

# CURRICULUM GUIDE



## Physical Education Grades K-5



Syracuse City School District  
Office of Physical Education  
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# Introduction

## District Vision

To prepare and inspire all our students to innovate locally and contribute globally.

## District Mission

To build, support, and sustain school communities that provide all students with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy

## Physical Education Motto

"The more we burn the better we learn"

## Physical Education Mission

The Syracuse City School District physical education department strives to develop, and support a program that graduates a physically literate individual that has the knowledge, skills, resources and confidence to enjoy a lifelong lifestyle of physical activity and wellness. The 21st century student will be a persistent advocate in promoting a healthy lifestyle within their community.

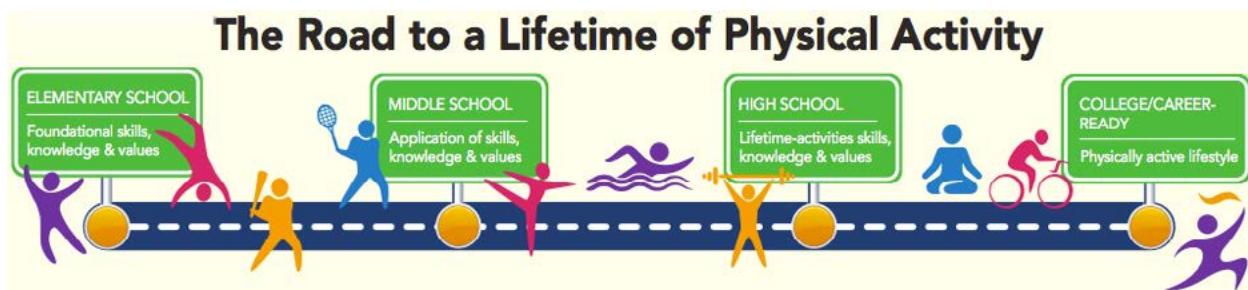
## Definition of Physical Literacy

SHAPE America defines physical literacy as "the ability to move with competence and

confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person."

Physical literacy supports the holistic development of students by encompassing all three domains of physical education (psychomotor, cognitive and affective). It includes not only physical competence and knowledge but also the attitudes, motivation and social and psychological skills needed for participation (Penney & Chandler, 2000).

Physically literate individuals possess promise and self-confidence in-tune with their movement and capabilities. Students who are physically literate demonstrate sound coordination and control, and can respond to the demands of a changing environment. Our physically literate students will relate well to others, demonstrate sensitivity in their verbal and non-verbal communication, and will have empathetic relationships with their peers and community. The physically literate student will enjoy discovering new activities, and will welcome advice, guidance, and be confident in the knowledge that they will experience some success (Whitehead, 2010). The physically literate individual appreciates the intrinsic value of physical education, as well as its contribution to health and well-being, and will be able to look ahead through the life course with the expectation that participation in physical activity will continue to be a part of life.



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# A High Quality Physical Education Curriculum

## Overview

The Syracuse City School District physical education curriculum is a resource to provide a sequential system for physical education educators to deliver rigorous and engaging learning experiences to students. The physical education curriculum offers guidance for teaching physical activity knowledge and skills to students, as well as a framework to help instructors plan in-class physical activities that align to both New York State and national learning standards. A high quality Syracuse City School District physical education curriculum is constructed with both the New York State and the national SHAPE America standards to guide teaching and learning. A physically educated student upon graduation will be able to lead and sustain a healthier lifestyle in the 21st century society. The physical education curriculum will emphasize content that is meaningful, engaging, thought provoking and will include the following:

- Instruction in a variety of motor skills designed to enhance child and adolescent development;



- Fitness education and assessment that allows for understanding and improvement of physical well-being;
- Development of cognitive concepts related to motor skills and fitness;
- Opportunities to improve social and cooperative skills;
- Opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence.
- Appropriate sequencing of learning activities is critical to developing a high quality physical education curriculum. Appropriate sequencing involves the following:
  - Ensuring that motor skills, physical activity, and fitness assessments are age and developmentally appropriate;
  - Methods of teaching motor and movement skills that ensure that basic skills lead to more advanced skills;
  - Plans to appropriately monitor, reinforce, and prepare for student learning.

The effectiveness of school physical education is enhanced when it is implemented as an integral part of and when physical education outcomes are reinforced by other components of a school health program. In aligning to the Syracuse City School District strategic plan, by 2022, 100% of the physical education staff will leverage personalized learning strategies that will help our students achieve their self-developed goals in the physical education classroom.

## Benefits of Physical Education

Regular physical activity improves adolescents' bone health, cardiorespiratory fitness, muscular fitness, and cardiovascular and metabolic health biomarkers, as well as having a key impact on cognitive function. Regular physical activity during adolescence may also help establish positive lifelong physical activity habits. Accordingly, the Physical Activity Guidelines for

Americans recommend adolescents engage in at least 60 minutes of daily physical activity. As part of these 60 minutes, adolescents should participate in vigorous physical activity, muscle strengthening, and bone strengthening activities at least 3 days per week. Schools are in a unique position to help adolescents attain their daily-recommended 60 minutes of physical activity. All schools will meet the New York State Physical Education mandates regarding time and days to receive physical education.

