| COURSE            | Physica   | L EDUCATION   | GRADE:             | Kindergarten |
|-------------------|---|---|--------------------|--------------|
| STATE STANDARD:   | TATE STANDARD:         10.4.3 Physical Activity |   | TIME FRAME:        |              |
| STANDARD STATEMEN | NTS:  | A - Identify And Engage In Physical Activities That Promote Physical Fitness A<br>C - Know And Recognize Changes In Body Responses During Moderate To V<br>D - Identify Likes And Dislikes Related To Participation In Physical Activities<br>F - Recognize The Positive And Negative Interactions Of Small Group Activit | IGOROUS ACTIVITIES |              |

|                      | OBJECTIVES/ESSENTIAL CONTENT   | ASSESSMENT   | LEARNING ACTIVITIES   |
|----------------------|--|--|---|
|                      | STANDARD STATEMENT A:  |  |   |
|                      | <b>OBJECTIVE</b> : ENGAGE IN AN ADVENTURE ACTIVITY THAT PROMOTES PHYSICAL FITNESS  | CONCEPT DEVELOPMENT: MODEL A     PICTURE.  | <ul><li>TRAVERSING WALL</li><li>COOPERATIVE GAMES</li></ul>                                     |
| ES                   | • <b>Physical activity</b> : Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.  |  | <ul><li>NEW GAMES</li><li>PARACHUTE</li></ul>   |
| ACTIVITIES           | • <b>PHYSICAL FITNESS:</b> A SET OF ATTRIBUTES THAT PEOPLE HAVE OR ACHIEVE AND THAT RELATE TO THEIR ABILITY TO PERFORM PHYSICAL ACTIVITY. GENERALLY ACCEPTED TO CONSIST OF HEALTH-RELATED FITNESS AND SKILL-RELATED FITNESS. |  |   |
| ADVENTURE A          | ADVENTURE ACTIVITY: THE PARTICIPATION OR WILLINGNESS TO PARTICIPATE IN<br>ACTIVITIES THAT INVOLVE UNCERTAINTY AND RISK   |  |   |
| DVEN                 | STANDARD STATEMENT C:  |  |   |
|                      | <ul><li><b>OBJECTIVE</b>: ENGAGE IN AN ADVENTURE ACTIVITY THAT PRODUCES DIFFERENT<br/>CHANGES IN THE BODY.</li><li><b>PHYSICAL ACTIVITY</b></li></ul>  | • CLASS VOTING: STUDENTS WILL VOTE ON<br>WHETHER HE/SHE EXPERIENCED A BODY<br>CHANGE AS A RESULT OF PARTICIPATION IN<br>AN ADVENTURE ACTIVITY. | <ul><li>TRAVERSING WALL</li><li>COOPERATIVE GAMES</li><li>NEW GAMES</li><li>PARACHUTE</li></ul> |
| UNIT OF INSTRUCTION: | <ul> <li>CHANGES IN YOUR BODY DURING ACTIVITY:</li> <li>HEART BEATS FASTER</li> <li>BREATH FASTER</li> <li>BREATH LOUDER (HEAVIER)</li> <li>BODY GETS WARM</li> <li>BEGIN TO SWEAT; AND</li> <li>GET TIRED</li> </ul>        |  |   |

|  | OBJECTIVE:<br>ACTIVITIES.<br>• PHYSICAL A<br>• PARTICIPATI<br>STANDARD S<br>OBJECTIVE:<br>• PHYSICAL A<br>• PARTICIPATI<br>• SMALL GRO<br>PEOPLE. | <b>ON:</b> TO TAKE PART IN AN EVENT OR ACTIVITY.<br><b>STATEMENT F:</b><br>DEMONSTRATE HOW MANY PEOPLE MAKE A SMALL GROUP.<br><b>CTIVITY</b>  | <ul> <li>VERBALLY IDENTIFY PHYSICAL ACTIVITIES<br/>THAT HE/SHE HAS PARTICIPATED IN.</li> <li>Assembly: Students will assemble into<br/>small groups of 3 – 5 people.</li> </ul>                          | <ul> <li>TRAVERSING WALL</li> <li>COOPERATIVE GAMES</li> <li>NEW GAMES</li> <li>PARACHUTE</li> </ul> TRAVERSING WALL <ul> <li>COOPERATIVE GAMES</li> <li>NEW GAMES</li> <li>PARACHUTE</li> </ul> |
|--|---|---|--|--|
| ENRIC                                    | CHMENT:   | <ul> <li>STUDENTS WILL DEMONSTRATE ACTIVITY THAT THE TEACHER SELECTS (AUE</li> <li>STUDENT DEMONSTRATIONS</li> <li>STUDENT SUGGESTED VARIATIONS</li> </ul>  | DITORY)  |  |
| <b>REMEDIATION:</b> • STUDENT S WHO HAVE |   | <ul> <li>One on one discussion with teacher</li> <li>Student s who have mastered skill will help those who have not</li> <li>Provide immediate, specific feedback</li> </ul>  | T  |  |
| RESOURCES:                               |   | CREATING RUBRICS FOR PHYSICAL EDUCATION, BY JACALYN LUND, AAH<br>PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY LIZ GILES-BROWN, UNITER<br>SPORTS AND FITNESS NUTRITION, BY BARRY MILLER AND ROBERT WILDMAN<br>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION, BY SUZ<br>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTE<br>ADVANCED CURRICULUM FOR PHYSICAL EDUCATION, ELEMENTARY SCHO<br>QUICKSILVER, BY KARL ROHNKE AND STEVE BUTLER, PROJECT ADVENTURE | d Graphics (2006), Champaign, IL<br>n, Thomason and Wadsworth (2004) Belmo<br>ann Schiemer, Versa Press (2000), Champa<br>ms: Health and Physical Education<br>dol, by Jane Panicucci (2003), Project Ad | ign, IL  |

