

East Penn School District

Curriculum for

Wellness/Fitness Grades K-5

Course(s): Health	Grades: K-5
Department: Health/Wellness/Fitness	Length of Period (average minutes): 40
Lessons: one time per 5 day cycle	Type of offering: required
Credit: N/A	

Developed by:

Michael Burrell, Lisa Decker, Kathy Kline, Nancy Krajcir, Justen Reiss

ADOPTED: June 8, 2015

Kindergarten						
Big Idea 10.4 Physical Education	Standard Statement	Concepts (What students should know) Essential Questions/Content	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
Kindergarten		Title: Being Physically Active				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3A: Identify and engage in physical activities that promote physical fitness and health.	<p><i>Various physical activities promote physical fitness and health.</i></p> <p>What is physical activity? Physical activity is anything you do that requires movement and involves the body or part of the body. You engage in physical activity in PE class and outside of PE class. (see level 1&2 of the Physical Activity Pyramid)</p> <p>Why should you be physically active? When you are active, you are moving, you are using energy and you are doing something with the muscles in your body. Being active helps, you have strong muscles, more energy, and more fun and is good for your body.</p>	<i>Identify and engage in various activities that support health, physical fitness, motor skill improvement, groups' interactions, and enjoyment.</i>	Formative assessment: Signals	<p>May include and not limited to the following games/activities:</p> <p>Stretching exercises (warm up and cool down) Aerobic exercises-like travelling, chasing, fleeing, dance, etc.</p> <p>Age Appropriate Fitness Stations – agility ladders, exercise ball, aerobic steps, exercise tag, jump rope</p>	Ongoing
Kindergarten		Title: Moderate and Vigorous Activities				
Participation in physical activity impacts wellness throughout a lifetime.	10.4. 3B: Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	<p><i>Regular participation in physical activity affects the body in positive and negative ways.</i></p> <p>What is moderate physical activity? Moderate physical activity makes the heart beat faster and the lungs work harder. The person will feel some increase in heart rate and breathing rate when they participate in moderate physical activities. Moderate physical activities are not too difficult. A brisk walk is a good example of a moderate physical activity. Participation in moderate physical activity contributes to a healthy body.</p>	<p><i>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</i></p> <p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i></p>	Formative Assessment: 30 second think paper Written Test lower order questions.	<p>May include and not limited to the following games/activities:</p> <p>Stretching exercises (warm up and cool down) Aerobic exercises Dance</p> <p>Age Appropriate Fitness Stations – agility ladders, exercise ball, aerobic steps</p> <p>Tag games: Superman, Bug Catcher, Shark attack, Foxes/Chickens, Cowtown, Ten, Tunnel, Turtle, Dog pound, Dogcatcher, handshake freeze tag,</p>	4-8 Days

		<p>What is vigorous physical activity? Vigorous physical activity contributes to a healthy body. Vigorous physical activity keeps people moving and working hard and will make the heart beat much faster and harder than moderate physical activity. Vigorous physical activities will make people breathe much harder, begin to perspire and start to make the muscles feel tired.</p>			exercise tag	
Kindergarten		Title: Body Responses for Moderate and Vigorous Activity				
Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.3C: Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> heart rate breathing rate 	<p>The intensity level of physical activity causes the body to respond in various ways.</p> <p>What is heart rate? Heart rate is how fast the heart beats. The heart pumps blood to the entire body through blood vessels. The heart rate is the number of heart beats (pumps) per minute.</p> <p>What is breathing rate? Breathing rate is the number of breathes a person takes in one minute. This can also be called the respiration rate.</p> <p>What changes in your body do you notice when you are physically active during physical education class? Changes in your body during physical activity include: heart beats faster, breathe faster and louder, body gets warm, begin to sweat and get tired.</p>	<p>Describe the effects and changes that occur to the body during moderate to vigorous physical activity. Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</p>	<p>Formative assessment: Teacher questions Signals</p>	<p>Chest pulse Class discussion about breathing rate, heart rate, and fatigue</p>	2-4 days
Kindergarten		Title: What activities do I like to do?				
Participation in physical activity	<p>10.4.3D: Identify likes and dislikes related to</p>	<p>Physical activities are enjoyed for various reasons.</p>	<p>Identify and engage in various physical activities</p>	<p>Formative Assessment:</p>	<p>Class Discussion Ask students stand up if they like to</p>	1 day

impacts wellness throughout a lifetime.	participation in physical activities	<i>What physical activities do you like to do in the physical education class? What physical activities do you dislike to do in the physical education class?</i> We all like different activities. Some children like playing by themselves other children like playing in groups. Some children like simple games with very few rules, others like complex games with many rules. Some children like water games and others like games on land.	<i>that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i>	Students stand or sit down in response to teacher questions to identify likes and dislikes	participate in named activity or sit if they do not like it. Activities can include: running, playing on the playground, playing catch	
Kindergarten		Title: Motor Skill Development				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3E Identify reasons why regular participation in physical activities improves motor skills.	<i>What are motor skills?</i> Motor skills are physical activities that are directed toward a specific function or goal. Examples of motor skills are throwing, kicking, jumping, etc.	<i>Use selected movement skills, concepts and game strategies when participating in physical activities. Use selected scientific principles to improve movement skills.</i>	Formative assessment Teacher question	Class Discussion Give me an example of a motor skill.	8 days
Big Idea 10.4 Physical Education	Standard Statement	Concepts (What students should know) Essential Questions/Content	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
Kindergarten		Title: Promoting Pro-Social Behavior				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3F: Recognize positive and negative interactions of small group activities. <ul style="list-style-type: none"> • roles (e.g., leader, follower) • cooperation • sharing • on task participation 	<i>Positive and negative interactions occur within small group physical activities.</i> <i>What does it mean to be on-task?</i> You follow directions, try new activities, practice, and use positive interactions when working with others. <i>What are roles?</i> A role is a position plays in a group. Two examples include a leader and a follower.	<i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i>	Formative assessment Teacher question	May include and not limited to the following games/activities: Cooperative games—circle hula hoop and warp speed Low organized games—clean up your backyard, parachute, medic, star wars, castle ball, sharks and minnows, dead bug tag, builders and bulldozers Relays Loco motor skills: walking,	Ongoing

					<p>running, hopping, skipping</p> <p>Non-loco motor: turning, twisting, balancing</p> <p>Manipulative: throwing and catching</p>	
<p>Big Idea 10.5 Physical Education</p>	<p>Standard Statement</p>	<p>Concepts (What students should know)</p> <p>Essential Questions/Content</p>	<p>Competencies (What students should be able to do)</p>	<p>Assessment Options</p>	<p>Learning Activities</p>	<p>Duration</p>
<p>Kindergarten</p>		<p>Basic Locomotor, Non- Locomotor, and Manipulative Movement Skills</p>				
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<p>10.5.3A: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> locomotor movements (e.g., run, leap, hop) non-locomotor movements (e.g., bend, stretch, twist) manipulative movements (e.g., throw, catch, kick) relationships (e.g., over, under, beside) combination movements (e.g., locomotor, non-locomotor, manipulative) space awareness (e.g., self-space, levels, pathways, directions) 	<p><i>There are differences between basic movement skills and movement concepts yet they work together.</i></p> <p><i>What are basic movement skills?</i> Basic movement skills are the action words you use in physical education class. Action words tell you “what you are doing”. Words that name the action are called verbs. Running is also a verb. Most physical activities use basic movement skills. Basic movement skills are the building blocks for more complex (advanced) sport-specific skills.</p> <p><i>What are the non-locomotor movement skills you should learn to become a skillful learner?</i> Non-locomotor movements help you learn about what the different parts of your body can do. Most of these skills can be performed in the same spot. You can think of these skills as “things you can do without going anyplace”. When performing non-locomotor movements there is little or no</p>	<p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment</i></p> <p><i>Use selected scientific principles to improve movement skills.</i></p>	<p>Locomotor Summative Assessment: Teacher observation checklist</p>	<p>Locomotor movements – run, leap, hop, jump, walk, skip, slide and gallop</p> <p>Non-locomotor – bend, stretch, twist, turn, pull, push</p> <p>Manipulative movements—throw, catch, kick, bounce/dribble, roll</p> <p>Space awareness—self-space and directions</p> <p>May include and not limited to the following games/activities:</p> <p>Clean the back yard Monkey in the middle Battleship Pinball Scooter activities Parachute Bean bag activities Hula hoops Various balls Jump Rope Modified kickball Ladder golf Bocce</p>	

movement from one place to another.

Non-locomotor movements include:

- Bend – body parts come closer together
- Stretch – body parts become straighter
- Twist – body parts rotate at a joint
- Turn – body faces a new direction
- Pull – body parts drag an object
- Push – body parts press against an object

What are the locomotor movement skills you should learn to become a skillful mover?

Locomotor movements are used to travel from one place to another. You can think of these skills as “things you do to get some place”. These movements use the entire body not just a part of the body. Locomotor movements enable you to move from one place to another. Locomotor movements include:

- Walk – one foot is always in contact with the floor
- Run- head is up and knees are lifted
- Jump- two foot take off and a two foot landing
- Hop- one foot take off and a one foot (same foot) landing
- Leap – body takes off from one foot and lands on the other foot.
- Gallop- one foot leads and uses a step draw action (forward or backward)
- Slide/shuffle – one foot leads and uses a step draw action (sideways)
- Skip- one foot steps and hops forward then alternate feet

Fling Nets

Rocket Launchers

Beanbag toss

Frisbees

Tee ball

Builders and bulldozers

Obstacle course

Recess games—hopscotch, modified four square, merry go round

Mimic response (teacher led, student follow)

with using the same step-hop movement

What are the manipulative movement skills you should learn to become a skillful mover?

Manipulative movements are used to move objects. Many physical activities use objects such as balls, bats, Frisbees jump ropes, etc. There are many different movements we use to manipulate objects. Manipulative movements can move objects from one place to another while you are moving or while you are in a stationary position.

Manipulative movements include:

- Throw – sending an object with the hand/hands
- Catch- receiving an object with the hand/hands
- Dribble with hands/feet- alternately using each hand/foot to push an object
- Kick- striking an object with the foot

What are the space awareness concepts you should learn to be a skillful mover?

Space awareness concepts help you learn where your body can move. Understanding movement concepts related to space (the area available to you in the activity) can keep you and other players safe. There are many space awareness concepts.

- General space- the empty or open space other than one's own personal space
- Self-space- the space in the immediate area where you don't touch anyone or anything

Directions

- Forward- front of the body leading

		<ul style="list-style-type: none"> • Backward- back of the body leading • Up- top of the head leading • Down- feet leading <p><i>What are the relationship concepts you should learn to be a skillful mover?</i> Relationship concepts help you to learn how to move your body with objects (bats, jump ropes, etc.) and other people.</p> <ul style="list-style-type: none"> • Over- the body is above an object or person • Under- the body is below an object or person • On- the body is above and supported by an object or person • Off- the body is away from an object or person. • In front- the body is before another object or person • Behind- the body is following another object or person 				
Kindergarten		Title: Motor Skill Development				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5. 3B: Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental differences • critical elements • feedback 	<p><i>Specific vocabulary words describe concepts of motor skill development.</i></p> <p><i>What is form?</i> Form is the critical elements of a skill, performed in smooth and continuous motion.</p> <p><i>What are developmental differences?</i> Developmental differences are when learners are at different levels in their motor, cognitive, emotional, social and physical development. They do not learn the same things at the same time or rate. Some people may learn very quickly while it takes others a longer period of time.</p> <p><i>What are critical elements?</i></p>	<p><i>Use selected movement skills, concepts and game strategies when participating in physical activities.</i></p> <p><i>Use selected scientific principles to improve movement skills.</i></p>	<p>Formative Assessment Choral response</p>	<p>Class discussion of critical cues Demonstration of critical cues</p> <p>Critical Element (cue) identification—Locomotor skills Walk Run Hop Jump Slide Gallop Skip Leap</p> <p>Manipulative skills Throw Catch</p>	Ongoing

		<p>Critical elements are the important parts of a skill that help a person understand the “how to” of the skill.</p> <p><i>What is feedback?</i> Feedback is information given to the learner to help improve or correct a movement.</p>				
Kindergarten		Title: How Practice Improves Learning				
Quality lifelong movement is based on scientific concepts/principles.	10.5.3C Know the function of practice.	<p><i>Practice serves a purpose in learning.</i></p> <p><i>What is practice?</i> Practice is repetition.</p> <p><i>How will practice be used in our physical education class?</i> After we learn a skill, we practice in class before using the skill in a game.</p>	<i>Use selected scientific principles to improve movement skills.</i>	Formative Assessment Teacher question	<p>Class Discussion What is practice? How do we use practice in class?</p> <p>Direct Instruction to define practice and its use in physical education class.</p>	Ongoing
Kindergarten		Title: Using exercise to improve movement				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5. 3D: Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise 	<p><i>Exercise principles improve physical activities</i></p> <p><i>What are movement activities?</i> The action words (basic movement skills) you are learning in physical education class can be used in many games, physical activities and sports. Games (i.e. Tag, hopscotch, etc.) physical activities (i.e. jogging, walking, etc.) and sports (i.e. Soccer, basketball, etc.) are all movement activities.</p> <p><i>What are fitness activities?</i> The movements you do to help you move stronger (muscular strength), move for a longer time (muscular endurance and cardiorespiratory endurance) and move with ready muscles (flexibility) are called fitness activities. Movement activities can be fitness activities too. Animal walks are a good example of both a movement</p>	<p><i>Recognize and use components of the F.I.T.T. principle to improve physical fitness</i></p> <p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment</i></p>	Formative assessment Choral response	<p>FITT Poster Class Discussion of FITT terminology What is frequency? What is intensity What is time? What is type?</p> <p>Direct Instruction of FITT definitions</p>	Ongoing

		<p>activity and a fitness activity.</p> <p>What does the word <i>improvement mean</i>? Improve means to make better (i.e., more repetitions, faster pace)</p> <p>What is an <i>exercise</i>? An exercise is a fitness activity that helps to improve muscular strength, muscular endurance and cardiorespiratory endurance flexibility.</p>				
Kindergarten		Title: Following Rules in Games				
	10.5.3F: Recognize and describe game strategies using appropriate vocabulary. • following rules of play	<p>Game strategies help you know what to do and when to do it.</p> <p>How will understanding rules of play help you when playing a game? All games have rules: some tell you how to play, some tell you how to be fair and polite and some help you stay safe.</p>	<p>Use selected movement skills, concepts and game strategies when participating in physical activities. Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</p>			

Materials and Resources:

Hopple, C. J. (2005) *Elementary Physical Education and Teaching Assessment: A Practical Guide* (2nd ed.)

