



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

South Carolina Physical Education Elementary Curriculum Guidelines

Standards and Indicators
2nd Edition

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South Carolina Physical Education Elementary Instructional Guidelines

The South Carolina Physical Education Elementary Instructional Guidelines is a support document to the *South Carolina Academic Standards for Physical Education 2008*. The six standards of the 2008 South Carolina Standards document match the six standards found in the National Physical Education Standards. The purpose of this document is to facilitate instructional planning and to stimulate implementation and improvement of quality physical education programs throughout the State of South Carolina. Suggestions for instructional resources, strategies, and activities are included in this document. This is a sampling of activities. Not all indicators found in the 2008 document are listed in the guidelines. Not every indicator listed in this guide has corresponding essential questions. Not all strategies and activities identified in this guide have corresponding assessment strategies. This guide is not meant to be all inclusive for instruction in Physical Education.

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FOREWORD

Obesity has been termed an epidemic in our society as the numbers of adults and children who are obese has increased dramatically in the last 20 years. More than one-third of adults (37.7%) and almost 17% of children and adolescents are obese (CDC, 2012). These numbers continue to rise. While there are many variables and factors that contribute to this rise in obesity, physical inactivity has been deemed to be a very crucial factor. The need for quality physical education and opportunities to increase the physical activity levels among all Americans of all ages is critical. Generally the interest in physical activity among people of ages is high. People recognize the rewards, health benefits and emotional satisfaction, which come from being physically active. They realize that increased levels of physical activity can help to prevent the onset of degenerative disease, improve the overall fitness of the individual, maintain emotional balance, promote a sense of social well-being, enhance cognitive performances, and contributes to positive leisure habits.

The call for even more health related education programs and opportunities for participation in physical activity is evidenced by numerous government and private groups, organizations which are sponsoring programs to help combat the obesity epidemic. Michelle Obama's, *Let's Move in Schools* initiative is a good example of the intentional effort to educate and provide opportunities for physical activity. The need for quality physical education has also been cited as a critical factor in helping to prevent and decrease the prevalence of obesity.

This intent of this 2nd edition of this document remains the same as the original document. It has been prepared specifically for physical education teachers as a lesson planning guide. It is a resource to guide local districts and their professional staff with the development and implementation of measurable goals, objectives and experiences in physical education settings. Quality physical education programs should help to give children and adolescents the skills, knowledge and dispositions to be lifelong participants in some form of physical activity.

Introduction

Physical Education is a fundamental part of the total education for all children in kindergarten through high school. According to the National Association for Sport and Physical Education (NASPE) well-planned and well-implemented physical education programs can provide many benefits including: improved physical fitness, skill development, healthful physical activity, reinforcement for learning across the curriculum, self-discipline, improved judgment, stress reduction, positive peer socialization, improved self-confidence, improved self-esteem and opportunities to set and strive for personal, achievable goals. According to NASPE guidelines, a high quality physical education program includes the following components: opportunity to learn, meaningful content and appropriate instruction.

Opportunity to Learn:

- Instruction periods totaling 150 minutes per week for elementary grades
- Qualified physical education specialist providing a developmentally appropriate program
- Adequate equipment and facilities

Meaningful Content:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children to understand, improve and maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

Appropriate Instruction:

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice
- No physical activity as punishment
- Use of regular assessment to monitor and reinforce student learning

The rationale for physical education programs is to provide student the opportunity to acquire skills needed to make positive decision about a healthy, physically active lifestyle. A student's growth and development is guided through quality participation in the psychomotor, cognitive, and affective domains of learning. Program goals are determined by the three major domains of learning.