| COURSE                                   | Physica | AL EDUCATION  | GRADE: | Kindergarten |
|--|---------|---|--------|--------------|
| STATE STANDARD: 10.4.3 PHYSICAL ACTIVITY |         | TIME FRAME:   |        |              |
| STANDARD STATEMENTS:                     |         | D - Identify Likes and Dislikes Related To Participation In Physical Activities |        |              |
|  |         | F - RECOGNIZE THE POSITIVE AND NEGATIVE INTERACTIONS OF SMALL GROUP ACTIVITIES  |        |              |

|                      | OBJECTIVES/ESSENTIAL CONTENT   | ASSESSMENT   | LEARNING ACTIVITIES   |
|----------------------|--|--|---|
|                      | STANDARD STATEMENT D:  |  |   |
|                      | <b>OBJECTIVE:</b> IDENTIFY WHAT IT MEANS TO PARTICIPATE IN PHYSICAL FITNESS ACTIVITIES   | VERBALLY IDENTIFY PHYSICAL ACTIVITIES THAT HE/SHE HAS PARTICIPATED IN.   | <ul><li>JOGGING</li><li>STATIONS</li><li>STRETCHING</li></ul> |
| FITNESS              | • <b>Physical activity</b> : Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.  |  |   |
|                      | • PARTICIPATION: TO TAKE PART IN AN EVENT OR ACTIVITY.   |  |   |
| JNIT OF INSTRUCTION: | <ul> <li>Fitness: level of physical condition: Cardio-Respiratory Endurance,<br/>muscular strength, muscular Endurance, flexibility, and Body<br/>composition.</li> </ul>  |  |   |
|                      | STANDARD STATEMENT F:  |  |   |
|                      | <b>OBJECTIVE:</b> DEMONSTRATE HOW MANY PEOPLE MAKE A SMALL GROUP   | • Assembly: students will assemble into small groups of 3 – 5 people.  |   |
|                      | • PHYSICAL ACTIVITY  |  | <ul><li>JOGGING</li><li>STATIONS</li></ul>                    |
| N                    | PARTICIPATION  |  | STRETCHING  |
|                      | • SMALL GROUP ACTIVITIES: WORKING DURING AN ACTIVITY WITH THREE TO FIVE PEOPLE.  |  |   |
|                      | • PARTNER: WORKING DURING AN ACTIVITY WITH JUST ONE OTHER PERSON.  |  |   |
| ENRIC                | Show and tell: students bring in pictures of themselves participe  | PATING IN A FITNESS ACTIVITY   |   |
| REME                 | • EXTRA TIME SPENT WITH INDIVIDUALS IDENTIFYING ACTIVITIES.  |  |   |
| RESOL                | IRCES:<br>CREATING RUBRICS FOR PHYSICAL EDUCATION, BY JACALYN LUND, AAH<br>PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY LIZ GILES-BROWN, UNITE<br>SPORTS AND FITNESS NUTRITION, BY BARRY MILLER AND ROBERT WILDMA<br>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION, BY SU<br>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTE | ed Graphics (2006), Champaign, IL<br>n, Thomason and Wadsworth (2004) Belmo<br>zann Schiemer, Versa Press (2000), Champa | ONT, CA   |

| COURSE            | Physica                  | AL EDUCATION  | GRADE:           | Kindergarten |
|-------------------|--------------------------|---|------------------|--------------|
| STATE STANDARD:   | 10.4.3 Physical Activity |   | TIME FRAME:      |              |
| STANDARD STATEMEN | ITS:                     | A - Identify and engage in physical activities that promote physical fitness and<br>C - Know and recognize changes in body responses during moderate to vigo<br>D - Identify likes and dislikes related to participation in physical activities<br>F - Recognize the positive and negative interactions of small group activities | OROUS ACTIVITIES |              |

|                 | OBJECTIVES/ESSENTIAL CONTENT  | ASSESSMENT   | LEARNING ACTIVITIES   |
|-----------------|---|--|---|
|                 | STANDARD STATEMENT A  |  |   |
|                 | <b>OBJECTIVE</b> : ENGAGE IN PHYSICAL ACTIVITIES WITH A MANIPULATIVE THAT PROMOTE PHYSICAL FITNESS AND HEALTH   | • Event Tasks: students will<br>demonstrate a specific manipulative<br>activity on command.  | <ul> <li>STATIONS IMPLEMENTING THE FOLLOWING<br/>MANIPULATIVE MOVEMENTS:</li> <li>THROWING/CATCHING</li> </ul>                        |
|                 | • <b>PHYSICAL ACTIVITY</b> : BODILY MOVEMENT THAT IS PRODUCED BY THE CONTRACTION OF SKELETAL MUSCLE AND WHICH SUBSTANTIALLY INCREASES ENERGY EXPENDITURE.   |  | <ul> <li>DRIBBLING</li> <li>STATIONS</li> <li>IMPLEMENT SKILLS</li> </ul>   |
| MANIPULATIVE    | • <b>Physical fitness</b> : A set of attributes that people have or achieve and that<br>relate to their ability to perform physical activity. Generally accepted to<br>consist of health-related fitness and skill-related fitness.   |  | <ul> <li>BOUNCERS</li> <li>BALANCE BOARDS</li> <li>SCOOTERS</li> </ul>  |
| ANIPUI          | • MANIPULATIVE: CONTROL OF OBJECTS WITH BODY PARTS AND IMPLEMENTS. ACTION CAUSES AN OBJECT TO MOVE FROM ONE PLACE TO ANOTHER.   |  |   |
| INSTRUCTION: MA | <ul> <li>THROW: SENDING AN OBJECT WITH THE HAND</li> <li>CATCH: RECEIVING AND OBJECT WITH A HAND OR HANDS</li> <li>KICK: STRIKING AN OBJECT WITH THE FOOT</li> <li>DRIBBLE: ALTERNATELY USING THE HAND/FOOT TO CONTROL A BALL</li> <li>BALANCE: A STATE IN WHICH THE BODY REMAINS REASONABLY STEADY IN A PARTICULAR POSITION</li> </ul> |  |   |
| INST            | STANDARD STATEMENT C:   |  |   |
| <b>UNIT OF</b>  | <ul> <li><b>OBJECTIVE</b>: ENGAGE IN A MANIPULATIVE ACTIVITY THAT PRODUCES DIFFERENT<br/>CHANGES IN THE BODY.</li> <li><b>PHYSICAL ACTIVITY</b></li> </ul>  | • CLASS VOTING: STUDENTS WILL VOTE ON<br>WHETHER HE/SHE EXPERIENCED A BODY<br>CHANGE AS A RESULT OF PARTICIPATION IN<br>A MANIPULATIVE ACTIVITY. | <ul> <li>STATIONS IMPLEMENTING THE FOLLOWING<br/>MANIPULATIVE MOVEMENTS:</li> <li>THROWING/CATCHING</li> <li>STRIKING</li> </ul>      |
|                 | <ul> <li>CHANGES IN YOUR BODY DURING ACTIVITY:</li> <li>HEART BEATS FASTER</li> <li>BREATH FASTER</li> <li>BREATH LOUDER (HEAVIER)</li> <li>BODY GETS WARM</li> <li>BEGIN TO SWEAT; AND</li> <li>GET TIRED</li> </ul>   |  | <ul> <li>DRIBBLING</li> <li>STATIONS</li> <li>IMPLEMENT SKILLS</li> <li>BOUNCERS</li> <li>BALANCE BOARDS</li> <li>SCOOTERS</li> </ul> |

