student Performance Indicators:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 5.1.1 start and stop on auditory or visual signals
- 5.1.2 follow simple commands
- 5.1.3 use words and seek adult help when needed to resolve conflicts
- 5.1.4 understand the importance of participating with others

Level 2 - Skills are developing at this level.

At Level 2, the student will:

- 5.2.1 participate in activities that requires starting and stopping
- 5.2.2 participate in activities without bumping into others
- 5.2.3 follow two-step directions
- 5.2.4 include give and take in play with others
- 5.2.5 play without interfering with others

Modification and extensions need to be made to meet the individual abilities of all students.

Standard: Values Physical Activity

Grade Level Expectation: A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Checks for Understanding To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

The student will:

- develop self-confidence in a physical activity setting
- explore his/her physical capabilities
- develop a positive attitude toward physical activity
- work cooperatively for a brief period of time

Student Performance Indicators:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 6.1.1 participate in activities that are developmentally appropriate
- 6.1.2 exhibit both verbal and non-verbal indicators of enjoyment
- 6.1.3 participate in personal movement challenges
- 6.1.4 recognize the joy of shared play

Level 2 - Skills are developing at this level.

At Level 2, the student will:

- 6.2.1 continue to participate when learning a new activity even when not successful
- 6.2.2 enjoy participating in physical activity
- 6.2.3 express personal feelings on progress made while learning a new skill
- 6.2.4 interact positively with others during physical activity

Modification and extensions need to be ma

Resources Available Throughout the District:

Online : <http://www.scsk12.org> <http://www.hpelw.weebly.com> <http://www.tennesseestandards.com>
www.tennesseeassessments.com

www.pecentral.org www.sparkpe.org www.scholastic.com (build your own webpage to be placed on school's homepage as a link.) www.bowlersed.com www.mypyramid.gov www.cdc.gov

www.pelinks4u.org www.classroomteacher/integratedlessonideas.com www.linelinks.com

www.sportsmedia:PElinks.com www.lessonplanz.com www.teacher.netlessonplans.com

www.rainydaylessonplans.com www.discoveryeducation.com www.teachablemoments.com

Books:

- Children Moving: A Reflective Approach to Teaching Physical Education, George Graham, Shirley Holt-Hale, and Melissa Parker, 5th edition, Mayfield Publishing, 1998. (CM)
- Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment, Christine J. Hopple, Human Kinetics Publishers, Inc., 1995. (TFOinEPE)
- Interdisciplinary Elementary Physical Education, Theresa Purcell Cone, Peter Werner, Stephen L. Cone, 2nd edition, Human Kinetics Publishers, Inc., 2009 (IEPE)
- Character Education, Don R. glover, MA, Leigh Ann Anderson, MA, Human Kinetics Publishers, Inc., 2003. (CE)
- Station Games, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. (SG)
- Fitness Fun 85 Games and Activities for Children, Emily r. foster, Karyn Hartinger, Katherine A. Smith, Human Kinetics Publishers Inc., 1992. (FFIT)
- Multicultural Games, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG)
- Games for the Whole Child – Social, Emotional, Cognitive, Physical, Brian Barrett, Human Kinetics Publishers, Inc., 2005. (GWC)
- Great Games for Young People, Marilee A. Gustafson, sue K. Wolfe, Cheryl L. King, Human Kinetics Publishers, Inc., 1991. (GGYP)
- Essentials of Team Building – Principles and Practices, Daniel W. Midura, Donald R. Glover, Human Kinetics Publishers Inc., 2005. (ETB) SCSK12.ORG First and Second Grade Ph

No Standing Around in My Gym – Lesson Plans, Games, and Teaching Tips for Elementary Physical Education, J.D. Hughes, Human Kinetics Publishers Inc., 2003. (NSAMG)