Psychomotor domain:

- Includes the development of all physical skills through the application and physiological and biomechanical principles
- Motor and fitness skills provide students with the tools necessary for continued participation in leisure and recreational activities

Cognitive domain:

- Includes knowledge, understanding, and application of information necessary for choosing activities for a healthy lifestyle
- Individual and group activities fosters the acquisition of skill in problem solving, decision making and creativity
- Cultural knowledge and history of activities is gained through learning rules, games, strategies and etiquette

Affective domain:

- Includes social learning in development skills essential for positive group interaction and communication
- Respect for self and others is learned through competitive and cooperative actions of good sportsmanship and fair play

Key Concepts – Kindergarten through High School

Themes	Definitions	Sample Activities
Movement Concepts	Movement of the body through space in a safe and purposeful manner.	Swimming, diving, dance, relaxation, self-defense, field events, wrestling, gymnastics, tumbling, unicycle, rock and wall climbing, wind surfing, kayaking, cooperative activities
Fitness	Capacity of the body to distribute oxygen to muscle tissue during increased physical effort, achieving the Target Heart Rate Zone during an activity.	Life fitness, weight training, aerobics, bicycling, rope jumping, swimming, rock and wall climbing, skating, running, hiking
Throwing	Gradual generation of force and momentum within the body which is transferred to an object at release.	Lacrosse, rugby, darts, speedball, team handball, bowling, bocce ball, archery, Frisbee games, shot-put, discus, kayak, canoeing, shuffleboard, horseshoes, water polo, fishing, basketball, softball, baseball, football
Catching	To absorb and control the force of an object in flight.	Football, water polo, volleyball, basketball, handball, badminton, table tennis, soccer, softball baseball, pickle ball, broomball, hockey, Lacrosse, rugby, Frisbee, racquetball
Striking	The momentary contact with an object resulting from force and momentum generated within the body, with a body part or an implement.	Tennis, badminton, hockey, golf, table tennis, polo, pickle ball, broomball, softball, baseball, handball, soccer, racquetball, speedball, football, volleyball, kickball.
Personal Social and Growth Concepts	Developing positive attitudes towards participation in movement activities with enhanced self-esteem, self-awareness, confidence, initiative and leadership through movement	Rules of fair play, safe respectful use of equipment, basic responsibilities including dressing and equipment and play area clean up, sharing, helping and listening to others, establishes personal choice based on personal skill and interest, applies persistence, and self-reflection.

Concept Outcomes – Kindergarten through High School

Psychomotor	Cognitive	Affective
<p>Demonstrate body control and basic movement patterns</p> <p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ✓ Move safely and efficiently through space ✓ Respond appropriate to visual, auditor and tactile cues ✓ Propel objects safely and efficiently ✓ Receive objects safely and efficiently ✓ Strike objects with body parts safely and efficiently ✓ Strike objects with other objects safely and efficiently <p>Demonstrate the components of physical fitness</p> <p><i>Standards 1, 3 & 4</i></p>	<p>Demonstrate knowledge and comprehension as well as the application, analysis, synthesis and evaluation of the:</p> <ul style="list-style-type: none"> ✓ Safety principals ✓ Principles of effective thinking to movement ✓ Process to solve movement problems ✓ Language associated with movement ✓ Relating physiological principles to movement ✓ Mechanics of movement ✓ Importance of movement to attain and maintain physical fitness and wellness <p><i>Standard 2</i></p>	<ul style="list-style-type: none"> ✓ Model equitable and ethical behavior toward others ✓ Recognize and respect individual similarities and differences ✓ Experience challenges and enjoyment through physical movement <p><i>Standards 5 & 6</i></p>

Academic Standards for Physical Education

The academic standards describe what students should know and be able to do.
Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities.
Standard 3: The student will participate regularly in physical activity.
Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness.
Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.
Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.