|   | <u>STANDARD</u>  | STATEMENT D:  |   |   |
|---|--|---|---|---|
|   | <ul><li>OBJECTIVE: IDENTIFY WHAT IT MEANS TO PARTICIPATE IN FITNESS PHYSICAL ACTIVITIES.</li><li>PHYSICAL ACTIVITY</li></ul>   |   | • VERBALLY IDENTIFY PHYSICAL ACTIVITIES<br>THAT HE/SHE HAS PARTICIPATED IN.   | STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:   |
|   |  |   |   | THROWING/CATCHING   |
|   |  | TION: TO TAKE PART IN AN EVENT OR ACTIVITY.                                       |   | <ul> <li>STRIKING</li> <li>DRIBBLING</li> <li>STATIONS</li> <li>IMPLEMENT SKILLS</li> <li>BOUNCERS</li> <li>BALANCE BOARDS</li> <li>SCOOTERS</li> </ul>   |
|   | STANDARD   | <u>STATEMENT F:</u>   |   |   |
|   | <ul> <li>OBJECTIVE: DEMONSTRATE HOW MANY PEOPLE MAKE A SMALL GROUP</li> <li>PHYSICAL ACTIVITY</li> <li>PARTICIPATION <ul> <li>Small Group Activities: working during an activity with three to five people.</li> </ul> </li> </ul> |   | • ASSEMBLY: STUDENTS WILL ASSEMBLE INTO SMALL GROUPS OF 3 – 5 PEOPLE.   | <ul> <li>STATIONS IMPLEMENTING THE FOLLOWING<br/>MANIPULATIVE MOVEMENTS:</li> <li>THROWING/CATCHING</li> <li>STRIKING</li> <li>DRIBBLING</li> <li>STATIONS</li> <li>IMPLEMENT SKILLS</li> <li>BOUNCERS</li> <li>BALANCE BOARDS</li> </ul> |
|   |  |   |   |   |
|   | ■ PA   | ARTNER: WORKING DURING AN ACTIVITY WITH JUST ONE OTHER PERSON.                    |   | <ul> <li>SCOOTERS</li> </ul>  |
| <b>ENRICHMENT:</b> • STUDENT WILL DEMONSTRATE ABILITY TO USE A MANIPULATIVE DURING GAME PLAY/ACTIVITY   |  |   |   |   |
| REMEDIATION:         • STUDENTS WORKING WITH A STUDENT WHO HAS MASTERED THE SKILLS           • EXTRA PRACTICE TIME         • STUDENTS PARTICIPATE IN INSTRUCTOR CREATED ABILITY GROUPS  |  | EXTRA PRACTICE TIME     STUDENTS PARTICIPATE IN INSTRUCTOR CREATED ABILITY GROUPS |   |   |
| RESOURCES: CREATING RUBRICS FOR PHYSICAL EDUCATION, BY JACALYN LUND, AAHPERD PUR<br>PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY LIZ GILES-BROWN, UNITED GRAPHIC<br>SPORTS AND FITNESS NUTRITION, BY BARRY MILLER AND ROBERT WILDMAN, THOMASC<br>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION, BY SUZANN SCHIE<br>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALT |  |   | d Graphics (2006), Champaign, IL<br>n, Thomason and Wadsworth (2004) Belm<br>zann Schiemer, Versa Press (2000), Champ | ONT, CA   |

| COURSE           | Physical Education  | GRADE:               | Kindergarten |
|------------------|---|----------------------|--------------|
| STATE STANDARD:  | ANDARD: 10.4.3 Physical Activity 1  |                      |              |
| STANDARD STATEME | A - IDENTIFY AND ENGAGE IN PHYSICAL ACTIVITIES THAT PROMOTE PHYSICAL FITNESS<br>C - KNOW AND RECOGNIZE CHANGES IN BODY RESPONSES DURING MODERATE TO<br>D - IDENTIFY LIKES AND DISLIKES RELATED TO PARTICIPATION IN PHYSICAL ACTIVITIES<br>F - RECOGNIZE THE POSITIVE AND NEGATIVE INTERACTIONS OF SMALL GROUP ACTIV | VIGOROUS ACTIVITIES. |              |