## Assessment

Quality physical education curricula should include protocols and opportunities to assess the knowledge and skills of students. Student assessment in physical education should be used to determine how well students meet national and New York State physical education standards, align with the instructional content, and allow teachers and schools to monitor and reinforce student learning. At the end of each grade band level (2nd, 5th, 8th, HS 1 & 2) there will be a standardized summative benchmark assessment for each curricular strand (Skilled Play, Health Related Fitness, Individual Enjoyment, Character, Life Skill Development) to ensure that the students are learning the required benchmarks.

We believe that our formative and summative assessments will include:

- demonstration of specific skills,
- knowledge based testing,
- out-of-school assignments that support learning and practice,
- assessments of progress in motor skills.

\*Note that schools and physical education teachers may also consider conducting fitness testing and assessing physical activity levels to provide feedback to students, their parents, and teachers on their fitness levels; teach students how to apply behavioral skills (e.g., self-assessment, goalsetting, and self-management); or measure school wide fitness levels.



## Understanding the Physical Education Curriculum Document

### Overview

The Syracuse City School District Physical Education curriculum alignment is a form of strategic planning that assists the vision to be accomplished. Consistent monitoring of student progress and participation from teachers to identify goals and ensure their correct sequencing in the instructional program.

The curriculum document provides guidance in terms of developmentally appropriate content and benchmark assessments for physical education teachers and directors of physical education to implement into their physical education program. The curriculum is designed to allow physical education teachers to incorporate the curricular focal point into their instruction while having the freedom to design learning experiences that include the curriculum focal point(s) to meet grade-level outcomes.

The physical education curriculum document is organized first by showing the scope and sequence of the development the physical education student and teacher.

**Scope:** The depth and breadth of the content to be taught at a specific grade level and the development of the content across grade levels.

**Sequence:** The order in which the content should be taught for the best learning (building on past knowledge) within a grade.

## Grade-Level Outcomes

The grade-level outcomes have several organizing features to help readers locate the information they want. First, the outcomes are grouped by elementary, middle and high school levels. Second, each outcome has been assigned a number, although the numbers do not reflect any particular priority. The number of the outcome is also affiliated with:

- A standard (S1, S2, S3, S4 or S5).
- A school level [elementary (E), middle (M) or high (H) school].
- A grade level [K, 1, 2, 3, 4, 5, 6, 7, 8 or high school level 1 (L1) or level 2 (L2)].
- For example:
- S2.E1.3 refers to Standard 2, Elementary Outcome 1, Grade 3.
- S1.M12.7 refers to Standard 1, Middle School Outcome 12, Grade 7.
- S5.H3.L1 refers to Standard 5, High School Outcome 3, Level 1.

## Adaptive Physical Education

### Overview

The Syracuse City School District's Adapted Physical Education (APE) Program is committed to providing a developmentally appropriate experience that strives to enrich the lives of students with special needs that qualify for APE. This is accomplished by developing and implementing a dynamic, fun and safe

instructional program that places each student in the least restrictive environment. Program/ IEP goals will be structured to reflect the needs of each individual student, driven from an array of assessment techniques and monitored regularly to insure that all students are continually maintaining skills, making progress and experiencing success.

When assessing students with special needs, it is imperative that the physical education teacher reviews each student's Individualized Education Plan (IEP) to provide the necessary accommodations for assessment tasks.

A paraprofessional in the physical education classroom is instrumental in helping students perform assessment tasks. The paraprofessional can assist the students with the assessment modification and support in administering the assessment. Physical education teachers can also enlist the help of peer tutors to assist the student throughout the class.

Adapted physical education is an individualized physical education program of developmental activities, games or fitness activities designed for the unique needs of students who may not safely or successfully participate in the activities of a regular physical education program independently. However, this does not mean that all students who receive adapted physical education need to be participating in separate classes from their peers.

### Differentiation of Learning

If the answer to the original questions remains NO even after modifications have been supplied, the student may be considered for inclusion in the district adapted physical education program.

**Ability Specific Impairment/ Disorder****Modifications****Mobility Impairment**

- Has the student been participating throughout the unit without modifications?
- Can the student move and play effectively within the gymnasium?
- Is the activity an appropriate tempo for the student's motor ability?
- Does the student's mobility devices allow for safe participation for all?
- Reduce the number of participants in the line or formation.
- Reduce the size of the square/area to be covered.
- Reduce the speed of the activity.
- Identify skills, strategies, sequence of steps, directions, and etiquette while watching peers perform.
- Use a multi-sensory approach.
- Use augmentative-alterative communication devices.
- Clear obstacles in the space to promote safety and freedom of movement.

**Visual Impairment**

- Has the student been participating throughout the unit without modifications?
- Is the lighting adequate or conducive to allow the student the "best" vision?
- Is the student able to locate him/herself to activity movements and directions?
- Is the student able to distinguish teammates and/or opponents?
- Stay stationary when giving instructions. Do not turn away from student while giving instructions.
- Determine which color is the most visible to student.
- Use bright colored floor tape to identify floor markings.
- Floor/area markings may be modified in both width and color/brightness.
- Floor/area markings may be modified by adding surface textures to floor (thin mat or butcher paper)

**Communication Disorders**

- Has the student been participating throughout the unit without modifications?
- Has the student been able to successfully participate with peers during the activity unit?
- Is student able to adequately communicate with teammates/opponents/instructors?
- Can the student participate without the use/need assistive communication devices (interpreter, flash cards, computer)
- Ensure availability of the assistive communication device used by student for the duration of the task.
- Allow the student to position themselves optimally for him/her to communicate.
- Allow the alternative communication method (interpreter, picture board, flash cards, etc.) used by student.