Physical Education Time Requirements (2012-13)

State Regulation	Grade Level	Minimum Time Requirement
Students Health and Fitness Act, 2005	Kindergarten-Grade 5	60 Minutes per week

Elementary Curriculum Overview

Kindergarten

	Movement Concepts	Throwing	Catching	Striking	Fitness	Personal & Social Growth Concepts
Skills	<p>Locomotor</p> <ul style="list-style-type: none"> ✓ Jumping ✓ Skipping ✓ Sliding ✓ Walking ✓ Running ✓ Leaping ✓ Hopping ✓ Galloping <p>Non-locomotor</p> <ul style="list-style-type: none"> ✓ bend ✓ stretch ✓ curl ✓ twist ✓ swing ✓ shake ✓ turn ✓ pull ✓ push <p>Dance Exploration</p> <ul style="list-style-type: none"> ✓ simple line dances ✓ creative movements with and without music ✓ use of even and uneven rhythms 	<p>Underhand throw with oppositional foot</p> <p>Overhand throw with oppositional foot</p> <p>Throwing using mature form</p> <p>Throwing with force towards a target</p>	<p>Catching an object to self</p> <p>Catching an object from partner or off wall</p> <p>Catching thrown objects while stationary</p> <p>Catching an object with manipulative (glove, scoop, Frisbee)</p>	<p>Striking with hands</p> <p>Striking with feet</p> <p>Striking with implements (paddles, racquets ,noodles)</p>	<p>Aerobics/anaerobic</p> <p>Muscular Strength</p> <p>Muscular Endurance</p> <p>Flexibility</p> <p>Body Composition</p> <p>Cardiovascular</p> <p>Fitness</p> <p>Cardiovascular Endurance</p>	<p>Understanding and practice of good Sportsmanship</p> <p>Respect for self, others and equipment</p> <p>Cooperative Activities</p> <p>Character Traits</p> <p>Rules/Procedures</p> <p>Effort</p> <p>Cooperation</p>

	<p>Body Management</p> <ul style="list-style-type: none"> ✓ static balances using different bases ✓ understanding variations of different levels, shapes and pathway <p><u>Directional concepts</u></p> <ul style="list-style-type: none"> ✓ forwards/backwards/sideways ✓ up/down ✓ right/left ✓ in/out ✓ over/under ✓ across ✓ between ✓ behind ✓ around <p>Educational Gymnastics</p> <p><u>Rolling Actions</u></p> <ul style="list-style-type: none"> ✓ forward rolls, egg rolls, log rolls <p><u>Stepping Actions</u></p> <ul style="list-style-type: none"> ✓ walking ✓ marching ✓ cartwheel ✓ crawling <p><u>Jumping Actions</u></p> <ul style="list-style-type: none"> ✓ leaving the mat <p><u>Animal Actions</u></p> <p><u>Balancing Actions</u></p>					
Assessment	Teacher observations using formal and informal assessments with feedback, student self-reflection					

First and Second Grades

	Movement Concepts	Throwing	Catching	Striking	Fitness	Personal & Social Growth Concepts
Skills	<p>Locomotor</p> <ul style="list-style-type: none"> ✓ Jumping ✓ Skipping ✓ Sliding ✓ Walking ✓ Running ✓ Leaping ✓ Hopping ✓ Galloping ✓ Smooth transitions between locomotor movements <p>Dance</p> <ul style="list-style-type: none"> ✓ simple line dances ✓ partner dances ✓ folk dances ✓ creative movements with and without music <p>Body Management</p> <ul style="list-style-type: none"> ✓ static balances at different bases, levels and shapes <p>Educational Gymnastics</p> <ul style="list-style-type: none"> ✓ forward rolls ✓ egg & log rolls ✓ weight transfers to hands: such as donkey kicks, cart wheels, round off 	<p>Underhand throw with oppositional foot</p> <p>Overhand throw with oppositional foot</p> <p>Throwing using mature form</p> <p>Throwing with force towards a target</p>	<p>Catching an object to self</p> <p>Catching an object from partner or off wall</p> <p>Catching thrown objects while stationary or on the move</p> <p>Catching an object with manipulative (glove, scoop, lacrosse stick)</p>	<p>Striking with hands</p> <p>Striking with feet</p> <p>Striking with implements (paddles, bats, hockey sticks, racquets)</p>	<p>Aerobics/anaerobic</p> <p>Muscular Strength</p> <p>Muscular Endurance</p> <p>Flexibility</p> <p>Body Composition</p> <p>Cardiovascular Fitness</p> <p>Cardiovascular Endurance</p>	<p>Understanding and practice of good sportsmanship</p> <p>Respect for self & others and equipment</p> <p>Cooperative Activities</p> <p>Character Traits</p> <p>Rules /Procedures</p> <p>Effort</p> <p>Cooperation</p>
Assessment	Teacher observations using formal and informal assessments with feedback; student self-reflection					