|         | OBJECTIVES/ESSENTIAL CONTENT   | ASSESSMENT                                | LEARNING ACTIVITIES                               |
|---------|--|---|---|
|         | STANDARD STATEMENT A:  |   |   |
|         | <b>OBJECTIVE:</b> DEMONSTRATE LOCOMOTOR SKILLS   | CONCEPT DEVELOPMENT: MODEL A     PICTURE. | <ul><li>LOCOMOTOR</li><li>NON-LOCOMOTOR</li></ul> |
|         | <b>OBJECTIVE:</b> DEMONSTRATE NON-LOCOMOTOR SKILLS   | FICIURE.                                  | <ul> <li>DANCE</li> <li>GYMNASTICS</li> </ul>     |
|         | <b>OBJECTIVE:</b> DEMONSTRATE MOVEMENT WITHIN PERSONAL SPACE   |   |   |
| MENI    | • <b>Physical activity</b> : Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.  |   |   |
| MOVEMEN | • <b>PHYSICAL FITNESS:</b> A SET OF ATTRIBUTES THAT PEOPLE HAVE OR ACHIEVE AND THAT<br>RELATE TO THEIR ABILITY TO PERFORM PHYSICAL ACTIVITY. GENERALLY ACCEPTED TO<br>CONSIST OF HEALTH-RELATED FITNESS AND SKILL-RELATED FITNESS.   |   |   |
|         | • LOCOMOTOR SKILLS - MOVEMENTS PRODUCING PHYSICAL DISPLACEMENT OF THE<br>BODY, USUALLY IDENTIFIED BY WEIGHT TRANSFERENCE VIA THE FEET. BASIC<br>LOCOMOTOR STEPS ARE THE WALK, RUN, HOP AND JUMP AS WELL AS THE IRREGULAR<br>RHYTHMIC COMBINATIONS OF THE SKIP, SLIDE AND GALLOP  |   |   |
|         | <ul> <li>WALK: ONE FOOT IS ALWAYS IN CONTACT WITH THE FLOOR.</li> <li>RUN: HEAD IS UP AND THE KNEES ARE LIFTED.</li> <li>JUMP: TWO FOOT TAKE OFF AND A TWO FOOT LANDING.</li> <li>HOP: ONE FOOT TAKE OFF AND ONE FOOT (SAME FOOT) LANDING.</li> <li>LEAP: BODY TAKES OFF FROM ONE FOOT AND LANDS ON THE OTHER FOOT.</li> </ul> |   |   |
| 5       | <ul> <li>GALLOP: ONE FOOT LEADS AND USES A STEP DRAW ACTION<br/>(FORWARD OR BACKWARD).</li> <li>SLIDE: ONE FOOT LEADS AND USES A STEP DRAW ACTION (SIDEWAYS).</li> <li>SKIP: ONE FOOT STEPS AND HOPS FORWARD THEN ALTERNATE FEET<br/>USING THE SAME STEP HOP MOTION.</li> </ul>  |   |   |
|         |  |   |   |
|         |  |   |   |

| NON-LOCOMOTOR SKILLS: MOVEMENTS THAT DO NOT PRODUCE PHYSICAL                                     |  |
|--|--|
| DISPLACEMENT OF THE BODY.  |  |
|  |  |
| BEND: BODY PARTS COME CLOSER TOGETHER.   |  |
| STRETCH: BODY PARTS BECOME STRAIGHTER.   |  |
| SWING: BODY PARTS HAVE FREE FORWARD AND BACKWARD MOVEMEN.  |  |
| SWAY: BODY PARTS HAVE CONTROLLED SIDE TO SIDE MOVEMENT.  |  |
| TWIST: BODY PARTS ROTATE AT A JOINT.   |  |
| TURN: BODY FACES A NEW DIRECTION.  |  |
| PULL: BODY PARTS DRAG AN OBJECT.   |  |
| <ul> <li>PUSH: BODY PARTS PRESS AGAINST AN OBJECT.</li> </ul>                                    |  |
| <ul> <li>SHAKE: BODY PARTS HAVE A QUICK BACK AND FORTH MOVEMENT.</li> </ul>                      |  |
| <ul> <li>STRAIN: BODY PARTS BECOME TIGHT OR TENSE</li> </ul>                                     |  |
| - SIKAIN. BODTTAKIS BECOME HOHI OK TENSE   |  |
|  |  |
| READY POSITION   |  |
| • READY POSITION   |  |
|  |  |
| <ul> <li>MOVEMENT READY POSITION (INSTABLE CREATESA QUICK, CONTROLLED<br/>SUCK) SEESE</li> </ul> |  |
| FALL) SPEED  |  |
| • NARROW BASE OF SUPPORT-FEET SLIGHTLY APART.  |  |
| • HIGH CENTER OF GRAVITY-LEAN FORWARD.   |  |
| <ul> <li>CENTER OF GRAVITY ON EDGE OF BASE OFSUPPORT-WEIGHT ON</li> </ul>                        |  |
| TOE.   |  |
|  |  |
| STATIC READY   |  |
| • PLANTED  |  |
| ♦ WIDE BASE-FEET WIDE APART  |  |
| $\diamond$ Low center of gravity center of gravity over  |  |
| ♦ BASE OF SUPPORT-BEND LOW   |  |
|  |  |
| RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT                             |  |
|  |  |
| <ul> <li>OVER: THE BODY IS ABOVE AN OBJECT OR PERSON.</li> </ul>                                 |  |
| <ul> <li>UNDER: THE BODY IS BELOW AN OBJECT OR PERSON.</li> </ul>                                |  |
| <ul> <li>ON: THE BODY IS ABOVE AND SUPPORTED BY AN OBJECT OR PERSON.</li> </ul>                  |  |
| <ul> <li>OFF: HE BODY IS AWAY FROM AN OBJECT OR PERSON.</li> </ul>                               |  |
| NEAR: THE BODY IS CLOSE TO AN OBJECT OR PERSON.  |  |
| FAR: 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.  |  |
| <ul> <li>ALONG: THE BODY IS FROM ONE END TO THE OTHER OF AN OBJECT OR</li> </ul>                 |  |
| PERSON.  |  |
| THROUGH: THE BODY IS BETWEEN THE PARTS OF ANOTHER OBJECT OR                                      |  |
| PERSON.  |  |
| <ul> <li>AROUND: THE BODY IS ON ALL SIDES OF ANOTHER OBJECT OR PERSON.</li> </ul>                |  |
| <ul> <li>ALONGSIDE: THE BODY IS SIDE BY SIDE ANOTHER OBJECT OR PERSON.</li> </ul>                |  |
|  |  |