Ability Specific Impairment/ Disorder	Modifications
<b>Cognitive Disorders</b>	
<ul style="list-style-type: none"> <li>Has the student been participating throughout the unit without modifications?</li> <li>Is the student able to differentiate between teammates, opponents and/or instructors?</li> <li>Has the student been able to successfully participate with peers during the activity unit?</li> <li>Is the student able to move effectively?</li> <li>Is the student able to participate in a task independently or with minimal physical/verbal prompting?</li> <li>To this point in the unit, does the student demonstrate a basic understanding of the activity?</li> <li>Is the student able to maintain appropriate self-control during the activity?</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the number of participants in the task.</li> <li>Reduce the size of the playing area.</li> <li>Expand the time in the task.</li> <li>Eliminate all distracting/competing sounds.</li> <li>Present all directions visually (blackboard, poster board, flash cards)</li> <li>Use arrows and other floor markings to indicate direction.</li> <li>Use cones to identify outer boundaries of activity area.</li> <li>Use color coded pinnies to distinguish between teammates and opponents.</li> <li>Provide verbal cues, have student verbally rehearse prior to activity.</li> <li>Provide light physical prompts to cue moving directions.</li> <li>If the student has been assigned a 1:1 assistant, allow full access to the assistant for the duration of the task.</li> </ul>

## Other Health Impaired Disorders

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Has the student been able to successfully participate with peers during the activity unit?</li> <li>Has the student been able to participate in activities of similar duration and content during the activity unit?</li> <li>Despite the presence of a medical condition, is the student able to fully participate in the activity?</li> <li>Despite the presence of a medical condition, has the student able to participate in a portion of the unit.</li> <li>Is the student able to participate in this activity with/without medications?</li> </ul> | <ul style="list-style-type: none"> <li>Reduce the number of participants in the task.</li> <li>Reduce the total time of the task. Note: It may be necessary to run the time-reduced task on multiple occasions in order to fully assess student.</li> <li>Reduce the size of the activity area.</li> <li>Make sure that student takes medication prior to activity or have medication readily available.</li> <li>Allow assistive devices when safe for individual and others in class.</li> </ul> |
|---|--|

# K-12 Scope & Sequence

## National Standards from the Society of Health and Physical Educators (SHAPE) America

- 1. Skills & Movement Patterns:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- 2. Concepts & Strategies:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- 3. Health Enhancing Level of Fitness & Physical Education:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- 4. Responsible Personal & Social Behavior:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- 5. Recognizes the Value of Physical Education:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

SHAPE America. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.

## LEGEND

### E = Emerging.

Students participate in deliberate practice tasks that will lead to skill and acquisition

### C = Competent.

Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined with practice.

### P = Proficient

Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

## S1

### Standard 1: Skills & Movement Patterns

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
1. Hopping	E	C	P							
2. Galloping	E	C	P							
3. Running	E		C	P						
4. Sliding	E	C	P							
5. Skipping	E		C	P						
6. Leaping		E		C	P	p				
7. Jumping & Landing	E			C	P					
• Spring & Step					E	C	P			
• Jump Stop							E	C	P	
• Jump Rope	E			C	P					
8. Rhythmic Movements (Dance)	E								C	



**Standard 1 Skills & Movement Patterns Continued**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
<b>9. Balance</b>	E			C		P				
<b>10. Weight Transfer</b>		E		C						
<b>11. Rolling</b>	E			C		P				
<b>12. Curling &amp; Stretching</b>	E		C			P				
<b>13. Twisting &amp; Bending</b>	E		C			P				
<b>14. Throwing</b>										
• Underhand	E		C		P					
• Overhand	E		C			P				
<b>15. Catching</b>	E			C		P				
<b>16. Dribbling/Ball Control</b>										
• Hands	E				C	P				
• Feet	E				C		P			
• With Implement				E		C	P			
<b>17. Kicking</b>	E			C		P				
<b>18. Volleying</b>										
• With Implement	E			C		P				
• Overhead		E			C		P			
• Set								E		C
<b>19. Striking – w/ Short Implement</b>	E				C	P				
• Forehand & Backhand						E	C			P
<b>20. Striking – w/ Long Implement</b>			E		C		P			
• Forehand & Backhand						E	C			P
<b>21. Combining Locomotors &amp; Manipulatives</b>			E		C	P				
<b>22. Combining Jumping, Landing, Locomotors, &amp; Manipulatives</b>						E	C	P		
<b>23. Combining Balance &amp; Weight Transfers</b>			E				C		P	
<b>24. Serving</b>										
• Underhand							E	C	P	
• Overhand								E		C
<b>25. Shooting on Goal</b>						E			C	

