Kindergarten
Physical Education
Curriculum Guide
2013
Year at a Glance

1\textsuperscript{st} 9 Week Unit

2\textsuperscript{nd} 9 Week Unit

3\textsuperscript{rd} 9 Week Unit

4\textsuperscript{th} 9 Week Unit
Using this Guide:

This curriculum guide is to be used as just that, a guide. While using this guide you are encouraged to take notes on what activities were successful, which ones were not, and what suggested ideas to add. The sequence was planned in theory and once in practice, does it make sense? This guide should be used as a living document that should be adjusted throughout the year and changed from year to year in order to best meet the needs of our students. Each 6-week unit has multiple science standards. Science processes and inquiry skills are incorporated into each unit. Please note that you can work on more skills than the ones listed if the teachable moments occur. This guide strives to keep each teacher focused on the same standards and skills while using their own teaching styles and approaches. If a concept is not the focus until later in the year, you may introduce the students to it if it works with earlier lessons.

Within each unit are samples of activities and assessments. Please note teachers are not limited to these examples. Additional lessons, activities, and assessments are expected and encouraged. The sample activities are not exclusive to the particular unit in which it is listed. If you like an activity and want to tweak it for a future unit please do so. When using this guide, you will notice that there is not a sample activity for every standard or essential skill listed. It is the teacher’s responsibility to know the skills to be focused on for each unit. This guide provides ideas; gives a framework; and educates the teacher on areas in which she/he requires guidance. This guide is a planning tool used to align the standards and the school. The teacher is the determining factor in how effectively this guide is to be used.

Teachers should use this guide to create more in-depth lesson plans while not limiting their creative process to the resources listed. During each unit, it is crucial to monitor all standards being taught. By the end of each unit, the teacher should have a strong knowledge of where each child is performing in each area. This data will be used to determine which skills need to be re-taught and which students need remediation. A chart at the end of this guide shows the specific standards covered during each unit.

Note: if there are students who have not mastered a skill and that skill is not represented in future units, the teacher will need to determine a plan on how she or he will revisit that skill/standard and at what level of instruction (whole class, small group or one on one) students will receive.
Grouping Practices:

- Varying the way students are grouped for instruction is an important component of planning and teaching. There is a place for whole group, small group, partner work, and 1-on-1 instruction throughout the day. Determining an instructional method is part of the lesson planning process along with planning what the students will be doing with or without the direct instruction from the teacher.

- Students need to truly understand the teacher’s expectations and procedures when working with partners, in centers/stations, or independently. These expectations should be modeled and practiced at the beginning of the year. When working in small groups, the teacher needs to make sure the other students are working on high-quality, independent work, or academic centers.

- Small group instruction is great for working with a few students with similar areas of weakness and at similar levels or to facilitate a small group of students at different levels learning from one another.

- When pairing students, be thoughtful of which students should be paired together. Typically the highest performer in the classroom should not be paired with the lowest performer in the classroom because both may feel frustrated. Also, many times students with specific personality traits do not work well together. For example, two shy students or a student who struggles with behavior and a student who is very quiet.

- Every teacher also needs to plan for what she/he will be doing when students are working in pairs or independently. Will the teacher be walking around and checking for understanding with groups or students, or calling students over to a table to do some 1-on-1 instruction or assessing? Avoid the mistake of using this time to catch up on e-mails or finish paperwork. Each and every moment the students are in the classroom is an opportunity to learn more about the students and make a larger impact on their learning.

Assessments:

Data should drive the teacher’s instruction. Teachers need to use formative and summative assessments such as: performance tasks, observations, writing samples, interim assessments, pre/mid/post unit assessments to determine which students are at mastery and which students need more assistance/remediation. Using frequent student data provides informed decision making in order to determine the pace of the classroom and the need for additional activities to strengthen a concept in the class.
## Levels of Developmental Performance

<table>
<thead>
<tr>
<th></th>
<th>Psychomotor</th>
<th>Cognitive</th>
<th>Affective</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>Exhibits incomplete and inconsistent knowledge and performance of mature form criteria.</td>
<td>Exhibits incomplete and inconsistent knowledge. (limited identification)</td>
<td>Exhibits incomplete and inconsistent personal and social behaviors.</td>
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<tr>
<td><strong>Level 2</strong></td>
<td>Exhibits understanding and performance of mature form, in isolation.</td>
<td>Exhibits comprehension of components of mature forms, in isolation. (distinguish among/describe)</td>
<td>Exhibits personal and social behaviors in isolation.</td>
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<td><strong>Level 3</strong></td>
<td>Applies specific knowledge and skills with mature form in controlled settings.</td>
<td>Apply the knowledge in controlled settings. (apply/use)</td>
<td>Applies personal and social behaviors in controlled/supervised settings.</td>
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<tr>
<td><strong>Level 4</strong></td>
<td>Independently demonstrates knowledge and skill proficiency in a variety of planned and unplanned situations.</td>
<td>Independently applies knowledge to solve problems in dynamic settings. (apply/use)</td>
<td>Independently applies personal and social behaviors in dynamic and unsupervised settings.</td>
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MICHIGAN MODEL POLICY ON QUALITY PHYSICAL EDUCATION AND PHYSICAL ACTIVITY IN SCHOOLS

The Michigan State Board of Education (SBE) recommends that all public schools offer physical education opportunities that include the components of a quality physical education program. It is the unique role of quality physical education programs to provide opportunities for children to understand the importance of physical activity and to acquire skills to combat a sedentary lifestyle.