| <ul> <li>SPACE AWARENESS: BEING PERCEPTIVE OF PERSONAL AND GENERAL SPACE,<br/>DIRECTIONS, PATHWAYS, LEVELS, AND PLANES.</li> <li>SELF SPACE: THE SPACE IN THE IMMEDIATE AREA WHERE YOU DON'T<br/>TOUCH ANYONE OR ANYTHING.</li> <li>LEVELS: HIGH, MEDIUM, LOW</li> <li>PATHWAYS: STRAIGHT, CURVE, ZIG-ZAG</li> <li>DIRECTIONS: FORWARD, BACKWARD, RIGHT SIDE, LEFT SIDE, UP, DOWN</li> </ul>   |   |   |
|--|---|---|
| <ul> <li>STANDARD STATEMENT C:</li> <li>OBJECTIVE: ENGAGE IN A MOVEMENT CONCEPT THAT PRODUCES DIFFERENT<br/>CHANGES IN THE BODY.</li> <li>PHYSICAL ACTIVITY: BODILY MOVEMENT THAT IS PRODUCED BY THE CONTRACTION OF<br/>SKELETAL MUSCLE AND WHICH SUBSTANTIALLY INCREASES ENERGY EXPENDITURE.</li> <li>CHANGES IN YOUR BODY DURING ACTIVITY: <ul> <li>HEART BEATS FASTER</li> <li>BREATH FASTER</li> <li>BREATH LOUDER (HEAVIER)</li> <li>BODY GETS WARM</li> <li>BEGIN TO SWEAT; AND</li> </ul> </li> </ul> | • CLASS VOTING: STUDENTS WILL VOTE ON<br>WHETHER HE/SHE EXPERIENCED A BODY<br>CHANGE AS A RESULT OF PARTICIPATION IN<br>A MOVEMENT CONCEPT. | <ul> <li>LOCOMOTOR</li> <li>NON-LOCOMOTOR</li> <li>DANCE</li> <li>GYMNASTICS</li> </ul> |
| <ul> <li>GET TIRED</li> <li>STANDARD STATEMENT D:</li> <li>OBJECTIVE: IDENTIFY WHAT IT MEANS TO PARTICIPATE IN FITNESS PHYSICAL ACTIVITIES.</li> <li>PHYSICAL ACTIVITY: BODILY MOVEMENT THAT IS PRODUCED BY THE CONTRACTION OF SKELETAL MUSCLE AND WHICH SUBSTANTIALLY INCREASES ENERGY EXPENDITURE.</li> <li>PARTICIPATION: TO TAKE PART IN AN EVENT OR ACTIVITY.</li> </ul>  | • VERBALLY IDENTIFY PHYSICAL ACTIVITIES<br>THAT HE/SHE HAS PARTICIPATED IN.   | <ul> <li>LOCOMOTOR</li> <li>NON-LOCOMOTOR</li> <li>DANCE</li> <li>GYMNASTICS</li> </ul> |
| STANDARD STATEMENT F:         OBJECTIVE: DEMONSTRATE HOW MANY PEOPLE MAKE A SMALL GROUP.         • Physical activity: Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.   | <ul> <li>ASSEMBLY: STUDENTS WILL ASSEMBLE INTO<br/>SMALL GROUPS OF 3 – 5 PEOPLE.</li> </ul>   | <ul> <li>LOCOMOTOR</li> <li>NON-LOCOMOTOR</li> <li>DANCE</li> <li>GYMNASTICS</li> </ul> |

|  | <ul> <li><b>ATION:</b> TO TAKE PART IN AN EVENT OR ACTIVITY.</li> <li><i>Small Group Activities:</i> working during an activity with three to five people.</li> </ul> |  |  |  |
|--|---|--|--|--|
|  | <ul> <li>PARTNER: WORKING DURING AN ACTIVITY WITH JUST ONE OTHER<br/>PERSON.</li> </ul>   |  |  |  |
|  |   |  |  |  |
|  | ACT AS A DEMONSTRATOR.  |  |  |  |
| ENRICHMENT:  | HELP OTHER STUDENTS   |  |  |  |
| <b>REMEDIATION:</b> • NAME THE SKILL/ACTIVITY PICTURED         • WORK WITH A STUDENT WHO HAS MASTERED THE SKILL         • NDIVIDUAL WORK WITH A TEACHER         • EXTRA PRACTICE TIME; INDIVIDUAL OR AS A GROUP  |   |  |  |  |
| RESOURCES:<br>CREATING RUBRICS FOR PHYSICAL EDUCATION, BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD<br>PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL<br>SPORTS AND FITNESS NUTRITION, BY BARRY MILLER AND ROBERT WILDMAN, THOMASON AND WADSWORTH (2004) BELMONT, CA<br>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION, BY SUZANN SCHIEMER, VERSA PRESS (2000), CHAMPAIGN, IL<br>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION |   |  |  |  |

| COURSE PHYSICAL EDUCATION |   | GRADE:      | Kindergarten |
|---------------------------|---|-------------|--------------|
| STATE STANDARD:           | 10.5.3 Concepts, Principles and Strategies of Movement  | TIME FRAME: |              |
| STANDARD STATEMENT        | S: C - Know the Function of Practice<br>D - Identify and Use Principles of Exercise to Improve Movement and Fitness Activ | VITIES      |              |