E = Emerging

C = Competent

P = Proficient



**Standard 1 Skills & Movement Patterns Continued**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
<b>26. Passing &amp; Receiving</b>										
• Hands						E		C		
• Feet					E				C	
• W/ Implement							E		C	P
• Forearm Pass							E		C	
• Lead Pass						E		C		
• Give & Go							E	C		
<b>27. Offensive Skills</b>										P
• Pivots							E		C	P
• Fakes							E		C	P
• Jab Step							E		C	C
• Screen									E	
<b>28. Defensive Skills</b>										C
• Drop Step								E		P
• Defensive or Athletic Stance						E		C		

**S2****Standard 2: Concepts & Strategies**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
<b>1. Movement Concepts, Principles, &amp; Knowledge</b>	E				C		P			
<b>2. Strategies &amp; Tactics</b>				E			C		P	
<b>3. Creating Space (invasion)</b>										
• Varying Pathways, Speed, & Direction							E	C	P	
• Varying Type of Pass							E	C	P	
• Selecting Appropriate Offensive Tactics w/ Object							E		C	
• Selecting Appropriate Offensive Tactics w/o Object							E		C	
• Using Width & Length of the Field/Court							E		C	
• Playing w/ one player up (e.g. 1v2)							E		C	

**E** = Emerging**C** = Competent**P** = Proficient

**Standard 2 Concepts & Strategies Continued**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
<b>4. Reducing Space (invasion)</b>										
• Changing Size & Shape of Defenders Body							E	C	P	
• Changing Angle to Gain Competitive Advantage							E		C	
• Denying the Pass/Player Progress							E			
• Playing w/ 1 Player Down (e.g. 1v2)							E			
<b>5. Transition (invasion)</b>							E	C	P	
<b>6. CreatSpace (net/wall)</b>										
• Varying Force, Angle, and/or Direction to Gain Competitive Advantage							E		C	P
• Using Offensive Tactics / Shot to Move Opponent Out of Position							E			C
<b>7. Reducing Space (net/wall)</b>										
• Returning to Home Position							E	C	P	
• Shifting to Reduce Angle for Return							E			C
<b>8. Target</b>										
• Selecting Appropriate Shot/Club							E		C	P
• Applying Blocking Strategy							E			C
• Varying Speed & Trajectory							E		C	P
<b>9. Fielding/Striking</b>										
• Applying Offensive Strategies								E		
• Reducing Open Spaces							E		C	

E = Emerging

C = Competent

P = Proficient





## S3

**Standard 3: Health Enhancing Level of Fitness & Physical Activity**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
1. Physical Activity Knowledge	E					C			P	
2. Engages in Physical Activity	E					C				P
3. Fitness Knowledge	E					C				P
4. Assessment & Program Planning				E		C			P	
5. Nutrition	E					C				P
6. Stress Management							E			C

## S4

**Standard 4: Responsible Personal & Social Behavior**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
1. Demonstrating Personal Responsibility	E			C			P			
2. Accepting Feedback	E			C			P			
3. Working w/ Others	E			C			P			
4. Following Rules & Etiquette	E					C		P		
5. Safety	E		C			P				

## S5

**Standard 5: Recognizes the Value of Physical Activity**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
1. For Health	E						C			P
2. For Challenge	E						C			P
3. For Self-Expression/ Enjoyment	E					C				P
4. For Social Interaction				E			C			P

E = Emerging

C = Competent

P = Proficient



# Kindergarten— Grade 2

## OUTCOMES

Standard 1-5

## FOCAL POINTS & BENCHMARK ASSESSMENTS

Skilled Play

Life Skills

Health Related Fitness

Individual Enjoyment

Character



# OUTCOMES

## KINDERGARTEN— GRADE 2



## Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>S1.E1</b> <b>LOCOMOTOR</b> Hopping, galloping, running, sliding, skipping, leaping	Performs locomotor skills while maintaining balance. (S1.E1.K)	Hops, gallops, and slides using a mature pattern. (S1.E1.1)	Leaps using a mature pattern. (S1.E2.2)
<b>S1.E2</b> <b>LOCOMOTOR</b> Running	Runs with an emerging pattern while maintain balance. (S1. E2.K)	Runs with an emerging pattern. (S1.E2.1)	Runs with a mature pattern. (S1.E1.2a)  Travels, showing differentiation between jogging and sprinting. (S1. E2.2b)
<b>S1.E3</b> <b>LOCOMOTOR</b> Jumping and landing, horizontal plane	Performs jumping and landing actions with balance. (S1.E3.K)	Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. (S1.E3.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot takeoffs and landings. (S1.E3.2)
<b>S1.E4</b> <b>LOCOMOTOR</b> Jumping and landing, vertical plane	Performs jumping and landing actions with balance. (S1.E4.K)	Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)	<b>Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)</b>
<b>S1.E5</b> <b>LOCOMOTOR</b> Dance and Rhythmic Movements	Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)	Combines locomotor and non-locomotor skills in a teacher-designed dance. (S1. E5.1)	Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)