- P.E. Teacher’s Skill by Skill Activities Program – SUCCESS ORIENTED Sports Experiences for Grades, L.F. “Bud” Turner, Susan Lilliman Turner, Parker Publishing Co. Inc., 1989. (Skill by Skill)
- Active Bodies, Active Brains – Building Thinking Skills Through Physical Activities, Mary Ellen Clancy, Human Kinetics Publishers Inc., 2006. (AB)
- Physical Education Assessment Toolkit, Liz Giles-Brown, Human Kinetics Publishers Inc., 2006. (PEAT)
- PE Stations Survival Guide – For Planning Best Activity Stations Ever, Connie M. Crawford, Great American Publishing Co., 2007. (FDSG)
- National Association for Sport and Physical Education. (2004). Moving Into the Future: National Standards for Physical Education (2nd edition), Reston, VA: Author. (M into F)
- National Association for Sport and Physical Education. Standards-Based Assessment of Student Learning, a comprehensive approach (Second edition), Leslie T. Lambert, Ph.D. Reston, VA. 2007. (M into F)
- National Association for Sport and Physical Education. (2008). PE-METRICS: Assessing the National Standards, Standard 1: Elementary. Reston, VA: Author. (Metrics)
- National Association for Sport and Physical Education. (2009). PIPEline Instructional Practices: K-12 Physical Education. Reston, VA: Author.

(PIPEline Workshop) DVD’s or Videos:

- Yoga for Kids • Discover Me • 20 Critical Thinking and Problem Solving Activities
- Jumping with Jump Bands • In-School Bowling Instructional Video
- Ready, Set, Jump (AHA)
- Born to Move
- Kids Get Fit
- You’ve Got to Move
- Christy Lane’s Latin Dancing
- Geomotion

- Sportstacking
- Totally Healthy You Music:
 - Square Dance CD Mav 1050
 - International Folk Dance Mixer
 - Folk Dance for Beginner's
- Alligator Purse
- J.U.M.P.

Unit/Lesson	Vocabulary	Comprehension Skill; Strategy	Type(s) of Texts	Decoding	Fluency	Writing/Grammar/ Spelling	Other
1,1	Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i>	Story structure; Summarize	Literature, Informational	VCV syllable pattern	Accuracy and self-correction	Narrative; Sentence	Topic: Helping others
1,2	Prefixes <i>-in-</i> , <i>-im-</i> , <i>-il-</i> , <i>-ir</i>	Author's purpose; Monitor/clarify	Informational, Literature	Open and closed syllables	Phrasing: pauses	Narrative; Kinds of sentences	Topic: Civil rights
1,3	Context	Cause and effect; Visualize	Informational (both)	VCCV pattern	Accuracy	Narrative; Questions	Topic: Media
1,4	Prefixes <i>non-</i> , <i>mis-</i>	Theme; Analyze/evaluate	Literature, Informational	VCV and VCCV patterns	Intonation	Narrative; Fragments and run-on sentences	Topic: Raising money
1,5	Reference materials	Understanding characters; Infer/predict	Literature (both) (Traditional)	Homophones	Expression	Narrative; Proper nouns	Topic: Traditional Tales
2,6	Suffixes <i>-y-</i> , <i>-ous</i>	Story structure; Infer/predict	Literature, Informational	Consonant digraphs	Expression	Informative; Verbs	Topic: Performing arts
2,7	Greek and Latin word parts <i>phon</i> , <i>photo</i> , <i>graph</i> , <i>auto</i> , <i>tele</i>	Fact and opinion; Summarize	Informational (both)	Consonant clusters	Phrasing: punctuation	Informative; Verb tenses	Topic: Media
2,8	Figurative language	Understanding characters; Visualize	Literature (both)	Stressed and unstressed syllables	Stress	Informative; Progressive verb tenses	Topic: Visual arts
2,9	Antonyms	Conclusions and generalizations; Question	Literature, Informational	Common beginning syllables	Accuracy	Informative; Compound and complex sentences	Topic: Research
2,10	Shades of meaning	Author's purpose; Analyze/Evaluate	Literature, Informational	Vowel + r in multi-syllable words	Intonation	Informative; Pronouns	Topic: Performing arts