|   |   | OBJECTIVES/ESSENTIAL CONTENT   | ASSESSMENT   | LEARNING ACTIVITIES  |
|---|---|--|--|--|
|   | <u>STANDARD</u>   | STATEMENT C  |  |  |
| S   | OBJECTIVE   | : DEFINE PRACTICE  | ORAL QUESTIONING   | FITNESS STATIONS   |
| FITNESS   | • PRACTICE:   | A method of learning by repetition   |  | <ul> <li>LOCOMOTOR STATIONS</li> <li>DANCE</li> <li>HEALTH RELATED FITNESS TEST</li> <li>AQUATICS</li> </ul> |
| ż   | STANDARD S  | STATEMENT D  |  |  |
| CTIC  | OBJECTIVE: IDENTIFY MOVEMENT ACTIVITIES   |  | <ul><li>SUMMARY WORKSHEET</li><li>DRAW A PICTURE OF ONE MOVEMENT</li></ul>   | <ul><li>FITNESS STATIONS</li><li>LOCOMOTOR STATIONS</li></ul>  |
| INSTRUCTION:  |   | <b>ACTIVITIES:</b> LOCOMOTER, NON-LOCOMOTOR, AND MANIPULATIVE<br>S THAT ARE THE FOUNDATION FOR PARTICIPATION IN PHYSICAL ACTIVITY.   | ACTIVITY OR FITNESS ACTIVITY.  | <ul> <li>TAGGING GAMES</li> <li>HEALTH RELATED FITNESS TEST</li> <li>DANCE</li> <li>AQUATICS</li> </ul>      |
| PF.   | <b>OBJECTIVE:</b> IDENTIFY FITNESS ACTIVITIES   |  |  |  |
| UNIT  | • FITNESS ACTIVITIES: MOVEMENTS THAT HELP IMPROVE OVERALL HEALTH (STRONGER, FLEXIBLE, ENDURANCE). |  |  |  |
|   | MOVEMENT A  | CTIVITIES CAN BE INCLUDED AS FITNESS ACTIVITIES (I.E. ANIMAL WALKS).   |  |  |
| ENRIG   | CHMENT:   | DRAW A PICTURE OF 2 MOVEMENT ACTIVITIES AND 2 FITNESS ACTIVITIES.  |  |  |
| REMEDIATION:         FLASHCARDS OF MOVEMENT ACTIVITIES AND FITNESS ACTIVITIES.           INDIVIDUAL INSTRUCTION WITH TEACHER.   |   |  |  |  |
| PHYSICAL BEST ACTIVITY GUIDE, (2005) NASPE, HUMAN KINETICS,<br>PHYSICAL EDUCATION FOR LIFELONG FITNESS, (2005) NASPE, HUMAN<br>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION, BY<br>PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY LIZ GILES-BROWN (<br> |   | Physical Education Methods for Elementary Teachers, by Katheri<br>Physical Best Activity Guide, (2005) NASPE, Human Kinetics, Cha<br>Physical Education for Lifelong Fitness, (2005) NASPE, Human K<br>Assessment Strategies for Elementary Physical Education, by Suza<br>Physical Education Assessment Toolkit, by Liz Giles-Brown (2006<br>Self-and Peer-Assessments for Elementary School Physical Educat<br>Pennsylvania Department of Education Standards Aligned System | mpaign, IL<br>Inetics, Champaign, IL<br>ann Schiemer (2000) Human Kinetics, Cha<br>5) Human Kinetics, Champaign, IL<br>a <i>tion, Nancy J. Egner M</i> arkos, (2007) N | mpaign, IL   |

| COURSE PHYSICAL EDUCATION  |  | GRADE:   | Kindergarten |  |
|--|--|--|--------------|--|
| STATE STANDARD: 10.5.3 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT |  | TIME FRAME:  |              |  |
| STANDARD STATEMENTS: A - RECO  |  | A - Recognize and Use Basic Movement Skills and Concepts<br>C - Know the Function of Practice<br>F - Recognize and Describe Game Strategies Using Appropriate Vocabulary |              |  |

|                        | OBJECTIVES/ESSENTIAL CONTENT  | ASSESSMENT              | LEARNING ACTIVITIES  |
|------------------------|---|-------------------------|--|
|                        | STANDARD STATEMENT A  |                         |  |
| MANIPULATIVE           | <ul> <li>OBJECTIVE: ENGAGE IN MANIPULATIVE MOVEMENTS</li> <li>MANIPULATIVE MOVEMENTS: CONTROL OF OBJECTS WITH BODY PARTS AND<br/>IMPLEMENTS. ACTION CAUSES AN OBJECT TO MOVE FROM ONE PLACE TO ANOTHER.<br/>SENDING AN OBJECT WITH THE HAND/HANDS.</li> <li>THROW: SENDING AN OBJECT WITH THE HAND/HANDS.</li> <li>CATCH: RECEIVING AN OBJECT WITH THE HAND/HANDS</li> <li>KICK: STRIKING AN OBJECT WITH THE FOOT.</li> <li>DRIBBLE: ALTERNATELY USING EACH HAND/FOOT TO PUSH AN OBJECT.</li> <li>STRIKE: HITTING AN OBJECT WITH A HAND OR IMPLEMENT.</li> <li>VOLLEY: CONSECUTIVELY STRIKING AN OBJECT WITH THE FOOT SO THAT THE OBJECT<br/>TRAVELS HIGH AND FAR.</li> </ul> | OBSERVATIONAL CHECKLIST | Stations Implementing the Following<br>Manipulative Movements:<br>• Throwing and Catching<br>• Kicking<br>• Dribble<br>• Striking<br>• Volleying<br>• Punting<br>Bowling   |
| UNIT OF INSTRUCTION: A | STANDARD STATEMENT C         OBJECTIVE: DEFINE PRACTICE         • Practice: A METHOD OF LEARNING BY REPETITION         STANDARD STATEMENT F         OBJECTIVE: RECOGNIZE GAME STRATEGY         • GAME STRATEGY: MAKE USE OF A PLAN TO HELP SUCCESSFULLY AND SAFELY PARTICIPATE IN A GAME.   | • ORAL QUESTIONING      | Stations Implementing the Following<br>Manipulative Movements:<br>• Throwing and Catching<br>• Kicking<br>• Dribble<br>• Striking<br>• Volleying<br>• Punting<br>Bowling<br>Stations Implementing the Following<br>Manipulative Movements:<br>• Throwing and Catching<br>• Kicking<br>• Dribble<br>• Striking<br>• Volleying<br>• Punting<br>Bowling |