Third, Fourth and Fifth Grades

	Movement Concepts	Throwing	Catching	Striking	Fitness	Personal & Social Growth Concepts
Skills	<p>Locomotor</p> <ul style="list-style-type: none"> ✓ running with mature form ✓ smooth transitions between locomotor movements ✓ leap using proper weight transfer ✓ jump roping continuously <p>Dance</p> <ul style="list-style-type: none"> ✓ perform dance with given steps and sequences to music ✓ line dance ✓ partner dances ✓ folk dances ✓ creative movements with and without music <p>Body Management</p> <ul style="list-style-type: none"> ✓ static balances at different bases, levels and shapes ✓ balances with partner using symmetry, asymmetry, total and partial support <p>Educational Gymnastics</p> <ul style="list-style-type: none"> ✓ differences between stepping, rolling and jumping actions ✓ weight transfers to hands: such as donkey kicks, cart wheels, round off ✓ create sequences using movement criteria 	<p>Throwing using mature form</p> <p>Throwing with accuracy towards a target</p> <p>Execute basic throws using offensive and defensive strategies</p> <p>Throwing to a moving target.</p>	<p>Catching using mature form</p> <p>Catching an object with manipulative while participating in invasion games.</p> <p>Catching a thrown object while in motion</p> <p>Catch and maintain control in an offensive/defensive situation</p>	<p>Striking with mature form using hands, feet, and implements as applied to game situations</p>	<p>Aerobics/anaerobic</p> <p>Muscular Strength</p> <p>Muscular Endurance</p> <p>Flexibility</p> <p>Body Composition</p> <p>Cardiovascular Fitness</p> <ul style="list-style-type: none"> *target heart rate *resting heart rate *maximum heart rate <p>Cardiovascular endurance</p> <p>FitnessGram/fitness testing (State mandated)</p> <p>Personal goal setting</p>	<p>Practice characteristics of good sportsmanship and conduct</p> <p>Respect for self, others and equipment</p> <p>Cooperative activities</p> <p>Rules/Procedures</p> <p>Maximize effort</p> <p>Personal physical activity log/journal</p>
Assessment	Teacher observations using formal and informal assessments with feedback; student self-reflection; FitnessGram (State mandated 5 th grade); eer assessment					

Standard 1

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Kindergarten	
Content	Movement Concepts
Essential Question	Can students move their body in a variety of ways in open space with control?
Performance Indicators	<p>K-1.1 Travel with control forward and sideways using a variety of locomotor skills (including run, jump, hop, gallop, and slide) and change directions in response to a signal or obstacle.</p> <p>K-1.2 Move in general space in a controlled manner to avoid contact with people and objects and be able to stop in control on command.</p>
Suggested Activity	<p>“Soap Bubbles.” Using a specified locomotor movement identified by the teacher, students will move in general space with control. Each student will pretend that they are a “bubble”, traveling in their own personal space. Students who “pop” someone’s bubble (by bumping into another student) will go to the designated re-entry zone to perform a re-entry task (jumping jacks, wall push-ups). They then return to the game.</p>
Sample Assessment Strategies	<p>Informal: Visual assessment with feedback.</p>

First and Second Grade

Content	Movement Concepts
Essential Question	Can students show mature form of locomotor movements?
Performance Indicators	2-1.1 Demonstrate mature form in locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping). 2-1.2 Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (for example, from walking, to running, galloping to skipping, catching to throwing).
Suggested Activity	Students will create a repeatable movement sequence combining three or more locomotor skills with or without music.
Sample Assessment Strategies	Rubric: Created by the teacher for assessing smooth transitions and mature forms between combinations of locomotor skills.