Outcome	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>S1.E7</b> <b>NON-LOCOMOTOR</b> Balance	Maintains momentary stillness on different bases of support. (S1.E7.Ka)  Forms wide, narrow, curled, and twisted body shapes. (S1.E7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a)  Balances in an inverted position with stillness and supportive base. (S1.E7.2b)
<b>S1.E8</b> <b>NON-LOCOMOTOR</b> Weight Transfer	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 1.</i>	Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)	Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2)
<b>S1.E9</b> <b>NON-LOCOMOTOR</b> Weight Transfer, rolling	Rolls sideways in a narrow body shape. (S1.E9.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)
<b>S1.E10</b> <b>NON-LOCOMOTOR</b> Curling & Stretching; Twisting & Bending	Contrasts the actions of curling and stretching. (S1.E10.K)	Demonstrates twisting, curling, bending, and stretching actions. (S1.E10.1)	Differentiates among twisting, curling, bending, and stretching actions. (S1.E10.2)
<b>S1.E11</b> <b>NON-LOCOMOTOR</b> Combinations	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 2.</i>	Combines balances and transfers into a 3-part sequence (i.e. dance, gymnastics). (S1.E11.2)
<b>S1.E13</b> <b>NON-LOCOMOTOR</b> Underhand Throw	Throws underhand with opposite foot forward. (S1.E13.K)	Throws underhand demonstrating two of the five critical elements of a mature pattern. (S1.E13.1)	Throws underhand using a mature pattern. (S1.E13.2)
<b>S1.E14</b> Overhand Throw	Throws in an emerging pattern. (S1.E14.K)	While overhand throwing steps forward with the opposite foot. (S1.E14.1)	<b>Throws overhand demonstrating two of five critical elements of a mature pattern. (S1.E14.2)</b>
<b>S1.E16</b> Catching	Drops a ball and catches it before it bounces twice. (S1.E16.Ka)  Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)	Catches a soft object from a self-toss before it bounces. (S1.E16.1a)  Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)
<b>S1.E17</b> Dribbling/Ball control with hands	Dribbles a ball with 1 hand, attempting the second contact. (S1.E17.K)	Dribbles continuously in self-space using the preferred hand. (S1.E17.1)	Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)  Dribbles using the preferred hand while walking in general space. (S1.E17.2b)
<b>S1.E18</b> Dribbling/ball control with feet	Taps the ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)

Outcome	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>S1.E21</b> Kicking	Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K)	Approaches a stationary ball and kicks it forward, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating three of the five elements of a mature kicking pattern. (S1.E21.2)
<b>S1.E22</b> Volleying, underhand	Volleys a lightweight object (balloon), sending it upward. (S1.E22.K)	Volleys an object with an open palm, sending it upward. (S1.E22.1)	Volleys an object upward with consecutive hits. (S1.E22.2)
<b>S1.E23</b> Volleying, Overhead	<i>Developmentally appropriate/emerging outcomes first appear in Grade 1</i>	Volleys a lightweight object (balloon) with body positioned under the object. (S1.E23.1)	Demonstrates 2 out of the 5 critical elements of volley overhead. (S1.E23.2)
<b>S1.E24</b> Striking, Short implement	Strikes a lightweight object with a paddle or short-handled racket (S1.E24.K)	Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)	Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)
<b>S1.E25</b> Striking, Long implement	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Strikes a ball off a tee or cone with a bat using correct grip and side orientation/ proper body orientation. (S1.E25.2)
<b>S1.E27</b> Jumping Rope	Executes a single jump with a self-turned rope. (S1.E27.Ka)  Jumps a long rope with teacher assisted turning. (S1.E27.Kb)	Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)  Jumps a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b)	Jumps a self-turned rope consecutively forward or backward with a mature pattern. (S1.E27.2a)  Jumps a long rope 5 times consecutively with student turners. (S1.E27.2b)

## Standard 2

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>S2.E1</b> Movement Concepts: Space	Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)	Moves in self-space and general space in response to designated beats/rhythms. (S2.E1.1)	Combines locomotor skills in general space to a rhythm. (S2.E1.2)
<b>S2.E2</b> Movement Concepts: Pathways, shapes, levels	Travels in three different pathways. (S2.E2.K)	Travels demonstrating low, middle, and high levels. (S2.E2.1a)  Travels demonstrating a variety of relationships with objects (e.g. over, under, around, through). (S2.E2.1b)	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. (S2.E2.2)
<b>S2.E3</b> Movement Concepts: Speed, direction, force	Travels in general space with different speeds. (S2.E3.K)	Differentiates between fast and slow speeds. (S2.E3.1a)  Differentiates between strong and light force. (S2.E3.1b)	Varies time and force with gradual increases and decreases. (S2.E3.2)





## Standard 3

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>S3.E1</b> Physical Activity Knowledge	Identifies active-play opportunities outside of physical education class. (S3.E1.K)	Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family). (S3.E1.2)
<b>S3.E2</b> Engages in Physical Activity	Actively participates in physical education class. (S3.E2.K)	Actively engages in physical education class. (S3.E2.1)	Actively engages in physical education class in response to instruction and practice. (S3.E2.2)
<b>S3.E3</b> Fitness Knowledge	Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)	Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. (S3.E3.1)	Recognizes the use of the body as resistance (e.g. holds body in plank position, animal walks) for developing strength. (S3.E3.2a)  Identifies physical activities that contribute to fitness. (S3.E3.2b)
<b>S3.E6</b> Nutrition	Recognizes that food provides energy for physical activity. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	Recognizes the "good health balance" of nutrition and physical activity. (S3.E6.2)