NASPE and AAHPERD. (2004) *Moving into the Future: National Standards for Physical Education* (2nd ed.)

Graham, G., Holt/Hale, S.A. and Parker, M. *Children Moving; A Reflective Approach to Teaching Physical Education* (8th ed.)

Borsdorf, L., Boeyink, L. ed. (2011) *Physical Best Activity Guide* (3rd ed.)

1 st Grade						
Big Idea 10.4 Physical Education	Standard Statement	Concepts (What students should know) Essential Questions/Content	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
1 st Grade		Title: Engaging in a Variety of Physical Fitness activities				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3A: Identify and engage in physical activities that promote physical fitness and health.	<p><i>Various physical activities promote physical fitness and health.</i></p> <p>What is physical activity? Physical activity is anything you do that requires movement and involves the body or part of the body. You engage in physical activity in PE class and outside of PE class. (see level 1&2 of the Physical Activity Pyramid)</p> <p>Why should you be physically active? When you are active, you are moving, you are using energy and you are doing something with the muscles in your body. Being active helps, you have strong muscles, more energy, more fun and is good for your body.</p>	<i>Identify and engage in various activities that support health, physical fitness, motor skill improvement, groups' interactions, and enjoyment.</i>	Summative Assessment: Written Test Lower Order Questions Being Active	<p>May include and not limited to the following games/activities:</p> <p>Stretching exercises (warm up and cool down) Aerobic exercises- like traveling, chasing, fleeing and dance</p> <p>Age Appropriate Fitness Stations – agility ladders, exercise ball, aerobic steps Exercise tag and jump rope</p>	Ongoing
1 st Grade		Title: Regular participation in physical activity affects the body in positive and negative ways.				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3B: Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	<p>What is moderate physical activity? Moderate physical activity makes the heart beat faster and the lungs work harder. The person will feel some increase in heart rate and breathing rate when they participate in moderate physical activities. Moderate physical activities are not too difficult. A brisk walk is a good example of a moderate physical activity. Participation in moderate physical activity contributes to a healthy body.</p> <p>What is vigorous physical activity? Vigorous physical activity contributes to a healthy body. Vigorous physical activity keeps people</p>	<p><i>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</i></p> <p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i></p>	Summative Assessment: Moderate/Vigorous Observation Checklist	<p>May include and not limited to the following games/activities:</p> <p>Stretching exercises (warm up and cool down) Aerobic exercises Dance Age Appropriate Fitness Stations – agility ladders, exercise ball, aerobic steps Tag games: Superman, Bug Catcher, Shark attack, Foxes/Chickens, Cowtown, Ten, Tunnel, Turtle, Dog pound, Dogcatcher, handshake freeze tag,</p>	4-8 days

		moving and working hard and will make the heart beat much faster and harder than moderate physical activity. Vigorous physical activities will make people breathe much harder, begin to perspire and start to make the muscles feel tired.			exercise tag	
1st Grade		Title: Body Responses to Activity				
Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.3C: Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> heart rate breathing rate 	<p><i>The intensity level of physical activity causes the body to respond in various ways.</i></p> <p>What is heart rate? Heart rate is how fast the heart beats. The heart pumps blood to the entire body through blood vessels. The heart rate is the number of heart beats (pumps) per minute.</p> <p>What is breathing rate? Breathing rate is the number of breathes a person takes in one minute. This can also be called the respiration rate.</p> <p>What changes in your body do you notice when you are physically active during physical education class? Changes in your body during physical activity include: heart beats faster, breathe faster and louder, body gets warm, begin to sweat and get tired.</p>	<p><i>Describe the effects and changes that occur to the body during moderate to vigorous physical activity. Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i></p>	<p>Summative Assessment Teacher Observation/Checklist Heart rate check</p>	<p>Chest pulse Class discussion about breathing rate, heart rate, and fatigue</p>	2 days
1st Grade		Title: Various Reasons to Enjoy Physical Activity				
Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.3D: Identify likes and dislikes related to participation in physical activities</p>	<p><i>Physical activities are enjoyed for various reasons.</i></p> <p>What does it mean to participate in physical activities? When you participate in a physical activity you are joining in and doing the activity. You are not watching the activity. You are not waiting a long time for your turn. You will be moving when you are participating. In fact, you should be moving a lot when participating in physical activities.</p> <p>What are “likes” related to participation in physical activities? Likes related to participation in physical activities are personal in nature and provide some type of enjoyment for people.</p>	<p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i></p>	<p>Formative Assessment: Students stand or sit down in response to teacher questions to identify likes and dislikes</p>	<p>Class Discussion Ask students stand up if they like to participate in named activity or sit if they do not like it. Activities can include: running, playing on the playground, playing catch</p>	1 day

		<p><i>What physical activities do you like to do in the physical education class?</i> We all like different activities. Some children like playing by themselves other children like playing in groups. Some children like simple games with very few rules, others like complex games with many rules. Some children like water games and others like games on land.</p> <p><i>What physical activities do you like to do at home?</i></p> <p><i>What are “dislikes” related to participation in physical activities?</i> Dislikes related to participation in physical activities are personal in nature and provide some type of negative response in the individual.</p> <p><i>What physical activities do you dislike to do in the physical education class?</i> <i>What physical activities do you dislike to do at home?</i></p>				
1st Grade		Title: Improving Motor Skills				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3E Identify reasons why regular participation in physical activities improves motor skills.	<p><i>What are motor skills?</i> Motor skills are physical activities that are directed toward a specific function or goal. Examples of motor skills are throwing, kicking, jumping, etc.</p>	<p><i>Use selected movement skills, concepts and game strategies when participating in physical activities.</i> <i>Use selected scientific principles to improve movement skills.</i></p>	Formative assessment Teacher question	Class Discussion Give me an example of a motor skill.	8 days
Big Idea 10.4 Physical Education	Standard Statement	<p>Concepts (What students should know)</p> <p>Essential Questions/Content</p>	<p>Competencies (What students should be able to do)</p>	Assessment Options	Learning Activities	Duration
1st Grade		Title: Promoting Pro-Social Behaviors				

Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.3F: Recognize positive and negative interactions of small group activities.</p> <ul style="list-style-type: none"> • roles (e.g., leader, follower) • cooperation • sharing • on task participation 	<p><i>Positive and negative interactions occur within small group physical activities.</i></p> <p><i>What are positive interactions?</i> Positive interactions make you feel safe and good about yourself and others: caring, kind, thoughtful, courteous, complimentary words and actions; and including others in activities.</p> <p><i>What are negative interactions?</i> Negative interactions make you feel fearful and bad about yourself and others: unkind, mean, put-down words and actions; and excluding others from activities.</p> <p><i>What does it mean to be on-task?</i> You follow directions, try new activities, practice, and use positive interactions when working with others.</p> <p><i>What does it mean to share?</i> Sharing means to use something at same time as someone else. Sharing a space could mean avoiding contact with others or moving with another. Sharing equipment could mean using it at the same time or taking turns.</p> <p><i>What does it mean to cooperate?</i> Cooperation means working together to reach a common goal. When working with others we use positive and avoid negative interactions; listen to and respect others’ ideas, persevere and do our best.</p> <p><i>What are roles?</i> A role is a position plays in a group. Two examples include a leader and a follower.</p>	<p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i></p>	<p>Formative Assessment Teacher observation Role/on task checklist</p>	<p>Cooperative games—circle hula hoop and warp speed</p> <p>Low organized games—clean up your backyard, parachute, medic, star wars, castle ball, sharks and minnows, dead bug tag, octopus, scooter castle, builders and bulldozers</p> <p>Relays</p> <p>Circle Games—hot potato, circle ball, mousetrap</p>	<p>Ongoing</p>
<p>Big Idea 10.5 Physical Education</p>	<p>Standard Statement</p>	<p>Concepts (What students should know)</p> <p>Essential Questions/Content</p>	<p>Competencies (What students should be able to do)</p>	<p>Assessment Options</p>	<p>Learning Activities</p>	<p>Duration</p>
<p>1st Grade</p>		<p>Title: Basic Movement Skills and Concepts</p>				
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<p>10.5.3A: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • locomotor movements (e.g., run, 	<p><i>There are differences between basic movement skills and movement concepts yet they work together.</i></p> <p><i>What are basic movement skills?</i> Basic movement skills are the action words you use in physical education class. Action words tell you “what you</p>	<p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment</i></p>	<p>Formative Assessment: Lower Order Questions- Non-locomotor Movements worksheet</p>	<p>Locomotor movements – run, leap, hop, jump, walk, skip, gallop</p> <p>Large muscle movements—calisthenics, aerobic exercise, jump rope, dance</p> <p>Non-locomotor – bend, stretch, twist, turn,</p>	<p>Ongoing</p>

	<p>leap, hop)</p> <ul style="list-style-type: none"> • non-locomotor movements (e.g., bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) 	<p>are doing”. Words that name the action are called verbs. Running is also a verb. Most physical activities use basic movement skills. Basic movement skills are the building blocks for more complex (advanced) sport-specific skills.</p> <p><i>How can the basic movement skills help you become physically active?</i> All physical activities use basic movement skills. There are so many basic movement skills that we put them into groups to help us recognize them. The basic movement skills are organized into three groups: non-locomotor, locomotor, and manipulative movements.</p> <p><i>What are the non-locomotor movement skills you should learn to become a skillful learner?</i> Non-locomotor movements help you learn about what the different parts of your body can do. Most of these skills can be performed in the same spot. You can think of these skills as “things you can do without going anywhere”. When performing non-locomotor movements there is little or no movement from one place to another. Non-locomotor movements include:</p> <ul style="list-style-type: none"> • Bend – body parts come closer together • Stretch – body parts become straighter • rotate at a joint • Turn – body faces a new direction • Pull – body parts drag an object • Push – body parts press against an object <p><i>What are the locomotor movement skills you should learn to become a skillful mover?</i> Locomotor movements are used to travel from one place to another. You can think of these skills as “things you do to get some place”. These movements use the entire body not just a part of the body. Locomotor movements enable you to move from one place to another. Locomotor movements include:</p> <ul style="list-style-type: none"> • Walk – one foot is always in contact with the floor • Run- head is up and knees are lifted • Jump- two foot take off and a two foot landing 	<p><i>Use selected scientific principles to improve movement skills.</i></p>		<p>pull, push</p> <p>Manipulative movements—throw, catch, kick, bounce/dribble, roll and strike</p> <p>Space awareness—self-space, levels, pathways, directions</p> <p>May include and not limited to the following games/activities:</p> <p>Clean the back yard Monkey in the middle Battleship Pinball Scooter activities Parachute Bean bag activities Hula hoops Builders and bulldozers Various balls Jump Rope Modified kickball Ladder golf Bocce Fling Nets Rocket Launchers HiLi Beanbag toss Frisbees Tee ball Obstacle course Recess games—hopscotch, modified four square, merry go round</p>	
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- Hop- one foot take off and a one foot (same foot) landing
- Leap – body takes off from one foot and lands on the other foot.
- Gallop- one foot leads and uses a step draw action (forward or backward)
- Slide/shuffle – one foot leads and uses a step draw action (sideways)
- Skip- one foot steps and hops forward then alternate feet with using the same step-hop movement

What are the manipulative movement skills you should learn to become a skillful mover?

Manipulative movements are used to move objects. Many physical activities use objects such as balls, bats, Frisbees jump ropes, etc. There are many different movements we use to manipulate objects. Manipulative movements can move objects from one place to another while you are moving or while you are in a stationary position. Manipulative movements include:

- Throw – sending an object with the hand/hands
- Catch- receiving an object with the hand/hands
- Dribble with hands/feet- alternately using each hand/foot to push an object
- Kick- striking an object with the foot
- Strike- hitting an object with the hand/hands or an implement

What are the space awareness concepts you should learn to be a skillful mover? Space awareness concepts help you learn where your body can move. Understanding movement concepts related to space (the area available to you in the activity) can keep you and other players safe. There are many space awareness concepts.

- General space- the empty or open space other than one's own personal space
- Self-space- the space in the immediate area where you don't touch anyone or anything

Levels

- High- above the shoulders
- Medium- between the knees and shoulders

		<ul style="list-style-type: none"> • Low- from the knees to the floor <p>Pathways</p> <ul style="list-style-type: none"> • Straight- move in a linear path • Curve – move in a circular path • Zigzag- move in an angular path <p>Directions</p> <ul style="list-style-type: none"> • Forward- front of the body leading • Backward- back of the body leading • Right side- right side of the body leading • Left side- left side of the body leading • Up- top of the head leading • Down- feet leading <p><i>What are the relationship concepts you should learn to be a skillful mover?</i> Relationship concepts help you to learn how to move your body with objects (bats, jump ropes, etc.) and other people.</p> <ul style="list-style-type: none"> • Over- the body is above an object or person • Under- the body is below an object or person • On- the body is above and supported by an object or person • Off- the body is away from an object or person. • In front- the body is before another object or person • Behind- the body is following another object or person 				
1st Grade		Title: Specific vocabulary words describe concepts of motor skill development.				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5. 3B: Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental differences • critical elements • feedback 	<p><i>What is form?</i> Form is the critical elements of a skill, performed in smooth and continuous motion.</p> <p><i>What are developmental differences?</i> Developmental differences are when learners are at different levels in their motor, cognitive, emotional, social and physical development. They do not learn the same things at the same time or rate. Some people may learn very quickly while it takes others a longer period of time.</p> <p><i>What are critical elements?</i> Critical elements are the important parts of a skill</p>	<p><i>Use selected movement skills, concepts and game strategies when participating in physical activities.</i></p> <p><i>Use selected scientific principles to improve movement skills.</i></p>	Formative Assessment Choral response	<p>Class discussion of critical cues Demonstration of critical cues</p> <p>Critical Element (cue) identification— Locomotor skills Walk Run Hop Jump Slide Gallop Skip Leap</p>	Ongoing

		that help a person understand the “how to” of the skill. <i>What is feedback?</i> Feedback is information given to the learner to help improve or correct a movement.			Manipulative skills Throw Catch	
1st Grade		Title: Practice serves a purpose in learning.				
Quality lifelong movement is based on scientific concepts/principles.	10.5.3C Know the function of practice.	<i>Practice serves a purpose in learning.</i> <i>What is practice?</i> Practice is repetition. <i>How will practice be used in our physical education class?</i> After we learn a skill, we practice in class before using the skill in a game.	<i>Use selected scientific principles to improve movement skills.</i>	Formative Assessment Teacher question	Class Discussion What is practice? How do we use practice in class? Direct Instruction to define practice and its use in physical education class.	
1st Grade		Title: Exercise principles improve physical activities				
Quality lifelong movement is based on scientific concepts/principles.	10.5. 3D: Identify and use principles of exercise to improve movement and fitness activities. <ul style="list-style-type: none"> • frequency/how often to exercise • intensity/how hard to exercise • time/how long to exercise • type/what kind of exercise 	<i>What are movement activities?</i> The action words (basic movement skills) you are learning in physical education class can be used in many games, physical activities and sports. Games (i.e. Tag, hopscotch, etc.) physical activities (i.e. jogging, walking, etc.) and sports (i.e. Soccer, basketball, etc.) are all movement activities. <i>What are fitness activities?</i> The movements you do to help you move stronger (muscular strength), move for a longer time (muscular endurance and cardiorespiratory endurance) and move with ready muscles (flexibility) are called fitness activities. Movement activities can be fitness activities too. Animal walks are a good example of both a movement activity and a fitness activity. <i>What does the word improvement mean?</i> Improve means to make better (i.e., more repetitions, faster pace) <i>What is an exercise?</i> An exercise is a fitness activity that helps to improve muscular strength, muscular endurance and cardiorespiratory endurance flexibility.	<i>Recognize and use components of the F.I.T.T. principle to improve physical fitness</i> <i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment</i>	Formative assessment Choral response	FITT Poster Class Discussion of FITT terminology What is frequency? What is intensity What is time? What is type? Direct Instruction of FITT definitions	Ongoing