Third, Fourth and Fifth Grade

Content	Movement Concepts
Essential Question	Can students perform a dance or routine with given steps and sequences in rhythm to music?
Performance Indicators	5-1.2 Demonstrate mature form for combinations of fundamental locomotor skills (for example, running, walking, skipping, galloping). 5-1.7 Perform age-appropriate dances with given steps and sequences in rhythm to music.
Suggested Activity	Student will learn and perform a given line dance such as “Cotton Eye Joe.”
Sample Assessment Strategies	Self-Evaluation: An assessment technique where students evaluate their performance against a set of criteria given by the teacher or expert source, via video technology. Progressive Assessment: A process whereby student progress is assessed, by the teacher, from the performance of simple to more complex skills.

Standard 2

The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

Kindergarten	
Content	Throwing
Essential Question	Can students throw and toss under simple conditions?
Performance Indicators	K-2.1 Identify fundamental movement skills (for example, hop, jump, gallop, slide, catch, throw, strike).
Suggested Activity	“Pinball” The class is divided into two teams. Each team will stand on opposite sides of the court facing one another. The object of the game is to knock down all five of the other teams pins while defending your own team pins. Each student begins with a ball, following teacher signals, students will begin to throw at opponent’s pins from their own side of the court. Once one team’s pins are knocked down, the game is over. All pins get set up and the game starts again.
Sample Assessment Strategies	Formal Teacher Observation: Students can demonstrate the difference between overhand and underhand throwing.

First and Second Grade

Content	Throwing
Essential Question	Can a student throw a ball overhand or underhand with force and hit an object or wall 30 feet away?
Performance Indicators	<p>2-2.1 Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (for example, bend knees when landing, steps with opposition when throwing, reach and give when catching).</p> <p>2-2.4 Identify dominant hand and lead foot for performing fundamental movement skills.</p> <p>2-2.5 Attribute differences in improved physical performance to appropriate practice and experience (for example, student recognizes that he or she is improving in the skill of throwing and catching a ball as a result of practicing in physical education class and playing on a t-ball team).</p>
Suggested Activity	<p>“Bomb the Targets”</p> <p>The class is divided into two teams. Each team will stand on opposite sides of the court facing one another. The object of the game is to knock down all opposing team’s five bowling pins and five tennis balls balanced on top of cone pedestals. At the same time team members defend their own team’s targets. Each student begins with a ball. Following teacher signals, students will begin to throw at opponent’s pins and tennis balls from their own side of the court. Once all of one team’s pins and tennis balls are knocked down, the game is over. All pins and tennis balls are then set up and the game starts again.</p>
Sample Assessment Strategies	<p>Performance-based Assessment:</p> <p>Teacher observation with reinforcement and feedback.</p>

Third, Fourth and Fifth Grade

Content	Throwing
Essential Question	Can students use basic motor skills during target activities in complex situations?
Performance Indicators	<p>5-2.1 Identify critical elements/learning cues of a skill to improve personal performance and provide feedback to other in fundamental movement skills and specialized game skills (for example, making a triangle to set the volleyball).</p> <p>5-2.2 Identify basic offensive and defensive strategies in modified game situations (for example, moving to open space while in a three-on-two situation).</p>
Suggested Activity	<p>“Castles” Using large cones, the playing court is divided into four equal spaces. Each quarter space is a “kingdom”. Each kingdom will contain six hula hoops of same size and color. The hula hoops are used to build the “kingdom” castle. Each kingdom must build their castle with one hoop on ground, four leaning side hoops, and one hoop on the roof. The castle can be built anywhere within their kingdom walls. Students must remain in their kingdom during the entire game. The game begins with each student holding a ball. Following the teacher’s signal, each team will begin to throw balls at the other kingdom’s castle. Teams are awarded one point for each castle that they knock down. The teacher records kingdom team points. Teams lose a point if they throw a ball while their own castle is being built, or they throw a ball at a team that is building a castle .It is possible to finish the game with negative points.</p>
Sample Assessment Strategies	<p>Performance-based Assessment: Teacher observation with reinforcement and feedback.</p>