Unit/Lesson	Vocabulary	Comprehension Skill; Strategy	Type(s) of Texts	Decoding	Fluency	Writing/Grammar / Spelling	Other
3,11	Suffixes <i>-ful, -less, -ness, -ment</i>	Text and graphic features; Infer/predict	Informational (both)	Compound words	Phrasing: punctuation	Opinion; Frequently confused words	Topic: Hurricanes
3,12	Synonyms	Sequence of events; Visualize	Literature, Informational	Base words and endings	Rate	Opinion; Possessive nouns	Topic: Forces of nature
3,13	Greek and Latin word parts <i>spect, struct, tele, vis</i>	Sequence of events; Summarize	Informational (both)	Common word parts	Phrasing: pauses	Opinion; Modal auxiliaries	Topic: Interdependence
3,14	Suffixes <i>-able, -ible</i>	Text and graphical features; Question	Informational, Literature (traditional)	Suffixes	Stress	Opinion; Participles	Topic: Insects
3,15	Context	Main idea and details; Monitor/clarify	Informational, Literature	Three-syllable words	Expression	Opinion; Irregular verbs	Topic: The environment
4,16	Figurative language	Compare and contrast; Monitor/clarify	Literature, Informational	Sound/spelling changes	Rate	Narrative; Adjectives	Topic: Individual contributions
4,17	Suffixes <i>-ion, -ation, -ition</i>	Sequence of events; Summarize	Informational (both)	Sound/spelling changes	Intonation	Narrative; Adverbs	Topic: Service animals
4,18	Adages and proverbs	Story structure; Question	Literature (both) (Traditional)	Prefixes <i>re-, un-, dis-</i>	Accuracy and self-correction	Narrative; Prepositions and Prepositional Phrases	Topic: Traditional tales
4,19	Reference materials	Conclusions and generalizations ;	Informational (both)	Common suffixes	Stress	Narrative; Relative pronouns and adverbs	Topic: Farming, agriculture

		Infer/predict					
4,20	Shades of meaning	Main idea and details	Informational, Literature	VCCV pattern	Phrasing: punctuation	Narrative; Abbreviations	Topic: Native American History

Unit/Lesson	Vocabulary	Comprehension Skill; Strategy	Type(s) of Texts	Decoding	Fluency	Writing/Grammar / Spelling	Other
5, 21	Context	Theme; Summarize	Literature, Informational	VCV pattern	Accuracy	Informative; Comparative and superlative adjectives and adverbs	Topic: Media
5, 22	Adages and proverbs	Cause and effect; Infer/predict	Informational (both)	Syllable patterns and word parts	Phrasing: pauses	Informative; Negatives	Topic: Citizenship
5, 23	Prefixes <i>pre-</i> , <i>inter-</i> , <i>ex-</i>	Text and graphic features; Monitor/Clarify	Informational, Literature	Difficult VCCV patterns	Stress	Informative; Punctuation	Topic: Life cycles
5, 24	Suffixes <i>-ed</i> , <i>-ly</i>	Compare and contrast; Analyze/evaluate	Informational (both)	VCCCV pattern	Intonation	Informative; Commas	Topic: Animal behavior
5, 25	Greek and Latin word parts (<i>meter</i> , <i>therm</i> , <i>aud</i> , <i>fac</i>)	Author's purpose; Question	Literature, Informational	VV pattern	Adjust rate to purpose	Informative; Proper mechanics	Topic: Inventions
6, 26	Greek and Latin word parts (<i>meter</i> , <i>therm</i> , <i>aud</i> , <i>fac</i>)	Story structure; Visualize	Literature (2), Informational	Common final syllables	Expression	Opinion; Making comparisons	Topic: Spiders
6, 27	Analogies	Main idea and details; Question	Informational, Literature (2)	Final syllables	Phrasing: punctuation	Opinion; Making comparisons	Topic: Life science

6, 28	Prefixes <i>con-</i> , <i>com-</i> , <i>in-</i> , <i>im-</i>	Fact and opinion; Monitor/clarify	Informational (2), Literature	Stress in multi- syllable words	Rate	Opinion; Possessive pronouns	Topic: Visual arts
6, 29	Word origins	Understanding characters; Infer/predict	Literature (2), Informational	Words with silent consonants	Phrasing: pauses	Opinion: Correct pronouns	Topic: Conservation
6, 30	Suffixes <i>-er</i> , <i>-or</i> , <i>-ist</i>	Conclusions and generalizations ; Summarize	Literature (2), Informational	Unusual spellings	Accuracy and self- correction	Opinion; Pronoun contractions	Topic: Ecology