|                   | CREATE YOUR OWN MANIPULATIVE STATION OR GAME.  |  |
|-------------------|--|--|
| ENRICHMENT:       | ASSIST OTHER STUDENTS.   |  |
|                   | DRAW A PICTURE OF EACH OF THE MANIPULATIVES.   |  |
|                   | WORK WITH STUDENT WHO HAS MASTERED THE SKILL.  |  |
| REMEDIATION:      | INDIVIDUAL WORK WITH THE TEACHER.  |  |
| KEMEDIATION.      | EXTENDED PRACTICE TIME FOR INDIVIDUAL OR GROUP.  |  |
|                   | FLASHCARDS OF MANIPULATIVE SKILLS.   |  |
|                   | Physical Education Methods for Elementary Teachers, by Katherine T. Thomas, Ameila M. Lee, Jerry R. Thomas (2008), Human Kinetics, Champaign, IL |  |
|                   | Physical Best Activity Guide, (2005) NASPE, Human Kinetics, Champaign, IL  |  |
|                   | Physical Education for Lifelong Fitness, (2005) NASPE, Human Kinetics, Champaign, IL   |  |
| <b>RESOURCES:</b> | Assessment Strategies for Elementary Physical Education, by Suzann Schiemer (2000) Human Kinetics, Champaign, IL                                 |  |
|                   | Physical Education Assessment Toolkit, by Liz Giles-Brown (2006) Human Kinetics, Champaign, IL   |  |
|                   | Self-and Peer-Assessments for Elementary School Physical Education, Nancy J. Egner Markos, (2007) NASPE  |  |
|                   | Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education  |  |

| COURSE PHYSICAL EDUCATION  |      | GRADE:   | Kindergarten |  |
|--|------|--|--------------|--|
| <b>STATE STANDARD:</b> 10.5.3 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEN |      | Concepts, Principles and Strategies of Movement  | TIME FRAME:  |  |
| STANDARD STATEME   | NTS: | A - Recognize and Use Basic Movement Skills and Concepts<br>C - Know the Function of Practice<br>F - Recognize and Describe Game Strategies Using Appropriate Vocabulary |              |  |

|                      | OBJECTIVES/ESSENTIAL CONTENT  | ASSESSMENT            | LEARNING ACTIVITIES  |
|----------------------|---|-----------------------|--|
|                      | STANDARD STATEMENT A  |                       |  |
|                      | <b>OBJECTIVE:</b> IDENTIFY LOCOMOTOR MOVEMENTS  | OBSERVATION CHECKLIST | <ul><li>LOCOMOTOR STATIONS</li><li>LOCOMOTOR GAMES</li></ul>   |
| N: MOVEMENT          | <ul> <li>LOCOMOTOR MOVEMENTS: MOVEMENTS PRODUCING PHYSICAL DISPLACEMENT OF<br/>THE BODY, USUALLY IDENTIFIED BY WEIGHT TRANSFERENCE VIA THE FEET.</li> <li>WALK: ONE FOOT IS ALWAYS IN CONTACT WITH THE FLOOR.</li> <li>RUN: HEAD IS UP AND KNEES ARE LIFTED.</li> <li>JUMP: TWO FOOT TAKE OFF AND TWO FOOT LANDING.</li> <li>HOP: ONE FOOT TAKE OFF AND ONE FOOT LANDING.</li> <li>LEAP: BODY TAKES OFF ON ONE FOOT AND LANDS ON THE OTHER FOOT.</li> <li>GALLOP: ONE FOOT LEADS AND USES A STEP DRAW ACTION (FORWARD<br/>AND BACKWARD).</li> <li>SLIDE: ONE FOOT LEADS AND HOPS FORWARD THEN ALTERNATE FEET USING THE<br/>SAME STEP HOP MOTION.</li> </ul> |                       | <ul> <li>TAGGING GAMES</li> <li>GYMNASTICS</li> <li>PARACHUTES</li> <li>TRAVERSING WALL</li> <li>COOPERATIVE GAMES</li> <li>DANCE</li> <li>AQUATICS</li> </ul> |
| UNIT OF INSTRUCTION: | <ul> <li>OBJECTIVE: IDENTIFY NON-LOCOMOTOR MOVEMENTS</li> <li>NON-LOCOMOTOR ŠKILIS: MOVEMENTS THAT DO NOT PRODUCE PHYSICAL<br/>DISPLACEMENT OF THE BODY.</li> <li>BEND: BODY PARTS COME CLOSER TOGETHER.</li> <li>STRETCH: BODY PARTS BECOME STRAIGHTER.</li> <li>SWING: BODY PARTS HAVE FREE BACKWARD AND FORWARD MOVEMENT.</li> <li>SWAY: BODY PARTS HAVE CONTROLLED SIDE TO SIDE MOVEMENT.</li> <li>TWIST: BODY PARTS ROTATE AT A JOINT.</li> <li>TURN: BODY FACES A NEW DIRECTION.</li> <li>PULL: BODY PARTS DRAG AN OBJECT.</li> <li>PUSH: BODY PARTS PRESS AGAINST AN OBJECT.</li> </ul>  |                       |  |