A quality physical education program addresses four critical issues: curriculum, instruction, assessment, and an opportunity to learn. It should include the following:

**Curriculum**
- Aligns with the Michigan K-12 Physical Education Content Standards and Benchmarks.
- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Influences personal and social skill development.

**Instruction**
- Is taught by a certified and endorsed physical education teacher trained in best practice physical education methods.
- Aligns curriculum, instruction, and assessment.
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Keeps students involved in purposeful activity for a majority of the class period.
- Builds student confidence and competence in physical abilities.
- Promotes physical activity outside of school.
- Meets the needs of all students, regardless of their cognitive, physical, or athletic ability.

**Assessment**
- Establishes program assessment and completes regularly to ensure it continues to meet the needs of the students.
- Assesses students regularly for attainment of physical education learning objectives.
- Includes course grades for physical education in calculations of grade point average, class rank, and academic recognition programs, such as honor roll, in the same manner as other subject areas.
- Includes communication to families regarding a student’s current level of performance and suggested activities to increase performance outside of school.
**Opportunity to Learn**

- Offers instructional periods totaling 150 minutes per week at the elementary level and 225 minutes per week at the secondary level (middle and high school), for students of all abilities, including those with disabilities, and those in alternative education programs.
- Prohibits exemptions or substitutions:
  - K-8 students are not allowed to waive or opt out of physical education, nor are they allowed to receive credit by alternative means.
  - For grades 9-12, substitutions are allowed only after a student has shown proficiency in the standards per the Michigan Merit Curriculum Guidelines for graduation.
- Has a teacher to student ratio consistent with those of other subject areas and/or classrooms.
- Provides facilities to implement the curriculum for the number of students served.
- Has enough functional equipment for each student to actively participate.
- Provides and properly maintains safe and adequate spaces, facilities, equipment, and supplies necessary to achieve the objectives of the physical education program.
  - It is further recommended that regular safety and hazard assessments of gymnasiums, playgrounds, athletic fields, and sports-related equipment shall be conducted. Identified hazards shall be repaired before further use by students, staff, or community members. Any hazard reports shall be kept on file for an amount of time as determined by the district.
The SBE recommends that all public schools offer daily opportunities for physical activity, both structured and unstructured, apart from the physical education program, for all students K-12. There are a number of ways for schools to ensure that students get adequate physical activity to positively affect their health and academic performance:

- Offer at least 30 minutes of moderate to vigorous physical activity during the school day, outside of the physical education class.
  - This includes at least 20 minutes of scheduled recess and/or daily periods of physical activity breaks incorporated throughout the day for all grades.
- Physical activity, including recess, may not be denied or used for disciplinary reasons, or to make up lessons or class work.
- All teachers should be trained in how to integrate physical activity into their classrooms.
- Limit sedentary time to less than 2 hours at one time.
- Recess before lunch is strongly encouraged.
- Interscholastic or intramural programs
  - A diverse selection of competitive and non-competitive, structured and unstructured, extracurricular physical activities shall be offered at no cost to students’ families to the extent that staffing, facilities, transportation, and other resources permit.
  - Students and their families shall be involved in the planning, organization, and administration of the extracurricular activities program.
- Encouraging Active Commuting to/from School - Students and staff members will be encouraged and supported to safely walk or bike to school as often as possible.
- Encouraging Out-of-School Time Activity – For every 3 hours a program operates, at least 20 minutes of moderate, vigorous physical activity must be provided.
- Encouraging Joint Use Agreements – Schools and districts are encouraged to establish joint use agreements with local government agencies to allow use of school facilities for physical activity and other community programs.
### BENCHMARKS COVERED:

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
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<tr>
<td>M.MC.00.01</td>
<td>Demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.</td>
</tr>
<tr>
<td>M.MC.00.02</td>
<td>Demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings.</td>
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<tr>
<td>M.MC.00.03</td>
<td>Demonstrate limited elements of space awareness movement concepts for levels (e.g., low and high) in isolated settings.</td>
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<tr>
<td>M.MC.00.04</td>
<td>Demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.</td>
</tr>
<tr>
<td>M.MC.00.05</td>
<td>Demonstrate selected elements of space awareness movement concepts for extensions (e.g., large/small) in isolated settings.</td>
</tr>
<tr>
<td>M.MC.00.06</td>
<td>Demonstrate selected elements of effort movement concepts for time (e.g., fast/slow) in isolated settings.</td>
</tr>
<tr>
<td>M.MC.00.11</td>
<td>Demonstrate selected elements of relationship movement concepts with people (e.g., leading/following) in isolated settings.</td>
</tr>
<tr>
<td>M.MS.00.01</td>
<td>Demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.</td>
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<tr>
<td>K.FB.00.01</td>
<td>Use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</td>
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<tr>
<td>K.MC.00.01</td>
<td>Identify limited space awareness movement concepts for location (e.g., self-space and general space).</td>
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<td>Identify selected relationship movement concepts with people (e.g., leading/following).</td>
</tr>
<tr>
<td>K.MS.00.01</td>
<td>Identify selected critical elements of the following non-locomotor skills: balancing, bending, rocking, rolling, and swinging.</td>
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<tr>
<td>A.PE.00.01</td>
<td>Participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.</td>
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<tr>
<td>A.PA.00.01</td>
<td>Choose to participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.</td>
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<td>A.HR.00.01</td>
<td>Recognize one of the five components of health-related fitness.</td>
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<tr>
<td>A.AN.00.01</td>
<td>Identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).</td>
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<tr>
<td>A.AN.00.02</td>
<td>Support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.</td>
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<tr>
<td>B.FB.00.01</td>
<td>Use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</td>
</tr>
<tr>
<td>B.PS.00.01</td>
<td>Exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.</td>
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### ESSENTIAL QUESTIONS:

**Following Directions:**

1. What does it mean to follow directions?
2. Why is it good to follow directions?
3. What can happen if you don’t follow directions?
4. What does following directions mean?
5. What are three ways you learned today to help you follow directions?
Use of Space:
1. Who can show us his or her personal space?
2. What do you call space you share with others?
3. What do you call space you use yourself?
4. Why is it important to have personal space?
5. What is personal space?
6. What is general space?
7. Where is your personal space?