## Standard 4

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>S4.E1</b> Personal Responsibility	Follows directions in group settings (e.g. safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)
<b>S4.E2</b> Personal Responsibility	Acknowledges responsibility for behavior when prompted. (S4.E2.K)	Follows the rules and parameters of the learning environment. (S4.E2.1)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)
<b>S4.E3</b> Accepting Feedback	Follows instruction/directions when prompted. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)
<b>S4.E4</b> Working with Others	Shares equipment and space with others. (S4.E4.K)	Works independently with others in a variety of class environments (e.g. small and large groups). (S4.E4.1)	Works independently with others in partner environments. (S4.E4.2)



Outcome	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>S4.E5</b> Rules and Etiquette	Recognizes the established protocols for class activities. (S4.E5.K)	Exhibits the established protocols for class activities. (S4.E5.1)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
<b>S4.E6</b> Safety	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)	Works independently and safely in physical education. (S4.E6.2a)  Works safely with physical education equipment. (S4.E6.2b)

## Standard 5

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Outcome	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>S5.E1</b> Health	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the value of "good health balance." (S5.E1.2)
<b>S5.E2</b> Challenge	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenge in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2)
<b>S5.E3</b> Self-Expression & Enjoyment	Identifies physical activities that are enjoyable (S5.E3.Ka)  Discusses the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities (S5.E3.1a)  Discusses personal reasons (i.e. the "why") for enjoying physical activities. (S5.E3.1b)	Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice tasks in game environments). (S5.E3.2)
<b>S5.E1</b> Health	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the value of "good health balance." (S5.E1.2)

# FOCAL POINTS & BENCHMARK ASSESSMENTS

## KINDERGARTEN— GRADE 2



## Skilled Play

### New York State Learning Standards:

**1a:** Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sport activities.

### National Learning Standard:

**1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

### Benchmark

Acquisition of locomotor, non-locomotor, and manipulative movement skills.

## Locomotor Skills

Students at this level begin to develop mature forms in the basic locomotor skills and adjust the way these skills are performed in relationship to changing conditions and expectations.

### Essential Questions

- How can I control my body while moving?
- What might happen to our bodies when we are physically active?
- How can I be physically active and why is it important?
- How might locomotor skills help me to develop physical fitness?

**Essential Questions**

- What are the different ways can you move from one point to another?
- What cues can you identify for: galloping, skipping, side sliding, jumping?
- Compare the side step and the Gallop.
- How will using proper techniques during locomotor skills benefit you?
- What are some strategies you can use to be successful at chasing, fleeing and dodging?

Grade Level Outcomes		Suggested Activities
<b>K</b>	<ul style="list-style-type: none"> <li>• Performs locomotor skills while maintaining balance. (S1.E1.K)</li> <li>• Consistently demonstrates a recognizable form of a minimum of 4 basic locomotor skills.</li> <li>• Demonstrates a mature walking pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Chasing , fleeing, and dodging games</li> <li>• Relay races</li> <li>• Spatial awareness activities: Red Light Green Light, "Bumper cars" (with hula hoops)</li> <li>• "Verb Game"</li> <li>• Instant activities</li> <li>• Obstacle course</li> <li>• Measuring (jumping) activities</li> <li>• Skill stations</li> <li>• Jump Rope/Hula Hoop Jump</li> <li>• Jump Bands</li> <li>• Introduce critical elements</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Demonstrates mature patterns for hopping, skipping, jogging and sliding. (S1.E1.1)</li> <li>• Demonstrates locomotor movements when directed with only a verbal cue</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Recognizes and demonstrates a mature pattern of all locomotor movements.</li> </ul>	

**Non-Locomotor Skills****Essential Questions**

- How might non-locomotor skills contribute to improved health and an active lifestyle?
- What is balance and what benefits can it have while performing non-locomotor skills?
- How can practice and effort important in improving non-locomotor skills?

**Vocabulary****Locomotor Movement**

*Occurs when an individual moves from one place to another or projects the body upward.*

**Gallop**

*A two beat stride in which both legs are off the ground simultaneously, either right foot stays back and left foot is forward or left foot stays back and right foot is forward. Toe to heel. One foot always chases the other.*

**Hop**

*To take off and land on the same foot.*

**Leap**

*To jump off one foot and land on the opposite foot, extending legs in air while having both feet off the ground.*

**Skip**

*Step-hop. Hop on left foot, right leg bent and left into air, land on right foot, left leg bent and left into air, continue pattern.*

**Slide**

*Stand with shoulder facing wall, right foot extends to the side away from the body and left foot crosses mid-plane toward the right foot and slide together.*

**Walk**

*Move at a regular and fairly slow pace by lifting and setting down each foot in turn, never having both feet off the ground at once.*

**Run**

*To move swiftly on foot so that both feet leave the ground during each stride. Ball of foot touches ground first; arms move opposite legs.*

**Jump**

*To take off using two feet and land using one or two feet.*

**Curling**

*To pull your body into itself making it as small as possible.*



### Vocabulary (Continued)

**Stretching**

To extend your body and/or limbs out and away from the body as far as possible to fully extend.

**Twisting**

To move part of your body one way, and move part another way.

**Bending**

Movement that causes the formation of a curve.

**Chase**

Go after with the intent to catch.

**Dodge**

Make a sudden movement in a new direction so as to avoid.

**Flee**

Run away quickly.