1st Grade		Title: Following Rules in Games			
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5.3F: Recognize and describe game strategies using appropriate vocabulary.</p> <p>faking/dodging</p> <p>following rules of play</p>	<p><i>Game strategies help you know what to do and when to do it.</i></p> <p><i>What is a game strategy?</i> A plan that helps you decide what to do and how to move to reach a target and/or outwit opponents in a game.</p> <p><i>What game strategies are used in tagging games?</i> <i>Dodging</i> and faking are two important game strategies to outwit opponents. <i>Dodging</i> is when you quickly change direction and speed to keep from being tagged. <i>Faking</i> is when you pretend to move in one direction, but you actually move in another direction.</p> <p><i>How will understanding rules of play help you when playing a game?</i> All games have rules: some tell you how to play, some tell you how to be fair and polite and some help you stay safe.</p>	<p><i>Use selected movement skills, concepts and game strategies when participating in physical activities.</i></p> <p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i></p>	<p>Formative assessment Teacher observation</p>	<p>May include and not limited to the following games/activities:</p> <p>Faking and Dodging Games Tag games Scooter castle Playground games Line Games—Pizza pie, Dogcatcher, Fruit Basket</p> <p>Games with rules and strategies Castle ball Scooter castle Pinball Snowball Playground games Battleship Relays Line Games—Pizza pie, Dogcatcher, Fruit Basket</p>

Materials and Resources:

Hopple, C. J. (2005) *Elementary Physical Education and Teaching Assessment: A Practical Guide (2nd ed.)*

NASPE and AAHPERD. (2004) *Moving into the Future: National Standards for Physical Education (2nd ed.)*

Graham, G., Holt/Hale, S.A. and Parker, M. *Children Moving; A Reflective Approach to Teaching Physical Education (8th ed.)*

Borsdorf, L., Boeyink, L. ed. (2011) *Physical Best Activity Guide (3rd ed.)*

Big Idea 10.4 Physical Education	Standard Statement	Concepts (What students should know) Essential Questions/Content	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
2 nd Grade		Title: Engaging in a Variety of Physical Fitness Activities				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3A: Identify and engage in physical activities that promote physical fitness and health.	<p><i>Various physical activities promote physical fitness.</i></p> <p>What is physical activity? Physical activity is anything you do that requires movement and involves the body or part of the body. You engage in physical activity in PE class and outside of PE class. (see level 1&2 of the Physical Activity Pyramid)</p> <p>Why should you be physically active? When you are active, you are moving, you are using energy and you are doing something with the muscles in your body. Being active helps, you have strong muscles, more energy, and more fun and is good for your body.</p> <p>What happens to your body when you are physically active? Being physically active can help you from developing diseases such as heart disease or type II diabetes. Participating in physical activity can help you live longer, healthier and happier life.</p> <p>What does it mean to be physically fit? When you are fit, your heart, lungs and muscles have the strength and endurance to be physically active.</p> <p>What physical activities will promote (help you attain and maintain) physical fitness and health? Locomotor movements will provide opportunities to engage in moderate to vigorous physical activity to promote cardio-respiratory endurance (CRE) and help develop muscular strength, endurance, and flexibility. Manipulative skills will promote CRE, muscular strength, endurance and flexibility.</p>	<i>Identify and engage in various activities that support health, physical fitness, motor skill improvement, groups' interactions, and enjoyment.</i>	Formative assessment: Signals	<p>May include and not limited to the following games/activities:</p> <p>Stretching exercises (warm up and cool down)</p> <p>Aerobic exercises</p> <p>Dance</p> <p>Age appropriate Fitness Stations – agility ladders, exercise ball, aerobic steps, core exercises, Pilates</p> <p>Exercise tag</p> <p>Exercise tag</p>	Ongoing
2 nd Grade		Title: Effects of Exercise				

Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4. 3B: Know the positive and negative effects of regular participation in moderate to vigorous physical activities.</p>	<p><i>Regular participation in physical activity affects the body in positive and negative ways.</i></p> <p>What are positive effects of regular exercise? The positive effects of regular exercise are overall physical wellness of the human body (ex. Healthy BMI, strong heart, muscle strength and endurance, flexibility, muscle tone, improved self-esteem, stress reliever)</p> <p>What are negative effects from lack of regular exercise? The negative effects from the lack of regular exercise include adverse health issues including obesity, heart disease, low self-esteem, and injured muscles.</p> <p>What is moderate physical activity? Moderate physical activity makes the heart beat faster and the lungs work harder. The person will feel some increase in heart rate and breathing rate when they participate in moderate physical activities. Moderate physical activities are not too difficult. A brisk walk is a good example of a moderate physical activity. Participation in moderate physical activity contributes to a healthy body.</p> <p>What is vigorous physical activity? Vigorous physical activity contributes to a healthy body. Vigorous physical activity keeps people moving and working hard and will make the heart beat much faster and harder than moderate physical activity. Vigorous physical activities will make people breathe much harder, begin to perspire and start to make the muscles feel tired.</p>	<p><i>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</i></p> <p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i></p>	<p>Formative Assessment: Written Test lower order questions. Vigorous vs Moderate worksheet</p>	<p>May include and not limited to the following games/activities:</p> <p>Stretching exercises (warm up and cool down) Aerobic exercises Dance Age Appropriate Fitness Stations – agility ladders, exercise ball, aerobic steps, core exercises, Pilates</p> <p>Tag games: Superman, Bug Catcher, Shark attack, Foxes/Chickens, Cowtown, Ten, Tunnel, Turtle, Dog pound, Dogcatcher, handshake freeze tag, exercise tag</p>	<p>2-8 days</p>
<p>2nd Grade</p>		<p>Title: Body Responses to Activity</p>				
Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.3C: Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> ● heart rate ● breathing rate 	<p><i>The intensity level of physical activity causes the body to respond in various ways.</i></p> <p>What is heart rate? Heart rate is how fast the heart beats. The heart pumps blood to the entire body through blood vessels. The heart rate is the number of heart beats (pumps) per minute.</p> <p>What is breathing rate? Breathing rate is the number of breathes a person</p>	<p><i>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</i></p> <p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and</i></p>	<p>Formative assessment: Teacher Question Signals</p>	<p>Chest pulse Class discussion about breathing rate, heart rate, and fatigue</p> <p>Warm-up activity: check pulse and breathing before running and then after running. Discuss with the class the changes that occurred with their heart rate and breathing rate</p>	<p>2-4 days</p>

takes in one minute. This can also be called the respiration rate.

What changes in your body do you notice when you are physically active during physical education class?

Changes in your body during physical activity include: heart beats faster, breathe faster and louder, body gets warm, begin to sweat and get tired.

How can we tell that our heart rate is changing?

You can feel your heart rate by placing your hand on your chest over your heart and counting the beats. When you feel the beat, you know your heart is pumping blood to your body through blood vessels. During physical activity, our hearts beat faster and heavier than when we are at rest.

How can we tell that our breathing rate is changing?

Your breathing rate is the number of breaths you take in a minute. As you take in air, count each inhale. As you inhale your chest expands (gets larger) b/c you are filling your lungs with air. During physical activity, our breathing rate is faster and heavier than when we are at rest.

What changes can we feel in our heart and breathing rates during moderate physical Activity?

Compared to being at rest, your heart and breathing rates will increase slightly during moderate activity. You may notice your heart beating harder and your breathing being harder, but you will still be able to talk to someone while being moderately physically active.

What changes can you feel in your heart and breathing during vigorous physical activity?

Vigorous physical activity that makes your heart beat much faster and harder also make your heart stronger. Likewise, vigorous physical activities that make you breathe much faster and harder make your lungs stronger. You will find it difficult to talk to someone while being vigorously physically

enjoyment.

2 nd Grade		Title: Like and Dislikes of Physical Activity				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3D: Identify likes and dislikes related to participation in physical activities	<p><i>What does it mean to participate in physical activities?</i> When you participate in a physical activity you are joining in and doing the activity. You are not watching the activity. You are not waiting a long time for your turn. You will be moving when you are participating. In fact, you should be moving a lot when participating in physical activities.</p> <p><i>What are “likes” related to participation in physical activities?</i> Likes related to participation in physical activities are personal in nature and provide some type of enjoyment for people.</p> <p><i>What physical activities do you like to do in the physical education class?</i> We all like different activities. Some children like playing by themselves other children like playing in groups. Some children like simple games with very few rules, others like complex games with many rules. Some children like water games and others like games on land.</p> <p><i>What physical activities do you like to do at home?</i></p> <p><i>What are “dislikes” related to participation in physical activities?</i> Dislikes related to participation in physical activities are personal in nature and provide some type of negative response in the individual.</p> <p><i>What physical activities do you dislike to do in the physical education class?</i> <i>What physical activities do you dislike to do at home?</i></p>	<i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i>	Formative Assessment: Lower Order questions Likes/Dislikes Survey:	Class Discussion : What does it mean to participate in Physical activity? What are “likes” related to participation in Physical activity? What Physical Activities do you like to do in Gym Class? What are some “dislikes” related to physical activity? What are some physical activities that you dislike to do in school or at home?	2 days
2 nd Grade		Title: Regular participation in physical activities improves motor skills.				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3E Identify reasons why regular participation in physical activities improves motor skills.	<i>What is regular participation in physical activity?</i> Regular participation in physical activity is when a person does something every day or almost every day. Doing something often shows regular	<i>Use selected movement skills, concepts and game strategies when participating in physical</i>	Formative assessment: Teacher questions	Class Discussion Give an example of a motor skill. Talk about the benefits of practice. Give examples of skills practiced during physical	4-8 days

		<p>participation.</p> <p><i>What are motor skills?</i> Motor skills are physical activities that are directed toward a specific function or goal. Examples of motor skills are throwing, kicking, jumping, etc.</p> <p><i>Why does participating regularly in physical activities improve motor skills?</i> Regular participation in physical activities provides an opportunity for you to learn by doing. When you learn by doing or try something new we call that experience. Practicing skills in a variety of physical activities will provide you with more experience. Both practice and experience help you improve your motor skills and become a skillful mover (efficient and effective).</p>	<p><i>activities.</i> <i>Use selected scientific principles to improve movement skills.</i></p>		<p>activities during class. Ask for examples of times when someone practiced something and improved.</p>	
<p>Big Idea 10.4 Physical Education</p>	<p>Standard Statement</p>	<p>Concepts (What students should know)</p> <p>Essential Questions/Content</p>	<p>Competencies (What students should be able to do)</p>	<p>Assessment Options</p>	<p>Learning Activities</p>	<p>Duration</p>
<p>2nd Grade</p>		<p>Title: Positive and Negative Interactions in Small Group Activities</p>				

Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.3F: Recognize positive and negative interactions of small group activities.</p> <ul style="list-style-type: none"> • roles (e.g., leader, follower) • cooperation • sharing • on task participation 	<p>What are positive interactions? Positive interactions make you feel safe and good about yourself and others: caring, kind, thoughtful, courteous, complimentary words and actions; and including others in activities.</p> <p>What are negative interactions? Negative interactions make you feel fearful and bad about yourself and others: unkind, mean, put-down words and actions; and excluding others from activities.</p> <p>What does it mean to be on-task? You follow directions, try new activities, practice, and use positive interactions when working with others.</p> <p>What does it mean to share? Sharing means to use something at same time as someone else. Sharing a space could mean avoiding contact with others or moving with another. Sharing equipment could mean using it at the same time or taking turns.</p> <p>What does it mean to cooperate? Cooperation means working together to reach a common goal. When working with others we use positive and avoid negative interactions; listen to and respect others’ ideas, persevere and do our best.</p> <p>What are roles? A role is a position plays in a group. Two examples include a leader and a follower.</p>	<p>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</p>	<p>Formative Assessment: Teacher observation</p>	<p>May include and not limited to the following games/activities: Small group games—circle hula hoop and warp speed</p> <p>Low organized games—clean up your backyard, parachute, medic, star wars, castle ball, sharks and minnows, dead bug tag, octopus, scooter castle, builders and bulldozers</p> <p>Relays</p> <p>Circle Games—hot potato, circle ball, mousetrap</p> <p>Cooperation Games—catch a thief, Colorado, jack rabbit relay</p>	<p>Ongoing</p>
<p>Big Idea 10.5 Physical Education</p>	<p>Standard Statement</p>	<p>Concepts (What students should know)</p> <p>Essential Questions/Content</p>	<p>Competencies (What students should be able to do)</p>	<p>Assessment Options</p>	<p>Learning Activities</p>	<p>Duration</p>
<p>2nd Grade</p>		<p>Title: Basic Motor Skills and Concepts</p>				
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<p>10.5.3A: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> • locomotor movements (e.g., run, leap, hop) • non-locomotor movements (e.g., 	<p>There are differences between basic movement skills and movement concepts yet they work together.</p> <p>What are basic movement skills? Basic movement skills are the action words you use in physical education class. Action words tell you “what you are doing”. Words that name the action are called verbs. Running is also a verb. Most physical</p>	<p>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment</p>	<p>Summative Assessment: Teacher Observation checklist: Throwing Checklist</p>	<p>Locomotor movements – run, leap, hop, jump, walk, skip, gallop May include and not limited to the following games/activities: Large muscle movements—calisthenics, aerobic exercise, jump rope, dance Non-locomotor – bend, stretch, swing, sway,</p>	<p>Ongoing</p>