Body Parts, Actions, Planes
1. Who can point to the different places as I say them? (point to different body parts)
2. Ask students to shake your hand…What body part are you moving?

Aerobic Activity:
1. What does aerobic Fitness mean?
2. How does exercising every day help you?

Hip/Low Back Flexibility:
1. Can anyone show me where the muscles are on the back of your thighs? Does anyone know what they are called?
2. Who can show me where the muscles are on the front of your thighs? What are they called?
3. Where is your lower back?
4. Why is it important to keep your back flexible?

Instep Kick:
1. In what sports or games do you kick a ball?
2. Why is it important to kick a ball correctly?

Walk:
1. Who would like to show us how to walk the correct way?
2. Why is it important to walk correctly?
3. What am I doing when I walk (demonstrate)?

Foot Dribble:
1. When playing soccer, do you dribble a ball with your hands or your feet?

ESSENTIAL CONTENT/ UNDERSTANDINGS:

Following Directions:
The students will understand how to:
• Follow directions and why it is important to follow directions
• Learn three ways to help them follow directions: listen, ask, do
• Learn three more parts of following directions and why they are important

Use of Space:
The students will:
• Learn how to use personal space
• Stay in personal space while moving
• Move in your personal space while you follow the teacher’s directions
• Ask students to shake your hand…What body part are you moving?

Body Parts/Planes/Actions:
The students will:
• Learn the names of different body parts and planes
• Move their body parts the right way so they can follow directions
• Use their body parts, planes, and actions while following directions

Aerobic Activity:
The students will:
• Learn about aerobic fitness and why it is important
• Learn how to check your aerobic fitness by doing an activity for two minutes without stopping

**Hip/Low Back Flexibility:**
The students will:
• Learn a stretch for the muscles on the back of their thighs
• Learn a stretch for the muscles on the front of their thighs
• Learn a stretch for the muscles in their lower back

**Instep Kick:**
The students will:
• Learn three things that will help them kick a ball the right way: watching the ball, stepping beside the ball, and kicking the ball with the instep (top) of your foot.
• Learn how to lift and swing their kicking foot
• Learn to stand tall and swing their arms the right way when they kick a ball
• Learn how to land on both feet after kicking a ball

**Walk:**
The students will:
• Learn how to walk the right way
• Practice the right way to walk when walking slowly and quickly
• Practice walking the right way in time to a beat
• Walk the right way when walking in a circle, square, and zigzag

**Foot Dribble:**
The students will:
• Learn how to dribble a ball from one foot to the other when you are standing in one place
• Learn how to dribble a ball with the insides of feet while moving forward

**Thinking Questions:**

**Following Directions**
• If I told you to touch the wall and return to your seat, what questions might you have for me?
• What would happen if you did each of the following tasks when I asked you to do them:
  Walk down the hall in an orderly fashion, take turns at the drinking fountain, raise your hand before you speak?
• What would happen if you didn’t do these tasks?

**Use of Space**
• Where do you think your personal space would be if I had you lie on the floor?
• What is personal space?
• What is general space?

**Body Parts/Actions/Planes:**
• Did you learn any new actions today?
• Why is it important to know your different body parts, planes, and actions?

**Aerobic Activity:**
• Did your snake run slowly for the full minute without stopping?
• Did your snake run slowly most of the time without stopping?
• Were you tired, sweaty, or breathing hard after one minute?

**Hip/Low Back Flexibility:**
• What are the words that help you remember how to do a wall stretch?
• What is the name of this exercise (do quad stretch)?
• What muscles does it stretch?
• What cue words help you remember how to stretch your quads?
• Can anyone demonstrate the “sit and lean” stretch?

Instep Kick:
• Which words remind you how to kick a ball?
• What two things help you keep your balance when you kick a ball?
• What are two important parts of completing a kick?

Walk:
• What cur words help you when you walk?
• How does your body look when you walk tall?
• How doe your heels and toes touch the floor when you walk the right way?
• Where does your foot point when you walk the right way?
• How do your arms move when you walk correctly?

Foot Dribble:
• How does your body look when you dribble a ball?
• How do you position your knees when you dribble a ball between your feet?
• Who can point to the place on your feet where you tap the ball when you are dribbling?
• What cur words helped you dribble the ball correctly?

TERMINOLOGY

Follow Directions
Personal Space
General Space
Body Parts
Planes
Actions
Aerobic Activity
Jog
Run
Quadriiceps
Hamstrings
Lower Back
Instep of Foot
Walk
Zigzag
Curved
Stationary Dribble

TARGETED OUTCOMES:

Following Directions:
At the end of this unit students should have the ability to:
• Give a definition of following directions and tell why following a directions is important to self and others.
• Recall definition and demonstrate following directions by exhibiting the first three indicators when asked by the teacher to perform them.
• Recall definition and demonstrate following directions by exhibiting the remaining three behavioral indicators when asked by the teacher to perform them.