Standard 3

The student will participate regularly in physical activity. (Psychomotor Domain)

Kindergarten	
Content	Catching
Essential Question	Can the students identify various locations to practice catching and throwing of a Frisbee outside of school?
Performance Indicators	K-3.1 Engage in a variety of physical activities during leisure time (for example, t-ball, riding a bicycle, tag, hide-and-seek).
Suggested Activity	Introduce catching and throwing of a frisbee emphasizing various methods of catching: “alligator”, “crab-claw”, and “pinch.”
Sample Assessment Strategies	Summative Assessment: Soliciting student responses concerning their experience with variation of catching techniques used while playing frisbee with someone else outside of school at locations such as the beach, at a playground, or at a picnic.

First and Second Grade

Content	Catching
Essential Question	Is frisbee an activity you could play with family and/or friends regularly after school?
Performance Indicators	2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).
Suggested Activity	Catching a frisbee that is thrown from another student or teacher over a barrier such as cones, a tennis net, or a low volleyball net.
Sample Assessment Strategies	Teacher observation with feedback.

Third, Fourth and Fifth Grade

Content	Catching
Essential Question	After gaining knowledge and skills by participating in frisbee activities at school, would you choose to participate in a recreational frisbee league?
Performance Indicators	5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or school wide walks, youth sports, county recreation programs, church leagues).
Suggested Activity	“Frisbee War” The class is divided into two teams. Each team stands on opposite sides of the play area with a barrier between teams (cones, tennis net, low volleyball net.) Each team is given the same number of frisbees to start the game. Following teacher’s signal, teams begin to throw frisbees back and forth across the barrier. The object of the game is for teams to successfully catch the frisbees thrown by the other team, and continue to throw them back and forth. A team point is awarded for each successful catch.
Sample Assessment Strategies	Teacher observation with feedback.

Standard 4

The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

Kindergarten	
Content	Striking
Essential Question	Can students strike an object or person in a control manner using hand, paddle, foot or other implements?
Performance Indicators	<p>K-4.1 Sustain moderate-to-vigorous physical activity for short periods of time.</p> <p>K-4.2 Engage in sustained physical activity that causes an increased heart rate and rapid breathing.</p>
Suggested Activity	<p>Toe Tag Students start the game by establishing their personal space within designated boundaries. One student is chosen to be the “it.” Following the teacher’s signal, the “it” tries to tag students on their foot in a controlled manner using a noodle, while everyone, including the “it”, is performing a designated locomotor movement. When a student is tagged the noodle is dropped and the tagged person becomes the new “it”.</p> <p>Variations: Add more noodles to the game. Tagged person must do a physical activity prior to becoming the new “it”.</p>
Sample Assessment Strategies	<p>Self-Reflection Students explore evidence of increased heart rate that occurs during the tag activity.</p>

First and Second Grade

Content	Striking
Essential Question	Can students strike an object and send it in a desired direction?
Performance Indicators	2-4.2 Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).
Suggested Activity	“Noodle Hockey Skills” <ul style="list-style-type: none">• Dribble a lightweight ball (balloon, beach ball, foam ball) using a noodle with control through general space in a designated area.• Dribble a lightweight ball with a noodle while keeping it away from a partner.• Pass a lightweight ball back and forth with a partner with control.
Sample Assessment Strategies	Teacher observation with feedback.