	<ul style="list-style-type: none"> • bend, stretch, twist) • manipulative movements (e.g., throw, catch, kick) • relationships (e.g., over, under, beside) • combination movements (e.g., locomotor, non-locomotor, manipulative) • space awareness (e.g., self-space, levels, pathways, directions) • effort (e.g., speed, force) 	<p>activities use basic movement skills. Basic movement skills are the building blocks for more complex (advanced) sport-specific skills.</p> <p><i>How can the basic movement skills help you become physically active?</i> All physical activities use basic movement skills. There are so many basic movement skills that we put them into groups to help us recognize them. The basic movement skills are organized into three groups: non-locomotor, locomotor, and manipulative movements.</p> <p><i>What are the non-locomotor movement skills you should learn to become a skillful learner?</i> Non-locomotor movements help you learn about what the different parts of your body can do. Most of these skills can be performed in the same spot. You can think of these skills as “things you can do without going anywhere”. When performing non-locomotor movements there is little or no movement from one place to another. Non-locomotor movements include:</p> <ul style="list-style-type: none"> • Bend – body parts come closer together • Stretch – body parts become straighter • Swing – body parts have free backward and forward movement • Twist – body parts rotate at a joint • Turn – body faces a new direction • Pull – body parts drag an object • Push – body parts press against an object <p><i>What are the locomotor movement skills you should learn to become a skillful mover?</i> Locomotor movements are used to travel from one place to another. You can think of these skills as “things you do to get some place”. These movements use the entire body not just a part of the body. Locomotor movements enable you to move from one place to another. Locomotor movements include:</p> <ul style="list-style-type: none"> • Walk – one foot is always in contact with the floor • Run- head is up and knees are lifted • Jump- two foot take off and a two foot landing • Hop- one foot take off and a one foot (same foot) landing 	<p><i>Use selected scientific principles to improve movement skills.</i></p>		<p>twist, turn, pull, push, strain</p> <p>Manipulative movements—throw, catch, kick, bounce/dribble, roll and strike</p> <p>Clean the back yard</p> <p>Monkey in the middle</p> <p>Battleship</p> <p>Pinball</p> <p>Scooter activities</p> <p>Parachute</p> <p>Bean bag activities</p> <p>Hula hoops</p> <p>Jump Rope</p> <p>Builders and bulldozers</p> <p>Modified kickball</p> <p>Ladder golf</p> <p>Bocce</p> <p>Fling Nets</p> <p>Rocket Launchers</p> <p>Beanbag toss</p> <p>Frisbees</p> <p>Tee ball</p> <p>Obstacle course</p> <p>Space awareness—self-space, levels, pathways, directions</p> <p>Recess games—hopscotch, modified four square, merry go round</p>	
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- Leap – body takes off from one foot and lands on the other foot.
- Gallop- one foot leads and uses a step draw action (forward or backward)
- Slide/shuffle – one foot leads and uses a step draw action (sideways)
- Skip- one foot steps and hops forward then alternate feet with using the same step-hop movement

What are the manipulative movement skills you should learn to become a skillful mover?

Manipulative movements are used to move objects. Many physical activities use objects such as balls, bats, Frisbees jump ropes, etc. There are many different movements we use to manipulate objects. Manipulative movements can move objects from one place to another while you are moving or while you are in a stationary position. Manipulative movements include:

- Throw – sending an object with the hand/hands
- Catch- receiving an object with the hand/hands
- Dribble with hands/feet- alternately using each hand/foot to push an object
- Kick- striking an object with the foot
- Strike- hitting an object with the hand/hands or an implement

What are the space awareness concepts you should learn to be a skillful mover?

Space awareness concepts help you learn where your body can move. Understanding movement concepts related to space (the area available to you in the activity) can keep you and other players safe. There are many space awareness concepts.

- General space- the empty or open space other than one's own personal space
- Self-space- the space in the immediate area where you don't touch anyone or anything

Levels

- High- above the shoulders
- Medium- between the knees and shoulders
- Low- from the knees to the floor

Pathways

		<ul style="list-style-type: none"> • Straight- move in a linear path • Curve – move in a circular path • Zigzag- move in an angular path <p>Directions</p> <ul style="list-style-type: none"> • Forward- front of the body leading • Backward- back of the body leading • Right side- right side of the body leading • Left side- left side of the body leading • Up- top of the head leading • Down- feet leading <p><i>What are the relationship concepts you should learn to be a skillful mover?</i> Relationship concepts help you to learn how to move your body with objects (bats, jump ropes, etc.) and other people.</p> <ul style="list-style-type: none"> • Over- the body is above an object or person • Under- the body is below an object or person • On- the body is above and supported by an object or person • Off- the body is away from an object or person. • Near- the body is close to another object or person • Far- the body is away from another object or person • In front- the body is before another object or person • Behind- the body is following another object or person • Around- the body is on all sides of another object or person • Alongside- the body is on all sides of another object or person 				
2nd Grade		Title: Specific vocabulary words describe concepts of motor skill development.				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5. 3B: Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> • form • developmental 	<p><i>What is form?</i> Form is the critical elements of a skill, performed in smooth and continuous motion.</p> <p><i>What are developmental differences?</i> Developmental differences are when learners are at different levels in their motor, cognitive, emotional, social and physical development. They do not learn the same things at the same time or rate. Some</p>	<p><i>Use selected movement skills, concepts and game strategies when participating in physical activities.</i></p> <p><i>Use selected scientific principles to improve movement skills.</i></p>	Formative assessment: Teacher Observation	Teacher will teach and demonstrate the critical cues essential for good form in each of the following motor skills: Throwing Catching Kicking Striking Teacher will observe and give feedback to students form while using the critical cues in	Ongoing

	<p>differences</p> <ul style="list-style-type: none"> critical elements feedback 	<p>people may learn very quickly while it takes others a longer period of time.</p> <p>What are critical elements? Critical elements are the important parts of a skill that help a person understand the “how to” of the skill.</p> <p>What is feedback? Feedback is information given to the learner to help improve or correct a movement.</p>			order to help students achieve success in basic motor skills	
2nd Grade		Title: Practice serves a purpose in learning.				
Quality lifelong movement is based on scientific concepts/principles.	10.5.3C Know the function of practice.	<p>What is practice? Practice is repetition.</p> <p>What is the function of practice? The function of practice is to become consistent in the performance of movements. Practicing fundamental movements through repetition with correct technique (physical practice) and repetition of the cues (mental practice).</p>	<i>Use selected scientific principles to improve movement skills.</i>	Summative Assessment: Practice worksheet True/False statements	Class Discussion What is practice? How do we use practice in our class? Discuss why regular participation in physical activities improves motor skills. Direct Instruction to define practice and it’s use in physical education class.	8-16 days
2nd Grade		Title: The FITT Principle				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5. 3D: Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> frequency/how often to exercise intensity/how hard to exercise time/how long to exercise type/what kind of exercise 	<p>What are movement activities? The action words (basic movement skills) you are learning in physical education class can be used in many games, physical activities and sports. Games (i.e. Tag, hopscotch, etc.) physical activities (i.e. jogging, walking, etc.) and sports (i.e. Soccer, basketball, etc.) are all movement activities.</p> <p>What are fitness activities? The movements you do to help you move stronger (muscular strength), move for a longer time (muscular endurance and cardiorespiratory endurance) and move with ready muscles (flexibility) are called fitness activities. Movement activities can be fitness activities too. Animal walks are a good example of both a movement activity and a fitness activity.</p> <p>What does the word improvement mean? Improve means to make better (i.e., more repetitions, faster pace)</p> <p>What is an exercise? An exercise is a fitness activity that helps to improve muscular strength,</p>	<p>Recognize and use components of the F.I.T.T. principle to improve physical fitness</p> <p>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment</p>	Summative Assessment: The FITT Principle worksheet--lower order matching	FITT Poster Class Discussion of FITT terminology. What is Frequency? What is Intensity? What is Time? What is type? Direct Instruction of FITT definitions and how you could start to implement these principles into daily life.	Ongoing

muscular endurance and cardiorespiratory endurance flexibility.

How can exercise help you become a skillful mover? Movement skills that use force and power (i.e. Throwing, kicking, striking, etc.) can improve as you become stronger. Movement skills that you do for a long time (i.e. running and jumping rope, etc.) can improve as you improve your endurance. All movement skills can improve by having muscles that are ready to move. Exercising your muscles can make them stronger. Exercising can make your heart and lungs stronger. Exercising can also make your bones and joints stronger. Exercising your muscles in many physical activities make them stronger in many ways.

What information do you need to know about “how to exercise?” In order to make wise exercise choices you should use the FITT guidelines (principles). Using the FITT guidelines can help you improve your performance in movement and fitness activities.

What are the principles of exercise? Each letter of the FITT guidelines represents an important exercise idea (concept).

- **F**requency= How often you should exercise
- **I**ntensity= How hard you should exercise
- **T**ime= How long you should exercise
- **T**ype= What kind of activity you should engage in

How can you use the principles of exercise (FITT) to improve movement and fitness activities? How you use the principles of exercise (FITT) depends on your goals. You have been learning that regular participation in physical activity can improve your motor skills (body movements/actions you use when participating in physical activities). For children your age regular participation means that you are active on most, preferably all days of the week for at least 30-60 minutes in a variety of physical activities. At least, 10-15 minutes should include moderate to vigorous activity. You can use the FITT principles to help you be a regular participant in physical activity to improve your performance.

		<ul style="list-style-type: none"> • F= How often you should exercise- most days of the week- preferably all • I= How hard you should exercise- at a moderate to vigorous intensity • T= How long you should exercise- 30-60 minutes with at least 10-15 minutes of vigorous intensity • T= what kind of activity should you engage in- select activities that increase your heart rate and your respiration rate such as running or skipping or select activities from Level 1 and Level 2 of the Physical Activity Pyramid. <p><i>How could using the exercise principles (FITT) help you become a skillful mover?</i> You will be using the exercise principles (FITT) to improve a movement activity and a fitness activity. You will use the FITT guidelines for regular participation in physical activity with the FITT guidelines.</p>				
2nd Grade		Title: <i>Game strategies help you know what to do and when to do it.</i>				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5.3F: Recognize and describe game strategies using appropriate vocabulary.</p> <p>faking/dodging</p> <p>passing/receiving</p> <p>moving to be open</p> <p>defending space</p> <p>following rules of play</p>	<p><i>What is a game strategy?</i> A plan that helps you decide what to do and how to move to reach a target and/or outwit opponents in a game.</p> <p><i>What game strategies are used in tagging games?</i> Dodging and faking are two important game strategies to outwit opponents. <u>Dodging</u> is when you quickly change direction and speed to keep from being tagged. <u>Faking</u> is when you pretend to move in one direction, but you actually move in another direction.</p> <p><i>How will understanding rules of play help you when playing a game?</i> All games have rules: some tell you how to play, some tell you how to be fair and polite and some help you stay safe.</p> <p><i>What are the four classifications of games?</i> Target (bowling and golf); Striking and Fielding (kickball, softball and baseball); Net/Wall (volleyball, tennis and pickleball); and Invasion (football, basketball and soccer)</p>	<i>Use selected movement skills, concepts and game strategies when participating in physical activities. Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i>	Formative Assessment: Teacher Questions Teacher observation	<p>May include and not limited to the following games/activities</p> <p>Faking/Dodging Games: Tag games Line Games—Pizza pie, Dogcatcher, Fruit Basket</p> <p>Passing/ receiving Games: Pick a Pumpkin Pumpkin patch Modified Team sports—whiffle ball, soccer, kickball, hockey, volleyball, football, basketball Pinball</p> <p>All Games have an element of following the rules and are evident in the following games:</p> <p>Castle ball Scooter castle Snowball Playground games</p>	Ongoing

		<p><i>What strategies are used to reach a target?</i> Decisions about direction and distance help us aim at targets. <u>Direction</u> decisions include how we position our bodies in line with the target and release or send the object toward the target. <u>Distance</u> decisions are based on how far we are from the target. The farther the distance, the longer our step and wind-up.</p> <p><i>What game strategies are used in striking and fielding games?</i> Decisions include aiming to an open space, passing and receiving an object with teammates and defending space by moving to intercept the object. Aiming to an open space includes direction and distance decisions learned in target games. Passing and receiving strategies also include direction and distance decisions as well as moving the ball to a base to get the runner out. To defend space it is your job to move to position yourself in front of the oncoming object.</p>			Battleship Manipulative games Relays Various ball games	
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Materials and Resources:

Hopple, C. J. (2005) *Elementary Physical Education and Teaching Assessment: A Practical Guide (2nd ed.)*
NASPE and AAHPERD. (2004) *Moving into the Future: National Standards for Physical Education (2nd ed.)*
Graham, G., Holt/Hale, S.A. and Parker, M. *Children Moving; A Reflective Approach to Teaching Physical Education (8th ed.)*
Borsdorf, L., Boeyink, L. ed. (2011) *Physical Best Activity Guide (3rd ed.)*