**Use of Space:**
At the end of this unit students should have the ability to:
- Demonstrate an understanding of the boundaries of one’s personal space by establishing personal space relative to other students when following teacher directions, three consecutive times.
- Demonstrate an understanding of the concepts of personal space and general space by correctly applying them when given a pre-established boundary and asked by the teacher to maintain personal space of self and other while moving across general space.
- Demonstrate an understanding of the concepts of personal and general space by correctly applying them when following directions given by the teacher at least 70 percent of the time.

**Body Parts/Actions/Planes:**
At the end of this unit students should have the ability to:
- Demonstrate an understanding of the concepts of body parts and planes by correctly identifying all body parts (head, eyes, nose, mouth, hands, knees, feet, arms, legs, chin, neck, shoulders, fingers, back, bottom, toes, chest, wrist, thighs, calves, shins, instep, forehead, wrist, palms, elbow, ears, and ankles) and planes of the body (front, back, sides, bottom).
- Demonstrate an understanding of the concepts of non-locomotor actions by using the following actions in conjunction with selected body parts and planes.
- Demonstrate an understanding of the concepts of body parts, planes, and actions by correctly following directions given by the teacher at least 70 percent of the time.

**Aerobic Activity:**
At the end of this unit students should have the ability to:
- Sustain exercise at a moderately high intensity for one minute
- Sustain exercise at a moderately high intensity for two minutes

**Hip/Low Back Flexibility:**
At the end of this unit students should have the ability to:
- Demonstrate all of the following elements of form when executing the wall stretch: stick to wall, feet flat, point toes, straighten and hold.
- Demonstrate all elements of form when executing the quad stretch
- Demonstrate all elements of form when executing the sit-and-lean stretch

**Instep Kick:**
At the end of this unit students should have the ability to:
- Demonstrate standing and stepping correctly when kicking a ball so it travels a distance of 20 feet
- Demonstrate correct backswing and kick action when kicking a ball so it travels 20 feet
- Demonstrate correct posture and arm swing when kicking a ball so it travels a distance of 20 feet
- Demonstrate following through correctly when kicking a ball so it travels a distance of 20 feet

**Walk:**
At the end of this unit students should have the ability to:
- Demonstrate mature form in a smooth, continuous motion while walking at a moderate speed for at least 30 feet.
- Demonstrate mature form while walking at a slow, moderate and fast speeds for at least 30 feet
- Demonstrate mature form while walking in time to slow, moderate and fast tempos provided by an external source (hand claps, drum beats, music).
- Demonstrate mature form while walking at slow, moderate, and fast tempos in various directions and pathways

**Foot Dribble:**
At the end of this unit students should have the ability to:
- Demonstrate correct foot and body posture when tapping a ball from one foot to the other when
• Demonstrate dribbling a ball correctly using the medial sides of the feet when moving at a moderate speed for 40 feet

SAMPLE ACTIVITIES AND ASSESSMENTS

Following Directions:
- Fruit and Veggie Relay
- Even/Odd Clean-up
- Wash Your Hands Relay
- Student Says
- Listen to your Leader
- Leapin’ Letters

Use of Space:
- Starburst
- Eagles and Falcons
- Road Test
- Germ Tag
- Spaceship
- Force Field

Body Parts/Actions/Planes:
- Aiken Drum
- Sing “Head Shoulders Knees and Toes”
- Freeze and Thaw
- Movement Exploration
- Set ‘Em Up and Knock ‘Em Down
- Let’s Have a Parade

Aerobic Activity:
- Healthy Snack Start-and-Stop
- Dog Tail Tag
- Ride the Bus
- Animal Walk

Hip/Low Back Flexibility:
- Over and Under the Bridge
- Wacky Wall and Ball Stretch
- Swim Stretching
- Catapult Quad Stretch
- Row Your Boat to Flexibility
- Rowing Down the River

Instep Kick:
- Hot Lava Leap
- Save the Village
- High Five/Low Five
- Moon Rock Kick
- Fruit and Veggie Fetch
- Wall Touch
- Shuttle Kick
- Toy Soldiers

Walk:
- Walk the plank
- High Wire
- Streets of the City
- Meet Your Neighbor
- Five Juicy Apples
- Count the Beat
- Pathways
- Walk like a Food Groupie

**Foot Dribble:**
- 3-2-1 Blastoff
- Take One
- Roadway
- Double Dribble Tag

<table>
<thead>
<tr>
<th>Select Group</th>
<th>Do What Someone Asks You To Do</th>
<th>Uses Equipment Correctly</th>
<th>Obey Your Leader</th>
<th>Think</th>
</tr>
</thead>
</table>

Mrs. Bruurzema

**Following Directions Step 3**

<table>
<thead>
<tr>
<th>Student Name</th>
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Body Parts, Actions Planes  Step 3

Correctly follows directions given by the teacher regarding body parts, planes and actions:

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INTERDISCIPLINARY CONNECTIONS

Brain Breaks  
MathandMovement.com  
Common Core Resources for Physical Education  
PE Common Core Standard Ideas

INTEGRATING CHARACTER EDUCATION

Teamwork/ Safety
Throughout instruction we want our students to construct knowledge of positive character traits that we believe are important for our students to possess. Listed are a few ideas to integrate friendship and responsibility into literacy instruction.