| OBJECTIVE: IDENTIFY RELATIONSHIPS  |                       |  |
|--|-----------------------|--|
| <ul> <li>RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT</li> <li>OVER: THE BODY IS ABOVE AN OBJECT OR PERSON.</li> <li>UNDER: THE BODY IS BELOW AN OBJECT OR PERSON.</li> <li>ON: THE BODY IS ABOVE AND SUPPORTED BY AN OBJECT OR PERSON.</li> <li>OFF: THE BODY IS AWAY FROM AN OBJECT OR PERSON.</li> <li>NEAR: THE BODY IS CLOSE TO AN OBJECT OR PERSON.</li> <li>FAR: THE BODY IS AWAY FROM AN OBJECT OR PERSON.</li> <li>IN FRONT: THE BODY IS DEFORE ANOTHER OBJECT OR PERSON.</li> <li>BEHIND: THE BODY IS FOLLOWING ANOTHER OBJECT OR PERSON.</li> <li>ALONG: THE BODY IS FOLLOWING ANOTHER OBJECT OR PERSON.</li> <li>ALONG: THE BODY IS BEFORE ANOTHER OBJECT OR PERSON.</li> <li>AROUND: THE BODY IS BETWEEN THE PARTS OF ANOTHER OBJECT OR PERSON.</li> <li>AROUND: THE BODY IS SIDE BY SIDE ANOTHER OBJECT OR PERSON.</li> <li>ALONGSIDE: THE BODY IS SIDE BY SIDE ANOTHER OBJECT OR PERSON.</li> <li>ALONGSIDE: THE BODY IS NALL SIDES OF ANOTHER OBJECT OR PERSON.</li> <li>ALONGSIDE: THE BODY IS ADDE BY SIDE ANOTHER OBJECT OR PERSON.</li> <li>ALONGSIDE: THE BODY IS AND PLANES.</li> <li>SELF SPACE: THE SPACE AWARENESS</li> <li>SELF SPACE: THE SPACE IN THE IMMEDIATE AREA WHERE YOU DON'T TOUCH ANYONE OR ANYTHING.</li> <li>LEVELS: HIGH, MEDIUM, LOW.</li> <li>PATHWAYS: STRAIGHT, CURVE, ZIGZAG.</li> <li>DIRECTIONS: FORWARD, BACKWARD, RIGHT SIDE, LEFT SIDE, UP, DOWN.</li> </ul> |                       |  |
| STANDARD STATEMENT C         OBJECTIVE: DEFINE PRACTICE         • PRACTICE: A METHOD OF LEARNING BY REPETITION   | Oral Questioning      | <ul> <li>LOCOMOTOR STATIONS</li> <li>GYMNASTICS</li> <li>DANCE</li> <li>AQUATICS</li> </ul>  |
| STANDARD STATEMENT F   |                       |  |
| OBJECTIVE: RECOGNIZE GAME STRATEGY<br>• GAME STRATEGY: MAKE USE OF A PLAN TO HELP SUCCESSFULLY AND SAFELY<br>PARTICIPATE IN A GAME.  | • TEACHER OBSERVATION | <ul> <li>LOCOMOTOR STATIONS</li> <li>LOCOMOTOR GAMES</li> <li>TAGGING GAMES</li> <li>COOPERATIVE GAMES</li> <li>TRAVERSING WALL</li> </ul> |

|   |                            |   | 1   |   |  |
|---|----------------------------|---|---|---|--|
|   | OBJECTIVE: R               | ECOGNIZE FAKING AND DODGING   | Teacher Observation   | <ul><li>LOCOMOTOR STATIONS</li><li>TAGGING GAMES</li></ul>    |  |
|   | FAKING: PRE<br>OTHER DIREC | TENDING TO MOVE IN ONE DIRECTION BY THEN ACTUALLY MOVING THE TION.  |   |   |  |
|   |                            | QUICK CHANGE OF DIRECTION AND SPEED.  |   |   |  |
|   | OBJECTIVE: L               | OCATE OPEN SPACE  | Teacher Observation   | <ul> <li>LOCOMOTOR STATIONS</li> <li>TAGGING GAMES</li> </ul> |  |
|   | OPEN SPACE                 | AN UNOCCUPIED AREA.   |   | GYMNASTICS  |  |
|   |                            |   |   |   |  |
|   |                            |   |   |   |  |
|   |                            |   |   |   |  |
|   |                            |   |   |   |  |
|   |                            |   |   |   |  |
|   |                            |   |   |   |  |
|   |                            |   |   |   |  |
| ENRI  | CHMENT:                    | <ul> <li>CREATE YOUR OWN LOCOMOTOR STATION OR GAME.</li> <li>ASSIST OTHER STUDENTS.</li> <li>DRAW A PICTURE OF EACH OF THE LOCOMOTOR MOVEMENTS OR RELA</li> </ul>   | TIONSHIPS.  |   |  |
| <b>REMEDIATION:</b> • WORK WITH STUDENT WHO HAS MASTERED THE SKILL.         • INDIVIDUAL WORK WITH THE TEACHER.       • EXTENDED PRACTICE TIME FOR INDIVIDUAL OR GROUP.         • Extended PRACTICE TIME FOR INDIVIDUAL OR GROUP.       • Extended Practice Time For Individual OR GROUP. |                            | <ul> <li>WORK WITH STUDENT WHO HAS MASTERED THE SKILL.</li> <li>INDIVIDUAL WORK WITH THE TEACHER.</li> <li>EXTENDED PRACTICE TIME FOR INDIVIDUAL OR GROUP.</li> </ul>   |   |   |  |
| Physical Education Methods for Elementary Teachers, by K<br>Physical Best Activity Guide, (2005) NASPE, Human Kinetics  |                            | • FLASHCARDS OF LOCOMOTOR/NON-LOCOMOTOR SKILLS.<br>PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS, BY KATHERI<br>PHYSICAL BEST ACTIVITY GUIDE, (2005) NASPE, HUMAN KINETICS, CHAI<br>PHYSICAL EDUCATION FOR LIFELONG FITNESS, (2005) NASPE, HUMAN K | mpaign, IL  | s (2008), Human Kinetics, Champaign, IL                       |  |
| <b>RESOURCES:</b> Assessment Strategies for Elementary Physical Education, by Suzar<br>Physical Education Assessment Toolkit, by Liz Giles-Brown (2006)<br>Self-and Peer-Assessments for Elementary School Physical Education   |                            |   | ann Schiemer (2000) Human Kinetics, Chamf<br>5) Human Kinetics, Champaign, IL<br>ation, Nancy J. Egner Markos, (2007) NAS |   |  |
|   |                            | PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEM   | M5. TEALIH AND FHISICAL EDUCATION   |   |  |