Big Idea 10.4 Physical Education	Standard Statement	Grade Level	Concepts (What students should know) Essential Questions/Content	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
3 rd Grade			Title: Activities that Promote Physical fitness				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3A: Identify and engage in physical activities that promote physical fitness and health.	3	<p>What is physical activity? Physical activity is anything you do that requires movement and involves the body or part of the body. You engage in physical activity in PE class and outside of PE class. (see level 1&2 of the Physical Activity Pyramid)</p> <p>Why should you be physically active? When you are active, you are moving, you are using energy and you are doing something with the muscles in your body. Being active helps, you have strong muscles, more energy, and more fun and is good for your body.</p> <p>What happens to your body when you are physically active? Being physically active can help you from developing diseases such as heart disease or type II diabetes. Participating in physical activity can help you live longer, healthier and happier life.</p> <p>What does it mean to be physically fit? When you are fit, your heart, lungs and muscles have the strength and endurance to be physically active.</p> <p>What physical activities will promote (help you attain and maintain) physical fitness and health? Locomotor movements will provide opportunities to engage in moderate to vigorous physical activity to promote cardio-respiratory endurance (CRE) and help develop muscular strength, endurance, and flexibility. Manipulative skills will promote CRE, muscular strength, endurance and flexibility.</p>	<p>Identify and engage in various activities that support health, physical fitness, motor skill improvement, groups' interactions, and enjoyment.</p>	<p>Summative assessment: Who is being Physically Fit? written test lower order matching</p> <p>Psychomotor— Active/Inactive Checklist</p>	<p>May include and not limited to the following games/activities:</p> <p>Stretching exercises (warm up and cool down) Aerobic exercises Dance Fitness Stations – agility ladders, exercise ball, aerobic steps, core exercises, Pilates Exercise tag Jump rope</p>	Ongoing
3 rd Grade			Title: Body responses to physical activity				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3C: Know and recognize changes in body responses during moderate to vigorous physical activity.	3	<p>What is heart rate? Heart rate is how fast the heart beats. The heart pumps blood to the entire body through blood vessels. The heart rate is the number of heart beats (pumps) per minute.</p>	<p>Describe the effects and changes that occur to the body during moderate to vigorous physical activity. Identify and engage in various physical activities</p>	<p>Summative Assessment: Body Responses to Physical Activity worksheet Written Test Higher</p>	<p>May include and not limited to the following games/activities:</p> <p>Stretching exercises (warm up and cool down) Aerobic exercises</p>	2 days

	<ul style="list-style-type: none"> ● heart rate ● breathing rate 	<p>What is breathing rate? Breathing rate is the number of breathes a person takes in one minute. This can also be called the respiration rate.</p> <p>What changes in your body do you notice when you are physically active during physical education class? Changes in your body during physical activity include: heart beats faster, breathe faster and louder, body gets warm, begin to sweat and get tired.</p> <p>How can we tell that our heart rate is changing? You can feel your heart rate by placing your hand on your chest over your heart and counting the beats. When you feel the beat, you know your heart is pumping blood to your body through blood vessels. During physical activity, our hearts beat faster and heavier than when we are at rest.</p> <p>How can we tell that our breathing rate is changing? Your breathing rate is the number of breaths you take in a minute. As you take in air, count each inhale. As you inhale your chest expands (gets larger) b/c you are filling your lungs with air. During physical activity, our breathing rate is faster and heavier than when we are at rest.</p> <p>What changes can we feel in our heart and breathing rates during moderate physical Activity? Compared to being at rest, your heart and breathing rates will increase slightly during moderate activity. You may notice your heart beating harder and your breathing being harder, but you will still be able to talk to someone while being moderately physically active.</p> <p>What changes can you feel in your heart and breathing during vigorous physical activity? Vigorous physical activity that makes your heart beat much faster and harder also make your heart stronger. Likewise, vigorous physical activities that make you breathe much faster and harder make your lungs stronger. You will find it difficult to talk to someone while being vigorously physically</p>	<p>that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</p>	<p>order question short answer.</p>	<p>Dance Fitness Stations – agility ladders, exercise ball, aerobic steps, core exercises,</p> <p>Tag games: Superman, Bug Catcher, Shark attack, Foxes/Chickens, Cowtown, Ten, Tunnel, Turtle, Dog pound, Dogcatcher, handshake freeze tag, exercise tag, Jurassic park tag</p> <p>Neck and Chest Class discussion about breathing rate, heart rate, and fatigue</p>	
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3 rd Grade			Title: Improving motor skills through practice.				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3E Identify reasons why regular participation in physical activities improves motor skills.	3	<p>What is regular participation in physical activity? Regular participation in physical activity is when a person does something every day or almost every day. Doing something often shows regular participation.</p> <p>What are motor skills? Motor skills are physical activities that are directed toward a specific function or goal. Examples of motor skills are throwing, kicking, jumping, etc.</p> <p>Why does participating regularly in physical activities improve motor skills? Regular participation in physical activities provides an opportunity for you to learn by doing. When you learn by doing or try something new we call that experience. Practicing skills in a variety of physical activities will provide you with more experience. Both practice and experience help you improve your motor skills and become a skillful mover (efficient and effective).</p>	<p><i>Use selected movement skills, concepts and game strategies when participating in physical activities.</i></p> <p><i>Use selected scientific principles to improve movement skills.</i></p>	Summative Assessment: Physical Activity and Practice worksheet True/false quiz	Class Discussion Give an example of a motor skill. Talk about the benefits of practice. Give examples of skills practiced during physical activities during class. Ask for examples of times when someone practiced something and improved.	3 days
Big Idea 10.4 Physical Education	Standard Statement	Grade Level	Concepts (What students should know) Essential Questions/Content	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
3 rd Grade			Title: Positive and negative interactions				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.3F: Recognize positive and negative interactions of small group activities. <ul style="list-style-type: none"> • roles (e.g., leader, follower) • cooperation • sharing • on task participation 	3	<p>What are positive interactions? Positive interactions make you feel safe and good about yourself and others: caring, kind, thoughtful, courteous, complimentary words and actions; and including others in activities.</p> <p>What are negative interactions? Negative interactions make you feel fearful and bad about yourself and others: unkind, mean, put-down words and actions; and excluding others from activities.</p> <p>What does it mean to be on-task? You follow directions, try new activities, practice, and use positive interactions when working with others.</p> <p>What does it mean to share? Sharing means to use</p>	<p>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</p>	Summative Assessment: Cooperation and Game strategies worksheet T-chart Higher Order Evaluation of a Cooperative activity and game strategies T-chart.	May include and not limited to the following games/activities: Small group games—circle hula hoop and warp speed Low organized games—clean up your backyard, parachute, medic, star wars, castle ball, sharks and minnows, dead bug tag, octopus, scooter castle Relays Circle Games—hot potato, circle ball, mousetrap	Ongoing

			<p>something at same time as someone else. Sharing a space could mean avoiding contact with others or moving with another. Sharing equipment could mean using it at the same time or taking turns.</p> <p><i>What does it mean to cooperate?</i> Cooperation means working together to reach a common goal. When working with others we use positive and avoid negative interactions; listen to and respect others' ideas, persevere and do our best.</p> <p><i>What are roles?</i> A role is a position plays in a group. Two examples include a leader and a follower.</p>			<p>Cooperation Games—catch a thief, Colorado, jack rabbit relay, mission impossible, group scooters, space shuttle relay, river crossing, channel Z.</p> <p>Modified team sports : Whiffle ball, soccer, kick ball, hockey, volleyball, football, basketball, t-ball</p>	
Big Idea 10.5 Physical Education	Standard Statement	Grade Level	<p>Concepts (What students should know)</p> <p>Essential Questions/Content</p>	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
3rd Grade			Title: Basic Movement Skills and Concepts				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5.3A: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> locomotor movements (e.g., run, leap, hop) non-locomotor movements (e.g., bend, stretch, twist) manipulative movements (e.g., throw, catch, kick) relationships (e.g., over, under, beside) combination movements (e.g., locomotor, non-locomotor, manipulative) space awareness (e.g., self-space, levels, pathways, directions) effort (e.g., speed, 	3	<p><i>There are differences between basic movement skills and movement concepts yet they work together.</i></p> <p><i>What are basic movement skills?</i> Basic movement skills are the action words you use in physical education class. Action words tell you “what you are doing”. Words that name the action are called verbs. Running is also a verb. Most physical activities use basic movement skills. Basic movement skills are the building blocks for more complex (advanced) sport-specific skills.</p> <p><i>How can the basic movement skills help you become physically active?</i> All physical activities use basic movement skills. There are so many basic movement skills that we put them into groups to help us recognize them. The basic movement skills are organized into three groups: non-locomotor, locomotor, and manipulative movements.</p> <p><i>What are the non-locomotor movement skills you should learn to become a skillful learner?</i> Non-locomotor movements help you learn about what the different parts of your body can do. Most of these skills can be performed in the same spot. You can</p>	<p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment</i></p> <p><i>Use selected scientific principles to improve movement skills.</i></p>	<p>Summative Assessment: Striking check list Observation checklist (striking—hockey or tee)</p>	<p>Locomotor movements – run, leap, hop, jump, walk, skip, gallop</p> <p>Large muscle movements—calisthenics, aerobic exercise, jump rope, dance</p> <p>Non-locomotor – bend, stretch, swing, sway, twist, turn, pull, push, strain</p> <p>Manipulative movements—throw, catch, kick, bounce/dribble, roll and strike, volley</p> <p>Space awareness—self-space, levels, pathways, directions</p> <p>*May include and not limited to the following games/activities:</p> <p>Clean the back yard Monkey in the middle Battleship Pinball Rock in a box Bowling Matball Scooter activities</p>	Ongoing

	force)		<p>think of these skills as “things you can do without going anyplace”. When performing non-locomotor movements there is little or no movement from one place to another. Non-locomotor movements include:</p> <ul style="list-style-type: none"> ● Bend – body parts come closer together ● Stretch – body parts become straighter ● Swing – body parts have free backward and forward movement ● Twist – body parts rotate at a joint ● Turn – body faces a new direction ● Pull – body parts drag an object ● Push – body parts press against an object <p><i>What are the locomotor movement skills you should learn to become a skillful mover?</i></p> <p>Locomotor movements are used to travel from one place to another. You can think of these skills as “things you do to get some place”. These movements use the entire body not just a part of the body. Locomotor movements enable you to move from one place to another. Locomotor movements include:</p> <ul style="list-style-type: none"> ● Walk – one foot is always in contact with the floor ● Run- head is up and knees are lifted ● Jump- two foot take off and a two foot landing ● Hop- one foot take off and a one foot (same foot) landing ● Leap – body takes off from one foot and lands on the other foot. ● Gallop- one foot leads and uses a step draw action (forward or backward) ● Slide/shuffle – one foot leads and uses a step draw action (sideways) ● Skip- one foot steps and hops forward then alternate feet with using the same step-hop movement <p><i>What are the manipulative movement skills you should learn to become a skillful mover?</i></p> <p>Manipulative movements are used to move objects. Many physical activities use objects such as balls, bats, Frisbees, jump ropes, etc. There are many different movements we use to manipulate objects.</p>			<p>Parachute Bean bag activities Hula hoops Various balls Jump Rope Ladder golf Bocce Fling Nets Rocket Launchers HiLi Beanbag toss Frisbees Obstacle course</p> <p>Recess games—hopscotch, modified four square, merry go round</p> <p>Modified team sports : Whiffle ball, soccer, kick ball, hockey, volleyball, football, basketball, t-ball</p>	
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Manipulative movements can move objects from one place to another while you are moving or while you are in a stationary position. Manipulative movements include:

- Throw – sending an object with the hand/hands
- Catch- receiving an object with the hand/hands
- Dribble with hands/feet- alternately using each hand/foot to push an object
- Kick- striking an object with the foot
- Strike- hitting an object with the hand/hands or an implement
- Volley- consecutively striking an object with the hand/hands or an implement

What are movement concepts? Movement concepts tell you the many different ways you can perform (use) the action words in physical education class. For example, you can run fast or run slow; run forward or run backward; run alone or run with others. In many games and sports you will need to use your movement skills (action words) in many ways. Movement concepts can help you practice your movement skills (action words) in different ways so that you become a skillful mover. Movement concepts such as self-space and general-space can also help you play safely.

How can the movement concepts help you be physically active? Movement concepts make the basic movement skills exciting to use. The movement concepts add variety when practicing basic movement skills. To help us recognize the many movement concepts they are organized into groups: space awareness, effort and relationships.

What are the space awareness concepts you should learn to be a skillful mover? Space awareness concepts help you learn where your body can move. Understanding movement concepts related to space (the area available to you in the activity) can keep you and other players safe. There are many space awareness concepts.

- General space- the empty or open space other than one's own personal space

		<ul style="list-style-type: none"> • Self-space- the space in the immediate area where you don't touch anyone or anything <p>Levels</p> <ul style="list-style-type: none"> • High- above the shoulders • Medium- between the knees and shoulders • Low- from the knees to the floor <p>Pathways</p> <ul style="list-style-type: none"> • Straight- move in a linear path • Curve – move in a circular path • Zigzag- move in an angular path <p>Directions</p> <ul style="list-style-type: none"> • Forward- front of the body leading • Backward- back of the body leading • Right side- right side of the body leading • Left side- left side of the body leading • Up- top of the head leading • Down- feet leading <p><i>What are the relationship concepts you should learn to be a skillful mover?</i> Relationship concepts help you to learn how to move your body with objects (bats, jump ropes, etc.) and other people.</p> <ul style="list-style-type: none"> • Over- the body is above an object or person • Under- the body is below an object or person • On- the body is above and supported by an object or person • Off- the body is away from an object or person. • Near- the body is close to another object or person • Far- the body is away from another object or person • In front- the body is before another object or person • Behind- the body is following another object or person • Along- the body is from one end to the other of another person or object • Through- the body is between the parts of another object or person • Separating- the body is moving away from another object or person • Around- the body is on all sides of another object or person • Alongside- the body is on all sides of 			
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			<p>another object or person</p> <p>What basic movement skills should you learn to use to become a skillful mover? It is important for you to learn to use a variety of non-locomotor, locomotor, and manipulative skills. All of the skills included in these three groups are important for you to become a skillful mover. Learning to become a skillful mover requires you to learn the form and the critical elements of non-locomotor, locomotor, and manipulative skills. Locomotor and manipulative movement skills are often divided into three movement phases: the ready position phase, the execution (do it) phase, and the following through phase. Each of these three phases has critical elements of performance that are important to developing a good movement form. When using basic movement skills use the critical elements to improve your form.</p> <p>What basic movement concepts should you learn to use to become a skillful mover? It is also important that you continue to use the basic movement concepts to vary the practice of the basic movement skills. Remember movement concepts also have critical elements of performance that you should use.</p> <p>How will I know what critical elements to use? Your physical education teacher will tell you the critical elements he/she would like you to use with the basic movement skills and concepts in class.</p>				
3rd Grade			Title: Motor Skill Development Vocabulary				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5. 3B: Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● form ● developmental differences ● critical elements ● feedback 	3	<p>What is form? Form is the critical elements of a skill, performed in smooth and continuous motion.</p> <p>What are developmental differences? Developmental differences are when learners are at different levels in their motor, cognitive, emotional, social and physical development. They do not learn the same things at the same time or rate. Some people may learn very quickly while it takes others a longer period of time.</p> <p>What are critical elements?</p>	<p>Use selected movement skills, concepts and game strategies when participating in physical activities.</p> <p>Use selected scientific principles to improve movement skills.</p>	<p>Formative Assessment: Peer Throwing evaluation Higher order peer assessment</p>	<p>Teacher will teach and demonstrate the critical cues essential for good form in each of the following motor skills: Throwing Catching Kicking Striking Teacher will observe and give feedback to students form while using the critical cues in order to help students achieve success in basic motor skills.</p>	Ongoing