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | <ul style="list-style-type: none"> <li>• Explores curling, stretching twisting and bending.</li> <li>• Contrasts the actions of curling and stretching. (S1.E10.K)</li> </ul>   |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Demonstrates curling, stretching, twisting, and bending actions. (S1.E10.1)</li> <li>• Able to combine curling, stretching, twisting, and bending actions.</li> </ul>  |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)</li> <li>• Performs curling, twisting, and stretching actions in combination with a fundamental locomotor skill.</li> </ul> |

### Suggested Activities

- Yoga
- Balances
- Static/dynamic stretches
- “Make a shape”
- Obstacle course

## Elements of Movement

Students begin to demonstrate smooth, more natural or instinctive transitions between sequential locomotor skills.

### Essential Questions

- What is space? Why might space be important in PE?
- What is a boundary and how might you identify one in PE?
- Compare open space and self space?
- How can you move at different levels/pathways/spaces/relationships?
- Identify some pathways you move in throughout your day outside ?
- Why is it important to avoid others/obstacles when moving in general space?
- What are some ways you can move from one point to another?
- How do you use personal space, general space and boundaries at home?
- How can I control my body to move in different directions and pathways?
- What is force and why is it important during a game?
- What is the appropriate/safe way to tag another classmate during a tag game?
- What is a slow, medium and fast speed while jogging?
- How can science help you improve your movement skills?
- What are the parts of my body and how can I use them to balance?
- What are muscles and what do they do for me?
- What is the right side and left side of your body?





## Vocabulary

### Space

Where movement(s) are performed.

### Personal Space

Space the body or its parts can reach without traveling away from a starting location.

### General Space

All the space within a teaching space that the body can penetrate by means of locomotion.

### LEVELS:

#### Low Level

Space below the knees

#### Medium Level

Space between the knees and the shoulders

#### High Level

Space above the shoulders.

### Pathway

Denotes the possible floor patterns the body can move and the air patterns of a thrown or struck object. Pathways include: Straight, Curved and Zig Zag.

### Extensions

The size of the movements or the body or its parts in space.

### Directions

Directions that the body can move. Directions include forward, backward sideward, upward and downward.

### Effort

How the body moves.

### Time

How fast or slow the body moves.

### Force

How lightly or strongly a movement is performed.

### Flow

The smoothness of a movement sequence during activity.

### Free Flow

Movements continues or "flows" without stopping.

### Bound Flow

Movements that are restrained or cautious.

### Relationships

With whom the body moves.

### Relationships of Body Parts

Includes shapes (round, narrow, wide, twisted, symmetrical and nonsymmetrical).

### Relationships with Objects and/or People

Includes over, under, on, off, near, far, in front, behind, along, through, meeting, parting, surrounding, around, alongside.

### Relationships with People

Includes leading following, mirroring, matching, unison, contrast, between groups, groups, partners, solo, alone in a mass.

## Grade Level Outcomes

- K**
- Travel to flee.
  - Travel to dodge.
  - Imaginary chase in general space.
  - Independently find their own personal space.
  - Demonstrate movements at all levels.
  - Demonstrates movements in straight and curved and zigzag patterns.
  - Demonstrates big movements and small tight movements.
  - Demonstrates a variety of movement gradations. (fast/slow, hard/soft, loud clomping steps/tiptoe etc.) during teacher led activities.
  - Marches to a beat.
  - Keeps pace with a variable paced walk/march.
  - Moves from one locomotor skill into another without stopping.
  - Identifies body parts.

## Suggested Activities

- Chasing, fleeing, dodging games
- Rock Paper Scissors Tag
- "What Time is it Mr. Fox"
- "Everybody it" tag
- Obstacle course
- Spatial awareness activities
- Parachute activities
- "Pin knockdown"/bombardment
- Simon Says
- Head, shoulders, knees and toes
- Balloon volleying/scarf juggling with various body parts

### Grade Level Outcomes (Continued)

- 1
    - Dodge in response to a signal.
    - Dodge stationary obstacles.
    - Flee a partner.
    - Demonstrates ability to switch from chase to flee in the course of a class activity.
    - Identifies/ recognizes the boundaries of a given activity.
    - Places self in proper relationship/position to object/other with only a verbal cue.
    - Performs locomotor skills in a variety of directions and pathways.
    - Independently adjusts force needed to complete a motor task (how hard to throw, how much touch to tag someone, etc.).
    - Moves using a variety of locomotor skills to a beat or music.
    - Moves smoothly using a variety of locomotor skills when performing a prescribed motor sequence.
    - Explores relationships of body parts, with objects and with people.
- 
- 2
    - Overtake a fleeing person.
    - Demonstrates ability to dodge opponent(s) in order to avoid being tagged or captured.
    - Applies concept of pathways as a means of eluding opponent or gain advantage.
    - Applies concept of space to positioning when participating in a group activity.
    - Applies concept of force appropriately when participating in class activities.
    - Independently applies basic concepts of speed and sequencing of movements when participating in class activities.
    - Demonstrates mature form of locomotor skills and smooth transitions between locomotor skills when performing a prescribed motor sequence.
    - Independently selects necessary motor skills during participation in class activities.
    - Demonstrates ability to move in relationship to objects and people.



## Manipulative Skills

Students at this level begin to demonstrate progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature form in the less complex manipulative skills (e.g., underhand throw).