- Explicitly teach the meaning of teamwork and safety. Have a class discussion why these traits are important to possess.
- Read-a-loud texts or have students read independently passages and decide if characters are being safe and if not, what is the effect of the lack of safety?
- Create a teamwork promise in the classroom. Discuss the traits a good teammate has and decide as a class that everyone will be a team player in the class. Have the whole class sign the promise.
- Use read-a-louds to show examples of both traits and have students make connections to their own lives.
- Have students talk about times they have exhibited teamwork. Write about their experiences.
- As the students work in stations or cooperative groups, remind them of the importance of teamwork. Walk around and give the students feedback on their ability to work cooperatively.

Resources

SPARK Physical Education
Every Body is Good
Exemplary Physical Education Curriculum
## BENCHMARKS COVERED:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.MC.00.06</td>
<td>demonstrate selected elements of effort movement concepts for time (e.g., fast/slow) in isolated settings.</td>
</tr>
<tr>
<td>M.MC.00.11</td>
<td>demonstrate selected elements of relationship movement concepts with people (e.g., leading/following) in isolated settings.</td>
</tr>
<tr>
<td>M.MS.00.01</td>
<td>demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.</td>
</tr>
<tr>
<td>M.MS.00.02</td>
<td>demonstrate selected elements of mature form of locomotor skills of walk and run in isolated settings.</td>
</tr>
<tr>
<td>M.MS.00.03</td>
<td>demonstrate selected elements of mature form of manipulative skills of roll and underhand throw in isolated settings.</td>
</tr>
<tr>
<td>K.FB.00.01</td>
<td>use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</td>
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<tr>
<td>K.MC.00.06</td>
<td>identify selected effort movement concepts for time (e.g., fast/slow).</td>
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<tr>
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<td>identify selected critical elements of the following non-locomotor skills: balancing, bending, rocking, rolling, and swinging.</td>
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</tr>
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<td>A.PE.00.01</td>
<td>participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.</td>
</tr>
<tr>
<td>A.PA.00.01</td>
<td>choose to participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.</td>
</tr>
<tr>
<td>A.HR.00.01</td>
<td>recognize one of the five components of health-related fitness.</td>
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<tr>
<td>A.AN.00.01</td>
<td>identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).</td>
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<tr>
<td>A.AN.00.02</td>
<td>support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.</td>
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<tr>
<td>B.FB.00.01</td>
<td>use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</td>
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<tr>
<td>B.PS.00.01</td>
<td>exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.</td>
</tr>
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</table>

## ESSENTIAL QUESTIONS:

### Best Effort:
1. Has anyone ever told you to try your hardest to do something?
2. Why should you give your best effort?
3. What does best effort mean?

### Aerobic Activity:
1. What does aerobic fitness mean?
2. How does exercising every day help you?

### Hip Flexibility:

### Vertical Jump:
1. What is a vertical jump?
2. Who would like to demonstrate the vertical jump?

### Underhand Throw:

### Hop:
1. Who would like to demonstrate the hop?
2. When would you need to know how to hop?

### Catch Rolling Balls:
1. In which sports is it important to know how to catch a rolling ball the correct way?
2. Who can show the class what “Ready Position” looks like?

**Run:**
1. Who likes to run fast?
2. Why do you think it is important to run the correct way?
3. When are the times that you like to run fast?
4. Why do you like to run fast?

**ESSENTIAL CONTENT/ UNDERSTANDINGS:**

### Best Effort:
The students will:
- Learn what best effort is and why it is important
- Learn six ways to give best effort

### Aerobic Activity:
The students will:
- Exercise without stopping for three minutes
- Exercise without stopping for four minutes

### Hip Flexibility:

### Vertical Jump:
The students will:
- Learn how to crouch the right way before you jump so they can use all their body parts to jump
- Learn to use your body parts together when they jump
- Practice standing, crouching, and straightening as they jump as high as possible

### Underhand Throw:

### Hop:
The students will:
- Learn how to make the right motions with their legs to hop
- Hop while holding onto something for balance
- Hop without holding onto anything
- Hop Forward on each foot the right way at least four times in a row without losing balance

### Catch Rolling Balls:
The students will:
- Learn how to stand the right way before the ball comes to them
- Learn how to reach down the right way to catch a rolling ball
- Learn how to catch the ball using their hands and arms the right way

### Run:
The students will:
- Use their eyes, head and body the right way to run their fastest
- Learn how to run correctly by pointing their toes straight and landing on the front part of their foot
- Learn how to swing their legs correctly to help them run faster
- Learn how to swing their arms to help them run faster

**THINKING QUESTIONS:**

### Best Effort:
- What is best effort?
- What happens if you give best effort?
- What are some ways you can show your best effort?
- When is a time that you gave your best effort?
- How do you feel when you try your hardest? Why?
- Why is it important to give your best effort?

**Aerobic Activity:**
- How can you improve your aerobic fitness?
- What is aerobic fitness?

**Hip Flexibility:**

**Vertical Jump:**
- What are the three parts of the jump?
- Where do you look when you crouch?
- Where are your arms when you crouch?
- Is your weight on your heels or toes?

**Underhand Throw:**

**Hop:**
- What are the words I use to help me remember the steps of the hop?
- What am I doing wrong when I hop (demonstrate incorrectly several times)?