Third, Fourth and Fifth Grade

Content	Striking
Essential Question	Can students use striking skills in a complex situation such as invasion games?
Performance Indicators	5-4.3 Select and participate in physical activities that develop and appropriately maintain each of the five components of health-related physical fitness (for example, jogging to increase aerobic capacity).
Suggested Activity	<p>“Noodle Hockey” Goals are set up at opposite ends of the playing area. The class is divided in half to form two teams. The objective of the game is to play hockey with the ball and noodles. To score a point, a team must hit the ball with the noodle into the opposing team's goal. Each team can have a goalie that stands in front of the goal.</p> <p>Students are not to purposely hit an opponent with a noodle. The ball can only be hit with the noodle and not with the hands or feet. The noodle cannot be swung higher than the waist. Each time a rule is not followed, it will result in the offending team losing possession of the ball. The game starts with each team standing on their side of a center line or polyspot that divides the playing field in half. Two players face each other at the center spot or line. The ball is rolled down this center line to begin the game. If a ball travels out of the bounds, the opposing team hits it back into the playing area. When a point is scored, the teams assume start positions again, with two different players participating in the roll-off.</p>
Sample Assessment Strategies	<p>Peer Assessment: Students provide feedback on the effectiveness of their team’s ability to strike the ball.</p> <p>Summative Assessment: Students discuss which of the five health related fitness components were addressed during the game.</p>

Standard 5

The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

Kindergarten	
Content	Fitness
Essential Question	Can students recognize the effects of moderate to rigorous physical activity?
Performance Indicators	<p>K-5.1 Share physical-activity space and equipment willingly with others.</p> <p>K-5.2 Interact positively with others in physical-activity settings (for example, treating others with respect during physical activity regardless of personal differences, including gender, skill level, or ethnicity).</p> <p>K-5.3 Work independently and with others on physical-activity tasks.</p> <p>K-5.4 Participate appropriately as a member of the class by following directions and classroom rules and using safe physical activity practices.</p>
Suggested Activity	<p>“Fruit Salad” Prior to playing the game the teacher initiates discussion about the various types of fruit that go into making a fruit salad. Students are directed to find their own personal space in a designated area. Each student will have their own beanbag. Following a signal from the teacher, students will move throughout the play area, tossing and catching beanbag with control to self. Following additional teacher signals (stopping of music, whistle) students stop and a fruit is called out. Each fruit is associated with an exercise (jumping jacks, push-ups, stretching). Students continue to do designated exercise until cued by the teacher to begin tossing and catching again. The game continues until at least five different fruit types are added to the salad.</p> <p>Variations: Eliminate bean bags and have students move with various locomotor movements throughout the play area.</p>
Sample Assessment Strategies	Teacher observation with feedback

First and Second Grade

Content	Fitness
Essential Question	Can the students identify body responses due to physical activity?
Performance Indicators	<p>2-5.2 Treat others with respect during physical activities.</p> <p>2-5.3 Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example; demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).</p> <p>2-5.4 Apply rules, procedures, and safe practices during physical education class with few or no reminders.</p>
Suggested Activity	<p>“Lucky Number Six” A centrally located area is separated from the general play area with six numbered cones. Students stand outside the designated area used as a track. When the music begins, students will travel in a counter clockwise direction around the track area performing a designated locomotor movement (jogging, skipping, galloping, sliding). When the music stops students should move to the closest numbered cone and stand at attention.</p> <p>The teacher then rolls a large foam die. All students standing by the numbered cone rolled must go into the middle of the coned area. Teacher will give students in the middle an exercise to do when the music starts (stretching, push-ups, jumping jacks) and give a new locomotor movement to students on the track. The cycle will continue, adding new students into the middle area until the “Lucky Number 6” is rolled. If a 6 is rolled, all students in the middle go back to “the track”. Students standing beside the number 6 must enter into the middle coned area.</p>
Sample Assessment Strategies	<p>Teacher Observation with feedback.</p> <p>Self-Reflection: Students explore their increase in heart rate during the activity.</p>