			<p>Critical elements are the important parts of a skill that help a person understand the “how to” of the skill.</p> <p><i>What is feedback?</i> Feedback is information given to the learner to help improve or correct a movement.</p>				
3rd Grade			Title: Exercise principles improve physical activities				
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<p>10.5. 3D: Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> ● frequency/how often to exercise ● intensity/how hard to exercise ● time/how long to exercise ● type/what kind of exercise 	3	<p><i>What are movement activities?</i> The action words (basic movement skills) you are learning in physical education class can be used in many games, physical activities and sports. Games (i.e. Tag, hopscotch, etc.) physical activities (i.e. jogging, walking, etc.) and sports (i.e. Soccer, basketball, etc.) are all movement activities.</p> <p><i>What are fitness activities?</i> The movements you do to help you move stronger (muscular strength), move for a longer time (muscular endurance and cardiorespiratory endurance) and move with ready muscles (flexibility) are called fitness activities. Movement activities can be fitness activities too. Animal walks are a good example of both a movement activity and a fitness activity.</p> <p><i>What does the word improvement mean?</i> Improve means to make better (i.e., more repetitions, faster pace)</p> <p><i>What is an exercise?</i> An exercise is a fitness activity that helps to improve muscular strength, muscular endurance and cardiorespiratory endurance flexibility.</p> <p><i>How can exercise help you become a skillful mover?</i> Movement skills that use force and power (i.e. Throwing, kicking, striking, etc.) can improve as you become stronger. Movement skills that you do for a long time (i.e. running and jumping rope, etc.) can improve as you improve your endurance. All movement skills can improve by having muscles that are ready to move. Exercising your muscles can make them stronger. Exercising can make your heart and lungs stronger. Exercising can also make</p>	<p><i>Recognize and use components of the F.I.T.T. principle to improve physical fitness</i></p> <p><i>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment</i></p>	<p>Summative Assessments : FITT Evaluation worksheet Written quiz on FITT</p>	<p>FITT Poster Class Discussion of FITT terminology. What is Frequency? What is Intensity? What is Time? What is type? Direct Instruction of FITT definitions and how you could start to implement these principles into daily life. Explain the FITT principle while doing fitness stations. Give example of frequency, intensity, time and type while rotating through the stations in class.</p>	Ongoing

your bones and joints stronger. Exercising your muscles in many physical activities make them stronger in many ways.

What information do you need to know about “how to exercise?” In order to make wise exercise choices you should use the FITT guidelines (principles). Using the FITT guidelines can help you improve your performance in movement and fitness activities.

What are the principles of exercise? Each letter of the FITT guidelines represents an important exercise idea (concept).

- **F**requency= How often you should exercise
- **I**ntensity= How hard you should exercise
- **T**ime= How long you should exercise
- **T**ype= What kind of activity you should engage in

How can you use the principles of exercise (FITT) to improve movement and fitness activities? How you use the principles of exercise (FITT) depends on your goals. You have been learning that regular participation in physical activity can improve your motor skills (body movements/actions you use when participating in physical activities). For children your age regular participation means that you are active on most, preferably all days of the week for at least 30-60 minutes in a variety of physical activities. At least, 10-15 minutes should include moderate to vigorous activity. You can use the FITT principles to help you be a regular participant in physical activity to improve your performance.

- **F**= How often you should exercise- most days of the week- preferably all
- **I**= How hard you should exercise- at a moderate to vigorous intensity
- **T**= How long you should exercise- 30-60 minutes with at least 10-15 minutes of vigorous intensity
- **T**= what kind of activity should you engage in- select activities that increase your heart rate and your respiration rate such as running or skipping or select activities from Level 1 and Level 2 of the

			Physical Activity Pyramid. <i>How could using the exercise principles (FITT) help you become a skillful mover?</i> You will be using the exercise principles (FITT) to improve a movement activity and a fitness activity. You will use the FITT guidelines for regular participation in physical activity with the FITT guidelines.				
3rd Grade			Title: Game strategies help you know what to do and when to do it.				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5.3F: Recognize and describe game strategies using appropriate vocabulary.</p> <p>faking/dodging passing/receiving</p> <p>moving to be open</p> <p>defending space</p> <p>following rules of play</p>	3	<p><i>What is a game strategy?</i> A plan that helps you decide what to do and how to move to reach a target and/or outwit opponents in a game.</p> <p><i>What game strategies are used in tagging games?</i> Dodging and faking are two important game strategies to outwit opponents. <u>Dodging</u> is when you quickly change direction and speed to keep from being tagged. <u>Faking</u> is when you pretend to move in one direction, but you actually move in another direction.</p> <p><i>How will understanding rules of play help you when playing a game?</i> All games have rules: some tell you how to play, some tell you how to be pair and polite and some help you stay safe.</p> <p><i>What are the four classifications of games?</i> Target (bowling and golf); Striking and Fielding (kickball, softball and baseball); Net/Wall (volleyball, tennis and pickleball); and Invasion (football, basketball and soccer)</p> <p><i>What strategies are used to reach a target?</i> Decisions about direction and distance help us aim at targets. <u>Direction</u> decisions include how we position our bodies in line with the target and release or send the object toward the target. <u>Distance</u> decisions are based on how far we are from the target. The farther the distance, the longer our step and wind-up.</p> <p><i>What game strategies are used in striking and fielding games?</i> Decisions include aiming to an open space, passing and receiving an object with</p>	<i>Use selected movement skills, concepts and game strategies when participating in physical activities. Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i>	Summative Assessment: Cooperation and Game strategies worksheet Higher Order Evaluation T-chart	<p>May include and not limited to the following games/activities</p> <p>Faking/Dodging Games: Tag games Line Games—Pizza pie, Dogcatcher, Fruit Basket</p> <p>Passing/ receiving Games: Pick a Pumpkin Pumpkin patch Modified Team sports—whiffle ball, soccer, kickball, hockey, volleyball, football, basketball Pinball</p> <p>All Games have an element of following the rules and are evident in the following games:</p> <p>Castle ball Scooter castle Snowball Playground games Battleship Manipulative games Relays Various ball games</p>	Ongoing

		teammates and defending space by moving to intercept the object. Aiming to an open space includes direction and distance decisions learned in target games. Passing and receiving strategies also include direction and distance decisions as well as moving the ball to a base to get the runner out. To defend space it is your job to move to position yourself in front of the oncoming object.				
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Materials and Resources:

www.cdc.gov/physicalactivity (moderate/vigorous activity examples)
Hopple, C. J. (2005) *Elementary Physical Education and Teaching Assessment: A Practical Guide (2nd ed.)*
NASPE and AAHPERD. (2004) *Moving into the Future: National Standards for Physical Education (2nd ed.)*
Graham, G., Holt/Hale, S.A. and Parker, M. *Children Moving; A Reflective Approach to Teaching Physical Education (8th ed.)*
Borsdorf, L., Boeyink, L. ed. (2011) *Physical Best Activity Guide (3rd ed.)*

4 th Grade						
Big Idea 10.4 Physical Education	Standard Statement	Concepts (What students should know) Essential Questions/Content	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
4 th Grade		Title: Moderate and Vigorous Activities				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.6A: Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	<i>How does participating in physical activity affect you?</i> Physical activities of moderate to vigorous intensity can help you reduce the risk of disease and maintain a healthy weight. Moderate to vigorous physical activity makes your heart and lungs work harder. Vigorous physical activities make your heart beat faster, breathing faster and use more energy than moderate physical activities. Participation in moderate to vigorous physical activities can improve muscular strength, endurance and flexibility.	<i>Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i> <i>Apply exercise principles (FITT) to health-related fitness components.</i>	Formative Assessments Teacher observation	May include and not limited to the following games/activities: Stretching exercises (warm up and cool down) Aerobic exercises Dance Fitness Stations – agility ladders, exercise ball, aerobic steps, core exercises, pilates Exercise tag Jump rope	1 day
4 th Grade		Title: Effects of Moderate and Vigorous Activity				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.6B: Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.	<i>When participating regularly in vigorous physical activity what are some effects on the body systems?</i> You will find that moderate to vigorous physical activities can cause both similar and different health benefits. Regular participation in physical activities of vigorous intensity has been shown to cause the following additional benefits: <ul style="list-style-type: none"> • Help you get out of the low fitness zone and into the healthy fitness zone for cardiovascular fitness. • Expend more calories, which will help you maintain a healthy weight. • Keep off body fat. • Less tired, work long and harder • Help you relax and reduce stress • Build other components of fitness i.e., flexibility and muscular fitness. 	<i>Identify, assess and engage in various physical activities that support health, fitness, motor skill improvement, group interactions and enjoyment</i>	Formative Assessments Teacher questions	Class discussion of benefits of exercise on body systems Direct instruction	2 days
4 th Grade		Title: Monitoring Body Response to Activity				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.6C: Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.	<i>How could you monitor and assess your heart's response to moderate to vigorous physical activity?</i> During moderate to vigorous physical activity there are many body responses (heart rate, respiration rate, perspiration rate, etc.) you could monitor. By monitoring your heart rate you can check if your		Formative assessment Teacher questions	Class discussion of how the body is changing to activity in class- increased heart/breathing rate and perspiration Demonstration Heart rate check (neck/chest)	2 Days

	<ul style="list-style-type: none"> heart rate monitoring Fitness assessment 	physical activity level is vigorous enough to increase body responses.			<p>May include and not limited to the following games/activities:</p> <p>Stretching exercises (warm up and cool down) Aerobic exercises Dance Fitness Stations – agility ladders, exercise ball, aerobic steps, core exercises, Pilates Fitness Stations</p>	
4th Grade		Title: Childhood Preferences for Physical Activity				
Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.6D: Describe factors that affect childhood physical activity preferences.</p> <ul style="list-style-type: none"> enjoyment personal interest social experience opportunities to learn new activities parental preference environment 	<p><i>Why do you prefer (like) certain physical activities better than other physical activities?</i> There are many things that influence why you like some activities better than others. Your personal thought, feelings and behaviors play an important role in your activity choices. Also, other people can influence your thoughts, feelings, and behaviors related to physical activity. You are more likely to be physically active if you enjoy the activity and are interested in the activity. However, you might select an activity because your family or friends choose to participate in the activity. Understanding how and why your [physical activity choices are influenced by your own thoughts, feelings, and behaviors and how other people can influence your thoughts, feeling, and behaviors related to physical activity can be used to help you in achieving a physically active lifestyle.</p> <p><i>What are some examples of factors that affect physical activity preferences?</i> Three important factors that may influence why you like some physical activities better than others are: personal interest, parental preferences, and social experiences.</p> <p><i>How do your personal interests influence your physical activity preferences?</i> Personal interests reflect what you want to know about and engage in. many times you are interested in an activity because you feel that you have the necessary skills to be successful. People like to feel competent when engaging in physical activity. You may also have been successful in past experiences with the activity.</p>	<i>Describe what influences a person's choice of physical activities</i>	Formative Assessment Higher Order Questions Physical Activity Survey	Class discussion of how we decide what activities we like and dislike and how we participate in physical activity. Review information collected from the physical activity survey Direct instruction	1 Day

Or, you may be interested in the personal challenge offered by the activity.

How do the preferences of your parents' influence your physical activity preferences? Parental preferences reflect the physical activity likes and dislikes of your mother/father/guardian. When you are young, parents play a big role in your physical activity choices. Often parents/guardians can act as a support of your parents/guardians when participating in physical activities. Your parents/guardians can support your participation by providing financial support, transportation, and shared experiences.

How do your social experiences influence your physical activity preferences? Social experience preferences reflect what physical activities you wish to engage in with a group of people. Many physical activities involve other people. Some people enjoy participating in physical activities where friends, teammates, coaches, and family support them.

What are some other factors that affect physical activity preferences? Three other important factors that may influence why you like some physical activities better than others are: enjoyment, opportunities to learn new activities, and environment.

How would enjoyment influence your physical activity preferences? Enjoyment reflects the pleasure you get from participating in the selected physical activity. The more you enjoy a physical activity the more likely you are to participate in the physical activity.

How would having opportunities to learn new skills influence your physical activity preferences? Opportunities to learn new skills reflect your chance to learn about the skills you have not yet experienced. The more opportunities you have to learn about and experience new skills the more likely you are to discover physical activities that you will enjoy and continue to participate in.