**Catch Rolling Balls:**
- Who can show us where your feet are in the ready position?
- Who can show us how your body looks in the ready position?
- Who can demonstrate how your hands look in the ready position?
- Who can show us where your eyes are in the ready position?
- When you are in the ready position are your feet close or apart?
- Are your legs straight or bent?
- Are your hands over your feet or close together?
- Are your palms up or down?
- Where do you look when the ball is rolling toward you?
- What is the first thing that touches the ball when you catch it?
- What do you do with the ball after you catch it with your hands?

**Run:**
- If you want to run your fastest, will your head be still or moving?
- Will you lean forward or be mostly upright?
- Where should you look when you run?

**TERMINOLOGY**

- Best Effort
- Aerobic Fitness
- Vertical Jump
- Hop
- Rolling Ball
- Ready Position

**TARGETED OUTCOMES:**

**Best Effort:**
At the end of this unit students should have the ability to:
- Give a definition of best effort and tell why giving one’s best effort is important
- Recall definition and demonstrate best effort by exhibiting the first and last three behavioral indicators when asked by the teacher to perform them

**Aerobic Activity:**
At the end of this unit students should have the ability to:
- Sustain exercise at a moderately high intensity for three minutes
- Sustain exercise at a moderately high intensity for four minutes
### Hip Flexibility:
At the end of this unit students should have the ability to:

### Vertical Jump:
At the end of this unit students should have the ability to:
- Demonstrate the preparation phase of the vertical jump correctly, starting from a standing position
- Demonstrate the action phase of the vertical jump correctly at half speed following the execution of the preparation phase
- Demonstrate the action phase of the vertical jump correctly as full speed following the execution of the preparation phase

### Underhand Throw:

#### Hop:
- Demonstrate the correct knee swing on each leg while holding onto a stationary support with one hand
- Demonstrate hopping in one place correctly on each foot while holding onto a stationary support with one hand
- Demonstrate hopping in place correctly on each foot
- Demonstrate mature form in a smooth, continuous motion while hopping on each foot

### Catch Rolling Balls:
- Demonstrate the correct ready position when preparing to catch a rolling ball
- Demonstrate correct arm and leg action when preparing to catch a rolling ball
- Demonstrate controlling the ball correctly when catching a rolling ball

### Run:

### SAMPLE ACTIVITIES AND ASSESSMENTS

#### Best Effort:
- Endangered Egg Rescue
- Animal Mimic
- Clap the Rhythm
- Wash Your Fruit
- Farmer’s Field
- Best Effort for Higher Jumps

#### Aerobic Activity:
- Emotion Motion
- Food Moves
- Fruit/Veggie Transport
- Save the Eggs

#### Hip Flexibility:

#### Vertical Jump:
- Crouch Potato
- Crouch Relay
- Jump for Health
- Rocket Man
- Above the Net
- Reach for the Stars

#### Underhand Throw:

#### Hop:
- Priming the Pump
- The Flamingo
- Hop-Toad Tag
- Riddles
- Hop in Place Without Support
- Pogo Sticks
- My Pyramid Relay
- At the Hop

**Catch Rolling Balls:**
- Ready for Fruit Salad
- Start and Stop Ready
- Feed Fido
- Butterfly Catch
- Catch the Frog
- Superhero Saves the City

**Run:**

### Aerobic Activity/Fitness Step 4

Select Group

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INTERDISCIPLINARY CONNECTIONS
Brain Breaks
MathandMovement.com
Common Core Resources for Physical Education
PE Common Core Standard Ideas

INTEGRATING CHARACTER EDUCATION
Tolerance
Throughout instruction we want our students to construct knowledge of positive character traits that we believe are important for our students to possess. Listed are a few ideas to integrate respect into literacy instruction.

- Explicitly teach the meaning of tolerance. Have a class discussion about why the trait is important to possess.
- Use books read aloud, in small groups or independently to decide if characters are tolerant of one another and their differences.
- In literature analyze if a character in the book is being tolerant and if not, how tolerance could help the character.
- When examining animals and plants in nature, discuss how they need to be tolerant and how tolerance can help them live.
- Use literature to show examples of this trait and have students make connections to their own lives.
- Have students identify which character from a variety of text is the most tolerant and give evidence from the text to back their opinions.
- Use as many teachable moments as possible throughout the day to complement students for showing tolerance and use their real life examples as a learning experience.

RESOURCES:
SPARK Physical Education
Every Body is Good
Exemplary Physical Education Curriculum
Unit 3

BENCHMARKS COVERED:

**M.MC.00.04** demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.

**M.MC.00.09** demonstrate elements of relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical) in isolated settings.

**M.MC.00.10** demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind) in isolated settings.

**M.MS.00.01** demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.

**K.FB.00.01** use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

**K.MC.00.04** identify selected space awareness movement concepts for pathways (e.g., straight and curved).

**K.MC.00.09** identify relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical).

**K.MC.00.10** identify selected relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind).

**K.MS.00.01** identify selected critical elements of the following non-locomotor skills: balancing, bending, rocking, rolling, and swinging.

**K.RA.00.01** identify basic rhythmic patterns (e.g., even and uneven).

**K.PA.00.01** recognize varying types of physical activities.

**K.HR.00.01** identify one of the five components of health-related fitness.

**K.AN.00.01** identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).

**K.AN.00.02** identify that supporting body weight develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) in selected activities.