Third, Fourth and Fifth Grade

Content	Fitness
Essential Question	Can students work cooperatively with others to achieve a health related fitness in a group setting?
Performance Indicators	<p>5-5.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.</p> <p>5-5.2 Identify and demonstrate the characteristics of good sportsmanship (for example, accept the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others).</p> <p>5-5.5 Take responsibility for his or her own actions without blaming others.</p>
Suggested Activity	<p>“The Market”</p> <p>The object of the game is to be the first team to collect all of a single item into their village. Six to ten hula hoops and six to ten pieces of different equipment (9 spots, 9 cones, 9 jump ropes, 9 balls,) are needed for this game as collection items. The hula hoops are placed around the perimeter of the designated play area. One hula hoop goes in the center of the gym. Each team should have two to four village member students at each perimeter hula hoop. The team perimeter hoops are “Villages. The hula hoop in the middle of the play area is the Market. No team should be assigned to that Market hoop. Each “Village” will decide what piece of equipment they wish to collect (all 9 jump ropes). One person from each team is assigned as the “Village Keeper.” The “Village Keeper” will stay at their “Village” and barter with people who stop by. The other two people on the team will need to go out to the other “Villages” and try to barter for their item. “Barterers” may not take something from another village without asking. If a “Village Keeper” doesn’t wish to trade items, they must go to another village and try elsewhere. If the “barterers” cannot find the item they are looking for at the other villages, they may try the “Market” in the center of the court. The teacher stays at the “Market”. Anytime someone wants something from the “Market” in trade, they must pay for it with exercise (five push-ups). “Barterers” must return to their village every time an item is traded. They may not travel with more than one piece of equipment in their hands at a time. The first team to acquire all of the same pieces of equipment (9 jump ropes), wins. All remaining teams should be allowed to complete their trading. If times permits you can play the game in reverse, switch “Village Keepers” and “Barterers” so everyone gets to move.</p>

	<p>Variations:</p> <ul style="list-style-type: none">• Teams collect two or three different pieces of equipment. The number of items always corresponds with the number of hoops including the market.• Use pictures of food to integrate nutrition into the lesson, by allowing student to collect foods within a selected food group.
Sample Assessment Strategies	Peer assessment of team cooperation.

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Standard 6

The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

Kindergarten	
Content	Personal and Social Growth Concepts
Essential Question	Can students identify feelings while participating in physical activities?
Performance Indicators	<p>K-6.1 Participate willingly in individual and group physical activities.</p> <p>K-6.2 Identify feelings resulting from participation in physical activities (for example, sense of excitement after running a 25 meter dash or completing the fun run).</p> <p>K-6.3 Demonstrate a willingness to learn new fundamental movement skills and try new games.</p> <p>K-6.4 Continue to participate in physical activities after being unsuccessful in initial attempts.</p> <p>K-6.5 Identify his or her likes and dislikes with regard to participating in physical activities.</p>
Suggested Activity	Using a variety of music, students are instructed to move creatively in general space, expressing how the music makes them feel.
Sample Assessment Strategies	Self-Reflection

First and Second Grade

Content	Personal and Social Growth Concepts
Essential Question	Can students identify physical activities that are enjoyable?
Performance Indicators	2-6.1 Identify several physical activities that are personally enjoyable. 2-6.3 Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer. 2-6.5 Use physical activity as a means of self-expression.
Suggested Activity	Meet and Greet When the music starts, students will travel in general space using a designated locomotor movement. When the music stops, students will quickly find a “Meet and Greet” partner by joining either elbow to elbow, knee to knee or toe to toe, as directed by teacher. At this point partners will discuss what physical fitness activity or sport makes them smile.
Sample Assessment Strategies	Peer to Peer Assessment.

Third, Fourth and Fifth Grade

Content	Personal and Social Growth Concepts
Essential Question	Can students seek to engage in physical activities that are personally enjoyable and personally challenging?
Performance Indicators	<p>5-6.1 Seek to engage in physical activities that are personally enjoyable.</p> <p>5-6.2 Recognize that effort and practice contribute to improvement and success.</p> <p>5-6.3 Seek to engage in physical activities that are personally challenging.</p>
Suggested Activity	<p>Turkey Tails Students will scatter in designated play area, each with a “Turkey Tail” (scarf) tucked into a back pocket, belt loop or waist band. On teacher signal, students will try to steal another students “Turkey Tail.” If a tail is taken, it is given back to the student who will then exit the play area, to a re-entry zone. The student will then perform a re-entry task (five jumping jacks.) to re-enter the game. Students will select various reentry tasks each time they exit the area.</p>
Sample Assessment Strategies	Teacher Observation.