How does environment influence your physical

		<i>preferences?</i> Environmental preferences reflect the things that influence your life such as the area where you live, your family, and the things that happen to you (experiences). Being in an environment that support being physically active can increase your chances of being physically active.				
4th Grade		Title: Improving Motor Skills				
Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.6E: Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.</p> <ul style="list-style-type: none"> • success-oriented activities • school-community resources • variety of activities • time on task 	<p><i>How can regular participation in physical activities help you improve your motor skills?</i> There are things you can do to improve (better) your motor skill performance. Practice and experience can help you improve your motor skills. Both practice and experience can be gained by regular participation in a variety of physical activities. Usually you will see an increase in motor skill improvement with the more practice and experience opportunities provided through regular participation.</p>	<p><i>Identify, assess and engage in various physical activities that support health, fitness, motor skill improvement, group interactions and enjoyment</i></p> <p><i>Apply scientific principles and appropriate practice strategies to improve movement skills</i></p>	Formative Assessment Teacher questions	Direct Instruction/Class discussion of practice and motor skill development- what is practice, when and how we practice, types of activities during practice	1 day
4th Grade		Title: Promoting Pro-Social Behaviors				
Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.6F: Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> • leading • following • teamwork • etiquette • adherence to rules 	<p><i>What are the positive interactions that occur between group members?</i> Social skills that lead to positive interactions include active listening, cooperation, respect, honesty, fairness, encouraging and including others, and peaceful conflict resolution.</p> <p><i>What are the negative interactions that occur between group members?</i> We try to avoid negative interactions like name-calling, bullying, win-at-all-cost, put-downs, cheating, dishonesty, and excluding others from activities.</p> <p><i>How can adhering to rules promote positive interactions?</i> Following rules can keep us safe, help us interact positively with others and play games fairly. Fair play is important so each person/team gets an equal chance to participate and excel.</p> <p><i>How does teamwork promote positive interactions?</i> Teamwork means working together, collaborating with others to reach a goal. All take responsibility</p>	<p><i>Describe the various roles within a group and how they can be positive or negative.</i></p>	Summative Assessment Teacher Observation Group Interaction Checklist	<p>May include and not limited to the following games/activities:</p> <p>Cooperation Games—catch a thief, Colorado, jack rabbit relay, mission impossible, group scooters, space shuttle relay, river crossing ,channel Z.</p> <p>Modified team sports : Whiffle ball, soccer, kick ball, hockey, volleyball, football, basketball, t-ball</p> <p>Tag Games Rocks in a box Battleship Pinball Scooter activities Pick a pumpkin Jump Rope Ladder golf Bocce Frisbees</p>	Ongoing

		and do their part to help the team. They listen, offer ideas, respect others and persevere to reach team oals.			Obstacle course Modified four square Ghostbusters Touchdown Last flag standing Newcomb Kings court Spud Ultimate	
Big Idea 10.5 Physical Education	Standard Statement	Concepts (What students should know) Essential Questions/Content	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
4th Grade		Title: Application of basic movement skills in advanced skills				
Quality lifelong movement is based on scientific concepts/principles.	10.5.6A: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	<p><i>Basic movement skills and concepts (combine to form movement sequences and advanced skills</i> <i>What are movement sequences?</i> In a movement sequence the basic movement skills and concepts will have a relationship to each other. Movement sequences help you integrate basic movement skills and concepts. <i>What are advanced skills?</i> Advanced skills can be also be called complex skills of sport specific skills. Advanced skills use combinations of basic movement skills and concepts.</p> <p><i>How do you use basic movement skills and concepts to create and perform movement sequences and advanced skills?</i> When you understand “how to link” skills in a serial fashion you can improve your performance. When first learning a movement sequence or advanced skill you may wish to adjust the skill to a simpler form by reducing the number of skill and concepts required. As you become more skillful you can gradually increase the skills and concepts necessary for achieving the complete movement sequence or advanced skill.</p> <p><i>How do you use basic movement skills and concepts to create and perform movement sequences and advanced skills?</i> Smooth transitions are important for successful skill use in sports, games and dance. Smooth transitions have no breaks, no pauses, and no</p>	<i>Apply movement skills, concepts and game strategies when participating in physical activities.</i>	Formative Assessment	<p>May include and not limited to the following games/activities:</p> <p>Modified team sports : Whiffle ball, soccer, kick ball, hockey, volleyball, football, basketball, t-ball</p> <p>Large muscle movements—calisthenics, aerobic exercise, jump rope, dance, skip, slide</p> <p>Manipulative movements—throw, catch, kick, bounce/dribble, roll and strike</p> <p>Effort—speed and force</p> <p>May include and not limited to the following games/activities:</p> <p>Battleship Mega ball activities Pinball Scooter activities Jurassic park tag Rock in a box Bean bag activities Jump Rope Ladder golf Bocce</p>	Ongoing

		extra steps in the movement.			Fling Nets Beanbag toss Frisbees Obstacle course Recess games—hopscotch, modified four square Ghostbusters Touchdown Newcomb Kings court Spud Ultimate Matball Bowling DDR stations	
4th Grade		Title: Motor Skill Development				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5. 6B: Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <ul style="list-style-type: none"> • transfer between skills • selecting relevant cues • types of feedback • movement efficiency • product (outcome/result) 	<p><i>What are some examples of motor skill development concepts that can help you become a skillful mover?</i> Two motor learning concepts that may help you become a skillful mover are: selecting relevant cues and movement efficiency.</p> <p><i>How can learning about relevant cues help you become a skillful mover?</i> When learning a motor skill you will be presented with a lot of skill information. Some of the information will be important (relevant) to your successful use of the motor skill. For example. When learning how to strike a ball you will need to attend to the following relevant cues: the direction the ball is moving, where the contact point should be, how to move in position, and when to begin the movement of the strike. By focusing on the relevant cues you will have important information to help you plan select your motor response. Some of the information will be unimportant (irrelevant). You will need to learn how to tell the difference and to attend to relevant cues and disregard irrelevant cues.</p>	<i>Apply scientific principles and appropriate practice strategies to improve movement skills</i>	<p>Summative Assessment Teacher Observation of Jump Shot</p> <p>Lower Order Questions Basketball Quiz</p>	<p>Class discussion of critical cues Demonstration Critical elements (cue) identification; - loco motor skills, throwing, shooting, catching, passing, striking, kicking, rolling</p>	4 days
4th Grade		Title: Practice and Skill Development				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5.6C: Describe the relationship between practice and skill development.</p>	<p><i>What are the movement characteristics of skill performance during development through each stage of learning</i></p> <ol style="list-style-type: none"> 1. OUTSTANDING 2. PROFICIENT 	<i>Identify assess and engage in various physical activities that support health, fitness, motor skill improvement, group</i>	<p>Formative Assessment Teacher Question</p>	<p>Class discussion of the importance of practice for skill development Direct instruction</p>	Ongoing

		<p>3. DEVELOPING 4. NON PARTICIPANT</p> <p><i>How do you know that the development of skill learning was related to practice?</i> Record keeping to document changes from less to more consistent skill performance: uncoordinated, jerky, unbalanced, and awkward to more coordinated, fluent, and balanced</p>	<i>interactions and enjoyment.</i>			
4th Grade		Title: Principles of Exercise				
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<p>10.5. 6D: Describe and apply the principles of exercise to the components of health-related and skill-related fitness.</p> <ul style="list-style-type: none"> • cardiorespiratory endurance • muscular strength • muscular endurance • flexibility • body composition 	<p>What is health-related fitness? When we talk about fitness there are two areas of fitness: health related fitness and skill related fitness. Health related fitness focuses on attaining and maintaining a healthy lifestyle. Due to nation-wide concerns regarding lack of physical activity and decline of health among all age groups much more emphasis is being placed on learning about health related fitness concept.</p> <p>What are the components of health related fitness? Both health related and skill related fitness have essential parts (components). The components of health related fitness include: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. Cardiorespiratory endurance is also known as aerobic capacity cardiorespiratory fitness, or cardiovascular fitness. This is the ability of the heart, lungs, blood vessels and blood to work efficiently and to supply the body with oxygen. Having good cardiorespiratory endurance allows you to be physically active for a long time without getting tired. Muscular strength is the ability of the muscles to lift a heavy weight or exert a lot of force. Muscular endurance is the ability to use muscles for a long period of time without getting tired. Doing many repetitions of an exercise such as push-ups measures muscular endurance. Flexibility is the ability to move all body parts and joints freely. Body composition is the combination of all tissues that make up the body such as bones, muscles, organs, and body fat.</p> <p>How can you use the principles of exercise (FITT) to develop cardiorespiratory endurance? (Introduction) Cardiorespiratory endurance is the ability of the heart, lungs, blood vessels, and blood</p>	Apply exercise principles (FITT) to health-related fitness components.	Formative Assessment Choral Response	Direct instruction of the principles of health- and skill- related fitness and types of activities Fitness Unit, Warm ups	Ongoing

		<p>to work efficiently and to supply the body with oxygen. The principles of exercise (FITT) can be used to help you attain, maintain, and train cardiorespiratory endurance. Using the principles of exercise to develop cardiorespiratory endurance:</p> <ul style="list-style-type: none"> ● F= 3-6 days a week ● I= heart rate in the target heart rate zone ● T= 20-60 minutes ● T= select activities from Level 2 (active aerobics/active sports and recreation) 				
4th Grade		Title: Basic Game Strategies				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5.6F: Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> ● give and go ● one on one ● peer communication 	<p><i>What are the four classifications of games?</i> Target (bowling and golf); Striking and Fielding (kickball, softball, and baseball); Net/Wall (volleyball, tennis, and pickleball); and Invasion (football, basketball, soccer, and floor hockey).</p> <p><i>What are game tactics (game strategies)?</i> Tactics are decisions players make during game lay to reach the goals of scoring, preventing scoring, and restarting the game.</p> <p><i>What is offense?</i> When a team has possession of the ball and is trying to score.</p> <ul style="list-style-type: none"> ● In target games offensive players send away objects to make contact with stationary targets in fewer attempts than the opponent. ● In striking/fielding games, offensive players must strike or kick a ball with sufficient accuracy and/or power that will elude players on the fielding team, and give time for the hitter to run between two or more bases. ● In net/wall games, offensive players must send the ball back to the opponent so that the opponent is unable to return it or is forced to make an error. In volleyball (newcomb) players also send and receive the ball with teammates to gain control and get the ball into position to score. ● In invasion games, offensive players use passing, receiving, and travelling skills to move the ball on the court or field to get near the goal and score. Game tactics 	<p><i>Apply movement skills concepts and game strategies when participating in physical activities</i></p>	<p>Formative Assessment Choral response</p>	<p>May include and not limited to the following games/activities:</p> <p>Modified team sports : Whiffle ball, soccer, kick ball, hockey, volleyball, football, basketball, t-ball</p>	<p>16 days</p>

		<p>include passing to an open teammate and accurately sending the ball toward to goal. Moving to an open space means that when you do not have the ball it is your job to keep moving until you can get free of the defense to receive the object.</p> <p>What is defense? When a team does not have possession of the ball, they are trying to prevent the offense from scoring.</p> <ul style="list-style-type: none"> • In target games there is no defense. • In striking/fielding games, defensive players must move to intercept hits, pass to the fielder in the best position to tag a runner out. • In net/wall games, defensive players must return the ball and keep it in-bounds. <p>In invasion games, defensive players must try to intercept the object and prevent scoring. They close or reduce open spaces by positioning themselves between the offensive players sending and receiving the object and/or between the player and the goal.</p>				
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Materials and Resources:

Hopple, C. J. (2005) *Elementary Physical Education and Teaching Assessment: A Practical Guide (2nd ed.)*
NASPE and AAHPERD. (2004) *Moving into the Future: National Standards for Physical Education (2nd ed.)*
Graham, G., Holt/Hale, S.A. and Parker, M. *Children Moving; A Reflective Approach to Teaching Physical Education (8th ed.)*
Borsdorf, L., Boeyink, L. ed. (2011) *Physical Best Activity Guide (3rd ed.)*

Big Idea 10.4 Physical Education	Standard Statement	Concepts (What students should know) Essential Questions/Content	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
Grade 5		Title: Moderate to Vigorous Physical Activities				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.6A: Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	<i>How does participating in physical activity affect you?</i> Physical activities of moderate to vigorous intensity can help you reduce the risk of disease and maintain a healthy weight. Moderate to vigorous physical activity makes your heart and lungs work harder. Vigorous physical activities make your heart beat faster, breathing faster and use more energy than moderate physical activities. Participation in moderate to vigorous physical activities can improve muscular strength, endurance and flexibility.	<i>Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</i> <i>Apply exercise principles (FITT) to health-related fitness components.</i>	Formative Assessment Teacher Questions	May include and not limited to the following games/activities: Stretching exercises (warm up and cool down) Aerobic exercises Dance Fitness Stations – agility ladders, exercise ball, aerobic steps, core exercises, pilates Exercise tag Jump rope	1 day
Grade 5		Title: Regular Participation in Activity				
Participation in physical activity impacts wellness throughout a lifetime.	10.4. 6B: Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.	<i>When participating regularly in vigorous physical activity what are some effects on the body systems?</i> You will find that moderate to vigorous physical activities can cause both similar and different health benefits. Regular participation in physical activities of vigorous intensity has been shown to cause the following additional benefits: <ul style="list-style-type: none">● Help you get out of the low fitness zone and into the healthy fitness zone for cardiovascular fitness.● Expend more calories, which will help you maintain a healthy weight.● Keep off body fat.● Less tired, work long and harder● Help you relax and reduce stress● Build other components of fitness i.e., flexibility and muscular fitness.	<i>Identify, assess and engage in various physical activities that support health, fitness, motor skill improvement , group interactions and enjoyment</i>	Summative Assessment: Fitness Quiz Formative Assessment Fitness Checklist	Class discussion of the effects of regular participation in physical activity Direct instruction	2 days
Grade 5		Title: Body Responses to Activity				
Participation in physical activity impacts wellness throughout a lifetime.	10.4.6C: Identify and apply ways to monitor and assess the body’s response to moderate to vigorous physical activity. <ul style="list-style-type: none">● heart rate monitoring	<i>How could you monitor and assess your heart’s response to moderate to vigorous physical activity?</i> During moderate to vigorous physical activity there are many body responses (heart rate, respiration rate, perspiration rate, etc.) you could monitor. By monitoring your heart rate you can check if your physical activity level is vigorous enough to increase body responses.	<i>Apply exercise principles (FITT) to health-related fitness components.</i>	Formative Assessments Heart rate check of radial and/or radial pulse	Class discussion of different ways we notice our bodies responding during physical activity. Direct instruction of taking a heart rate Demonstration Heart rate check (radial pulse, carotid pulse, hand on heart)	1 day

	<ul style="list-style-type: none"> • checking blood pressure • Fitness assessment 				<p>May include and not limited to the following games/activities:</p> <p>Stretching exercises (warm up and cool down) Aerobic exercises Dance Fitness Stations – agility ladders, exercise ball, aerobic steps, core exercises, pilates Fitness Stations</p>
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Grade 5		Title: Physical Activity Preferences			
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Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.6D: Describe factors that affect childhood physical activity preferences.</p> <ul style="list-style-type: none"> -enjoyment -personal interest -social experience -opportunities to learn new activities -parental preference -environment 	<p><i>Why do you prefer (like) certain physical activities better than other physical activities?</i> There are many things that influence why you like some activities better than others. Your personal thought, feelings and behaviors play an important role in your activity choices. Also, other people can influence your thoughts, feelings, and behaviors related to physical activity. You are more likely to be physically active if you enjoy the activity and are interested in the activity. However, you might select an activity because your family or friends choose to participate in the activity. Understanding how and why your [physical activity choices are influenced by your own thoughts, feelings, and behaviors and how other people can influence your thoughts, feeling, and behaviors related to physical activity can be used to help you in achieving a physically active lifestyle.</p> <p><i>What are some examples of factors that affect physical activity preferences?</i> Three important factors that may influence why you like some physical activities better than others are: personal interest, parental preferences, and social experiences.</p> <p><i>How do your personal interests influence your physical activity preferences?</i> Personal interests reflect what you want to know about and engage in. many times you are interested in an activity because you feel that you have the necessary skills to be successful. People like to feel competent when engaging in physical activity. You may also have been successful in past experiences with the activity. Or, you may be interested in the personal challenge offered by the activity.</p>	<p><i>Describe what influences a person’s choice of physical activities</i></p>	<p>Formative Assessment Open response/teacher questions</p>	<p>Class discussion Direct Instruction</p>	<p>1 Day</p>
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How do the preferences of your parents' influence your physical activity preferences? Parental preferences reflect the physical activity likes and dislikes of your mother/father/guardian. When you are young, parents play a big role in your physical activity choices. Often parents/guardians can act as a support of your parents/guardians when participating in physical activities. Your parents/guardians can support your participation by providing financial support, transportation, and shared experiences.