ADDITIONAL SKILLS COVERED:

- A

ESSENTIAL QUESTIONS:

1. A

ESSENTIAL CONTENT/ UNDERSTANDINGS:

The students will understand how to:

- A

THINKING QUESTIONS:

- A

TERMINOLOGY:

- A

TARGETED OUTCOMES:

At the end of this unit students should have the ability to:
SAMPLE ACTIVITIES AND ASSESSMENTS:

INTERDISCIPLINARY CONNECTIONS:
- Brain Breaks
- MathandMovement.com
- Common Core Resources for Physical Education
- PE Common Core Standard Ideas

INTEGRATING CHARACTER EDUCATION:
Compassion/ Feelings

Throughout instruction we want our students to construct knowledge of positive character traits that we believe are important for our students to possess. Listed are a few ideas to integrate caring and self control into literacy instruction. Teach the terms separately.

- Explicitly teach the meaning of compassion and how compassion relates to a person’s feelings. Have a class discussion why these traits are important to possess.
- Use read-a-louds and independently read passages to decide if characters are acting with compassion and talk about why it is important to have.
- Have students make connections to their own lives.
- Have students talk about times they exhibited these traits. Write about it.
- Write friendly letters to someone the class feels is very compassionate.
- Determine how a story would change if a character showed more or less compassion.
- Use as many teachable moments as possible throughout the day to complement students for showing good character traits.
- Have class discussions about feelings.

RESOURCES:
- SPARK Physical Education
- Every Body is Good
- Exemplary Physical Education Curriculum
### Unit 4

#### Benchmarks Covered:

<table>
<thead>
<tr>
<th>Benchmark Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>M.RA.00.01</td>
<td>Demonstrate basic even and uneven rhythmic patterns.</td>
</tr>
<tr>
<td>K.FB.00.01</td>
<td>Use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</td>
</tr>
<tr>
<td>K.MS.00.01</td>
<td>Identify selected critical elements of the following non-locomotor skills: balancing, bending, rocking, rolling, and swinging.</td>
</tr>
<tr>
<td>K.MS.00.02</td>
<td>Identify selected critical elements of the following locomotor skills: walk and jump.</td>
</tr>
<tr>
<td>K.RA.00.01</td>
<td>Identify basic rhythmic patterns (e.g., even and uneven).</td>
</tr>
<tr>
<td>A.PE.00.01</td>
<td>Participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.</td>
</tr>
<tr>
<td>A.PA.00.01</td>
<td>Choose to participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.</td>
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<tr>
<td>A.HR.00.01</td>
<td>Recognize one of the five components of health-related fitness.</td>
</tr>
<tr>
<td>A.AN.00.01</td>
<td>Identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).</td>
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<tr>
<td>A.AN.00.02</td>
<td>Support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.</td>
</tr>
<tr>
<td>B.FB.00.01</td>
<td>Use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</td>
</tr>
<tr>
<td>B.PS.00.01</td>
<td>Exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.</td>
</tr>
</tbody>
</table>

#### Additional Skills Covered:

- A

#### Essential Questions:

1. A

#### Essential Content/ Understandings:

The students will understand how to:
- A

#### Thinking Questions:

- A

#### Terminology

- A

#### Targeted Outcomes:

At the end of this unit students should have the ability to:
- A
SAMPLE ACTIVITIES AND ASSESSMENTS

INTERDISCIPLINARY CONNECTIONS
Brain Breaks
MathandMovement.com
Common Core Resources for Physical Education
PE Common Core Standard Ideas

INTEGRATING CHARACTER EDUCATION
Bully Awareness and Prevention

Throughout instruction we want our students to construct knowledge of positive character traits that we believe are important for our students to possess. When looking at who bullies are, discuss the importance of justice and showing integrity to prevent bullying and help others who are bullied.

- Explicitly teach the meaning of integrity and justice.
- Use texts that are about bullies. Talk about what makes a person a bully and how to be the best person you can be.
- Discuss historical American figures and discuss what character traits they possess of the ones already covered in the school year.
- Use read-a-louds to analyze if a character in the book is showing justice to others and integrity to ones’ self. If not, talk about the effect of the character’s behavior.
- Use read-a-louds to show examples of both traits and have students make connections to their own lives. Discuss how bullying has affected their lives. Talk about how we can stop bullying.
- Have students talk about times they exhibited justice and responsibility. Make a class book.
- Brainstorm as a class why justice is important.
- Use as many teachable moments as possible throughout the day to complement students for showing integrity and demonstrating justice and use their real life examples as a learning experience.
- Talk about how justice is an important part of being an American.
- Examine how justice and responsibility have placed a key role in our past.
- Make an anti-bullying chain. Every time a student helps instead of hurts, have them write out what they did that made a difference and add it to a paper chain in the classroom.

RESOURCES:
SPARK Physical Education
Every Body is Good
Exemplary Physical Education Curriculum
### Motor Skills and Movement Patterns