How do your social experiences influence your physical activity preferences? Social experience preferences reflect what physical activities you wish to engage in with a group of people. Many physical activities involve other people. Some people enjoy participating in physical activities where friends, teammates, coaches, and family support them.

What are some other factors that affect physical activity preferences? Three other important factors that may influence why you like some physical activities better than others are: enjoyment, opportunities to learn new activities, and environment.

How would enjoyment influence your physical activity preferences? Enjoyment reflects the pleasure you get from participating in the selected physical activity. The more you enjoy a physical activity the more likely you are to participate in the physical activity.

How would having opportunities to learn new skills influence your physical activity preferences? Opportunities to learn new skills reflect your chance to learn about the skills you have not yet experienced. The more opportunities you have to learn about and experience new skills the more likely you are to discover physical activities that you will enjoy and continue to participate in.

How does environment influence your physical preferences? Environmental preferences reflect the things that influence your life such as the area where

		you live, your family, and the things that happen to you (experiences). Being in an environment that support being physically active can increase your chances of being physically active.				
Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.6E: Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.</p> <ul style="list-style-type: none"> • success-oriented activities • school-community resources • variety of activities • time on task 	<p><i>How can regular participation in physical activities help you improve your motor skills?</i> There are things you can do to improve (better) your motor skill performance. Practice and experience can help you improve your motor skills. Both practice and experience can be gained by regular participation in a variety of physical activities. Usually you will see an increase in motor skill improvement with the more practice and experience opportunities provided through regular participation.</p>	<p><i>Identify, assess and engage in various physical activities that support health, fitness, motor skill improvement, group interactions and enjoyment</i></p> <p><i>Apply scientific principles and appropriate practice strategies to improve movement skills</i></p>	Formative Assessment Teacher Questions	Direct Instruction of the importance of practice and regular participation in physical activity	1 day
Grade 5		Title: Promoting Pro-Social Behaviors				
Participation in physical activity impacts wellness throughout a lifetime.	<p>10.4.6F: Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> • leading • following • teamwork • etiquette • adherence to rules 	<p><i>What are the positive interactions that occur between group members?</i> Social skills that lead to positive interactions include active listening, cooperation, respect, honesty, fairness, encouraging and including others, and peaceful conflict resolution.</p> <p><i>What are the negative interactions that occur between group members?</i> We try to avoid negative interactions like name-calling, bullying, win-at-all-cost, put-downs, cheating, dishonesty, and excluding others from activities.</p> <p><i>How can adhering to rules promote positive interactions?</i> Following rules can keep us safe, help us interact positively with others and play games fairly. Fair play is important so each person/team gets an equal chance to participate and excel.</p> <p><i>How does teamwork promote positive interactions?</i> Teamwork means working together, collaborating with others to reach a goal. All take responsibility and do their part to help the team. They listen, offer</p>	<p><i>Describe the various roles within a group and how they can be positive or negative.</i></p>	Summative Assessment Roles in the Game	<p>May include and not limited to the following games/activities:</p> <p>Cooperation Games—catch a thief, Colorado, jack rabbit relay, mission impossible, group scooters, space shuttle relay, river crossing, channel Z.</p> <p>Modified team sports : Whiffle ball, soccer, kick ball, hockey, volleyball, football, basketball, t-ball</p> <p>Dog pound</p> <p>Jurassic park tag</p> <p>Rocks in a box</p> <p>Battleship</p> <p>Pinball</p> <p>Pick a pumpkin</p> <p>Ladder golf</p> <p>Bocce</p> <p>Fling Nets</p> <p>Frisbees</p> <p>Obstacle course</p> <p>modified four square,</p>	Ongoing

		ideas, respect others and persevere to reach team goals.			Knockout Ghostbusters Touchdown Tailless Newcomb Kings court Spud Ultimate Mega ball activities Starwars	
Big Idea 10.5 Physical Education	Standard Statement	Concepts (What students should know) Essential Questions/Content	Competencies (What students should be able to do)	Assessment Options	Learning Activities	Duration
Grade 5		Title: Application of Basic Movement Skills in Advanced Skills				
Quality lifelong movement is based on scientific concepts/principles.	10.5.6A: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	<p><i>Basic movement skills and concepts (combine to form movement sequences and advanced skills</i></p> <p><i>What are movement sequences?</i> In a movement sequence the basic movement skills and concepts will have a relationship to each other. Movement sequences help you integrate basic movement skills and concepts.</p> <p><i>What are advanced skills?</i> Advanced skills can be also be called complex skills of sport specific skills. Advanced skills use combinations of basic movement skills and concepts.</p> <p><i>How do you use basic movement skills and concepts to create and perform movement sequences and advanced skills?</i> When you understand “how to link” skills in a serial fashion you can improve your performance. When first learning a movement sequence or advanced skill you may wish to adjust the skill to a simpler form by reducing the number of skill and concepts required. As you become more skillful you can gradually increase the skills and concepts necessary for achieving the complete movement sequence or advanced skill.</p> <p><i>How do you use basic movement skills and concepts to create and perform movement sequences and</i></p>	<i>Apply movement skills, concepts and game strategies when participating in physical activities.</i>	<p>Summative Assessment Teacher Observation -- sequencing checklist</p> <p>Concept Development/Map -- Sequence</p>	<p>May include and not limited to the following games/activities:</p> <p>Modified team sports : Whiffle ball, soccer, kick ball, hockey, volleyball, football, basketball, t-ball</p> <p>Large muscle movements—calisthenics, aerobic exercise, jump rope, dance</p> <p>Manipulative movements—throw, catch, kick, bounce/dribble, roll and strike</p> <p>Effort—speed and force</p> <p>May include and not limited to the following games/activities:</p> <p>Volleyball Basketball Flicker Battleship Mega ball activities Pinball Scooter activities Jurassic park tag Rock in a box Bean bag activities</p>	Ongoing

		<i>advanced skills?</i> Smooth transitions are important for successful skill use in sports, games and dance. Smooth transitions have no breaks, no pauses, and no extra steps in the movement.			Hula hoops Various balls Jump Rope Ladder golf Bocce Fling Nets Rocket Launchers HiLi Beanbag toss Frisbees Obstacle course Recess games—hopscotch, modified four square, Ghostbusters Touchdown Newcomb Kings court Spud Ultimate Bowling DDR stations Starwars	
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Grade 5		Title: Motor Skill Development				
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Quality lifelong movement is based on scientific concepts/principles.	10.5. 6B: Identify and apply the concepts of motor skill development to a variety of basic skills. <ul style="list-style-type: none"> • transfer between skills • selecting relevant cues • types of feedback • movement efficiency • product (outcome/result) 	<i>What are some examples of motor skill development concepts that can help you become a skillful mover?</i> Two motor learning concepts that may help you become a skillful mover are: selecting relevant cues and movement efficiency. <p><i>How can learning about relevant cues help you become a skillful mover?</i> When learning a motor skill you will be presented with a lot of skill information. Some of the information will be important (relevant) to your successful use of the motor skill. For example. When learning how to strike a ball you will need to attend to the following relevant cues: the direction the ball is moving, where the contact point should be, how to move in position, and when to begin the movement of the strike. By focusing on the relevant cues you will have important information to help you plan select your motor response. Some of the information will be unimportant (irrelevant). You will need to learn how to tell the difference and to attend to relevant cues and disregard irrelevant cues.</p>	<i>Apply scientific principles and appropriate practice strategies to improve movement skills</i>	Summative Assessments: Teacher Observation --skills rubric Lower Order Questions --circle pictures	Class discussion Demonstration Critical elements (cue) identification; - locomotor skills, throwing, shooting, catching, passing, striking, kicking, rolling	8 days
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Grade 5		Title: Practice and Skill Development				
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Quality lifelong movement is based on scientific concepts/principles.	10.5.6C: Describe the relationship between practice and skill development.	<p><i>What are the movement characteristics of skill performance during development through each stage of learning</i></p> <ol style="list-style-type: none"> 1. OUTSTANDING 2. PROFICIENT 3. DEVELOPING 4. NON PARTICIPANT <p><i>How do you know that the development of skill learning was related to practice?</i> Record keeping to document changes from less to more consistent skill performance: uncoordinated, jerky, unbalanced, and awkward to more coordinated, fluent, and balanced</p>	<p><i>Identify assess and engage in various physical activities that support health, fitness, motor skill improvement, group interactions and enjoyment.</i></p>	Formative Assessment Teacher Questions Choral response	Class discussion through teacher questioning and student answers Direct instruction	Ongoing
Grade 5						
Quality lifelong movement is based on scientific concepts/principles.	10.5. 6D: Describe and apply the principles of exercise to the components of health-related and skill-related fitness. <ul style="list-style-type: none"> ● cardiorespiratory endurance ● muscular strength ● muscular endurance ● flexibility ● body composition 	<p><i>What is health-related fitness?</i> When we talk about fitness there are two areas of fitness: health related fitness and skill related fitness. Health related fitness focuses on attaining and maintaining a healthy lifestyle. Due to nation-wide concerns regarding lack of physical activity and decline of health among all age groups much more emphasis is being placed on learning about health related fitness concept.</p> <p><i>What are the components of health related fitness?</i> Both health related and skill related fitness have essential parts (components). The components of health related fitness include: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. Cardiorespiratory endurance is also known as aerobic capacity cardiorespiratory fitness, or cardiovascular fitness. This is the ability of the heart, lungs, blood vessels and blood to work efficiently and to supply the body with oxygen. Having good cardiorespiratory endurance allows you to be physically active for a long time without getting tired. Muscular strength is the ability of the muscles to lift a heavy weight or exert a lot of force. Muscular endurance is the ability to use muscles for a long period of time without getting tired. Doing many repetitions of an exercise such as push-ups measures muscular endurance. Flexibility is the ability to move all body parts and joints freely. Body composition is the combination of all tissues that make up the body such as bones, muscles, organs, and body fat.</p>	<p><i>Apply exercise principles (FITT) to health-related fitness components.</i></p>	Formative Assessment Choral response	Direct instruction Fitness, Warm ups	Ongoing

		<p><i>How can you use the principles of exercise (FITT) to develop cardiorespiratory endurance?</i> <i>(Introduction)</i> Cardiorespiratory endurance is the ability of the heart, lungs, blood vessels, and blood to work efficiently and to supply the body with oxygen. The principles of exercise (FITT) can be used to help you attain, maintain, and train cardiorespiratory endurance. Using the principles of exercise to develop cardiorespiratory endurance:</p> <ul style="list-style-type: none"> ● F= 3-6 days a week ● I= heart rate in the target heart rate zone ● T= 20-60 minutes <p>T= select activities from Level 2 (active aerobics/active sports and recreation)</p>				
Grade 5		Title: Game Strategies				
Quality lifelong movement is based on scientific concepts/principles.	<p>10.5.6F: Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> ● give and go ● one on one ● peer communication 	<p><i>What are the four classifications of games?</i> Target (bowling and golf); Striking and Fielding (kickball, softball, and baseball); Net/Wall (volleyball, tennis, and pickleball); and Invasion (football, basketball, soccer, and floor hockey).</p> <p><i>What are game tactics (game strategies)?</i> Tactics are decisions players make during game lay to reach the goals of scoring, preventing scoring, and restarting the game.</p> <p><i>What is offense?</i> When a team has possession of the ball and is trying to score.</p> <ul style="list-style-type: none"> ● In target games offensive players send away objects to make contact with stationary targets in fewer attempts than the opponent. ● In striking/fielding games, offensive players must strike or kick a ball with sufficient accuracy and/or power that will elude players on the fielding team, and give time for the hitter to run between two or more bases. ● In net/wall games, offensive players must send the ball back to the opponent so that the opponent is unable to return it or is forced to make an error. In volleyball (newcomb) players also send and receive the ball with teammates to gain control and 	<p><i>Apply movement skills concepts and game strategies when participating in physical activities</i></p>	<p>Formative Assessment Choral response</p>	<p>Modified team sports: Whiffle ball, soccer, kick ball, hockey, volleyball, football, basketball, t-ball</p>	<p>16 days</p>

		<p>get the ball into position to score.</p> <ul style="list-style-type: none"> • In invasion games, offensive players use passing, receiving, and travelling skills to move the ball on the court or field to get near the goal and score. Game tactics include passing to an open teammate and accurately sending the ball toward to goal. Moving to an open space means that when you do not have the ball it is your job to keep moving until you can get free of the defense to receive the object. <p>What is defense? When a team does not have possession of the ball, they are trying to prevent the offense from scoring.</p> <ul style="list-style-type: none"> • In target games there is no defense. • In striking/fielding games, defensive players must move to intercept hits, pass to the fielder in the best position to tag a runner out. • In net/wall games, defensive players must return the ball and keep it in-bounds. <p>In invasion games, defensive players must try to intercept the object and prevent scoring. They close or reduce open spaces by positioning themselves between the offensive players sending and receiving the object and/or between the player and the goal.</p>				
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Materials and Resources:

Hopple, C. J. (2005) *Elementary Physical Education and Teaching Assessment: A Practical Guide (2nd ed.)*

NASPE and AAHPERD. (2004) *Moving into the Future: National Standards for Physical Education (2nd ed.)*

Graham, G., Holt/Hale, S.A. and Parker, M. *Children Moving; A Reflective Approach to Teaching Physical Education (8th ed.)*

Borsdorf, L., Boeyink, L. ed. (2011) *Physical Best Activity Guide (3rd ed.)*