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Movement Concepts</strong></td>
<td>///</td>
<td>///</td>
<td>///</td>
<td>///</td>
</tr>
<tr>
<td>M.MC.00.01</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>M.MC.00.02</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings.</td>
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</tr>
<tr>
<td>M.MC.00.03</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>demonstrate limited elements of space awareness movement concepts for levels (e.g., low and high) in isolated settings.</td>
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</tr>
<tr>
<td>M.MC.00.04</td>
<td></td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.</td>
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</tr>
<tr>
<td>M.MC.00.05</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>demonstrate selected elements of space awareness movement concepts for extensions (e.g., large/small) in isolated settings.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>M.MC.00.06</td>
<td></td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>demonstrate selected elements of effort movement concepts for time (e.g., fast/slow) in isolated settings.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>M.MC.00.09</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>demonstrate elements of relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical) in isolated settings.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>M.MC.00.10</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind) in isolated settings.</td>
<td></td>
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</tr>
<tr>
<td>M.MC.00.11</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>demonstrate selected elements of relationship movement concepts with people (e.g., leading/following) in isolated settings.</td>
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</tr>
<tr>
<td><strong>Motor Skills</strong></td>
<td>///</td>
<td>///</td>
<td>///</td>
<td>///</td>
</tr>
<tr>
<td>M.MS.00.01</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>M.MS.00.02</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>demonstrate selected elements of mature form of locomotor skills of walk and run in isolated settings.</td>
<td></td>
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</tr>
<tr>
<td>M.MS.00.03</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>demonstrate selected elements of mature form of manipulative skills of roll and underhand throw in isolated settings.</td>
<td></td>
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<tr>
<td><strong>Rhythmic Activities</strong></td>
<td>///</td>
<td>///</td>
<td>///</td>
<td>///</td>
</tr>
<tr>
<td>M.RA.00.01</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>demonstrate basic even and uneven rhythmic patterns.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## Content Knowledge

<table>
<thead>
<tr>
<th>Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Feedback</strong></td>
<td>///</td>
<td>///</td>
<td>///</td>
<td>///</td>
</tr>
<tr>
<td>K.FB.00.01</td>
<td>use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Movement Concepts</strong></td>
<td>///</td>
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</tr>
<tr>
<td>K.MC.00.01</td>
<td>identify limited space awareness movement concepts for location (e.g., self-space and general space).</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.MC.00.02</td>
<td>identify limited space awareness movement concepts for directions (e.g., up/down and forward/backward).</td>
<td>X</td>
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</tr>
<tr>
<td>K.MC.00.03</td>
<td>identify limited space awareness movement concepts for levels (e.g., low and high).</td>
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<tr>
<td>K.MC.00.04</td>
<td>identify selected space awareness movement concepts for pathways (e.g., straight and curved).</td>
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<td>X</td>
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<tr>
<td>K.MC.00.05</td>
<td>identify selected space awareness movement concepts for extensions (e.g., large/small).</td>
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<tr>
<td>K.MC.00.06</td>
<td>identify selected effort movement concepts for time (e.g., fast/slow).</td>
<td>X</td>
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<td>K.MC.00.09</td>
<td>identify relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical).</td>
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<td>K.MC.00.10</td>
<td>identify relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind).</td>
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<td>K.MC.00.11</td>
<td>identify relationship movement concepts with people (e.g., leading/following).</td>
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</tr>
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<td><strong>Motor Skills</strong></td>
<td>///</td>
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<td>///</td>
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</tr>
<tr>
<td>K.MS.00.01</td>
<td>identify selected critical elements of the following non-locomotor skills: balancing, bending, rocking, rolling, and swinging.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>K.MS.00.02</td>
<td>identify selected critical elements of the following locomotor skills: walk and jump.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>K.MS.00.03</td>
<td>identify selected elements of the following manipulative skills: roll and underhand throw.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rhythmic Activities</strong></td>
<td>///</td>
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</tr>
<tr>
<td>K.RA.00.01</td>
<td>identify basic rhythmic patterns (e.g., even and uneven).</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Particpation Inside/Outside of Physical Education</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>K.PA.00.01 recognize varying types of physical</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>activities.</td>
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</tr>
<tr>
<td>Health-Related Fitness</td>
<td></td>
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</tr>
<tr>
<td>K.HR.00.01 identify one of the five components</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>of health-related fitness.</td>
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</tr>
<tr>
<td>Physical Activity and Nutrition</td>
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</tr>
<tr>
<td>K.AN.00.01 identify that physical activity can</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>lead to increased heart rate, breathing rate,</td>
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<tr>
<td>perspiration, etc. (e.g., running, galloping).</td>
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</tr>
<tr>
<td>K.AN.00.02 identify that supporting body weight</td>
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</tr>
<tr>
<td>develops muscular strength and endurance (e.g.,</td>
<td></td>
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</tr>
<tr>
<td>climbing, hanging, hopping, jumping, animal walks, and stunts) in selected activities.</td>
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</tr>
</tbody>
</table>
## Fitness and Physical Activity

### Participation During Physical Education

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unit 1</th>
<th>Unit 2</th>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.PE.00.01</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

A.PE.00.01 participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.

### Participation Outside Physical Education

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unit 1</th>
<th>Unit 2</th>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.PA.00.01</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

A.PA.00.01 choose to participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.

### Health Related Fitness

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.HR.00.01</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

A.HR.00.01 recognize one of the five components of health-related fitness.

### Physical Activity and Nutrition

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unit 1</th>
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.AN.00.01</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

A.AN.00.01 identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).

<table>
<thead>
<tr>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.AN.00.02</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

A.AN.00.02 support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.

## Personal and Social Behaviors and Values

### Feedback

<table>
<thead>
<tr>
<th>Standard</th>
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<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.FB.00.01</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

B.FB.00.01 use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

### Personal/Social Behaviors

<table>
<thead>
<tr>
<th>Standard</th>
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.PS.00.01</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

B.PS.00.01 exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.
References:

Michigan Department of Education
http://mi.gov/mde/0,4615,7-140-28753_38684_29234---,00.html

Michigan Fitness
http://www.michiganfitness.org/

Spark
http://www.sparkpe.org/