### Essential Questions

- What is the difference between the underhand and overhand throw?
- Explain how you perform an overhand throw using proper technique.
- Explain how do you perform an underhand throw using proper technique.
- How might you use throwing and catching in different sports and activities?
- What activities can you practice to improve your eye hand coordination?
- What are important cues for overhand throwing, underhand throwing and catching?

### Vocabulary

#### Throw

*To propel through the air with a motion of the hand or arm.*

#### Catch

*Ability to capture an object that is thrown, kicked or batted.*

### Grade Level Outcomes

- K**
- Receives and returns a ball rolled to them.
  - Drops a ball and catches it before it bounces twice.
  - Catches a ball tossed from a skilled thrower.
  - Underhand throws or rolls a ball toward a large target with opposite foot forward. (S1.E13.K)
  - Bounces a ball back to a partner using 2 hands demonstrating weight transfer (rocker step).
- 
- 1**
- Catches an object from a self-toss before it bounces. (S1.E16.1a)
  - Catches a ball (2"-3") using preferred hand.
  - Catches various sized balls that are self-tossed or tossed from a skilled thrower. (S1.E16.1b)

### Suggested Activities

- Clean up the Yard
- Popcorn Machine
- Self-toss
- Partner toss/catch
- Scarf juggling
- Balloons
- Throwing/catching stations
- Pin knockdown/bombardment
- Bowling
- Frisbee activities
- Tower takedown
- Ground ball rolling/fielding
- Tag games (catch a tossed ball get "untagged")
- Round Net

## Dribbling

### Essential Questions

- What is the proper way to dribble a ball with your hand?
- How much force should you use to push the ball to the floor while dribbling?
- What part of your hands should be pushing the ball to the floor?
- What might be some challenges with dribbling while moving in general space verses staying stationary?
- What is the proper way to dribble a ball with your feet?
- What does “light” vs “hard” mean when dribbling a ball with your feet?
- Identify the parts of your feet you use dribble a ball under control.

### Vocabulary

#### Dribble

*The propulsion of a ball by repeated taps or kicks.*

#### Trap

*The technique used for receiving the ball, bringing it under control.*

### Grade Level Outcomes

- K**
- Bounces a large ball while stationary using two hands.
  - Bounces a large ball using preferred hand while stationary.
  - Dribbles with preferred hand while stationary and attempts second contact. (S1.E17.K)
  - Moves the ball forward while walking using light taps with feet (toes and some instep). (S1.E18.K)
  - Stop a rolling ball using the instep of foot while stationary.
- 
- 1**
- Dribbles continuously in self-space using the preferred hand. (S1.E17.1)
  - Explores dribbling with the non-preferred hand in self-space.
  - Explores dribbling in a controlled manner with preferred hand while moving forward.
  - Dribbles the ball forward with control using top of foot and/or instep of feet. (S1.E18.1)
  - Dribbles a ball with feet using a variety of speeds.
  - Stops a ball while dribbling and then starts dribble again.
- 
- 2**
- Dribbles with preferred hand using a mature pattern while traveling forward. (S1.E17.2b)
  - Dribbles in controlled manner using preferred hand while moving in a variety of pathways.
  - Consistently dribbles ball with a controlled mature pattern in general space. (S1.E18.2)
  - Able to stop and start with control while dribbling.

### Suggested Activities

- Dominant vs. non-dominant hand
- Two-hand to one-hand dribbling progressions
- Red light green light
- Cup stacking
- Relay races
- Self-space vs. general space dribbling
- Toe taps/foundations
- Pin knockdown with feet
- Stop and go
- Red light green light
- Dribble obstacle course
- Dribble through the gates
- Builders and bulldozers
- Follow the leader



## Kicking

### Essential Questions

- What is the difference between kicking for distance and kicking for accuracy?
- How can I use my body to kick and maintain a safe playing environment?
- How can I use these skills to increase my activity levels at home?

### Vocabulary

#### Kick

*To strike with the foot or feet.*

#### Punt

*A kick in which the ball is dropped from the hands and kicked before it touches the ground.*

### Grade Level Outcomes

- K**
- Kicks a stationary ball forward with either foot.
  - Kicks a stationary ball forward toward a target with dominant foot.
  - Kicks a stationary ball forward with dominant foot with a running approach.
- 
- 1**
- Kicks to a stationary partner with a mature pattern.
  - Kicks a ball moving toward kicker and propelling it toward a target area.
  - Able to trap a moving ball with feet bringing it to a complete stop.
  - Demonstrates the ability to kick on the ground and in the air.
- 
- 2**
- Runs up to meet a moving ball and kicks it forward with dominant foot.
  - Demonstrates the ability to kick a ball on the ground or in the air to a target.

### Suggested Activities

- Pin knockdown
- Kicking stations
- Partner passing
- "Soccer noodle tag"



## Volleying

### Essential Questions

- What part of your hand should be used ?
- What is the relationship between force and movement when volleying?
- How can controlling my movement affect others and my performance?

### Vocabulary

#### Volley

*Striking or giving impetus to an object by using a variety of body parts.*

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | <ul style="list-style-type: none"> <li>• Self-volleys lightweight objects (balloon) upward. (S1.E22.K)</li> <li>• Self-volleys lightweight objects using different body parts.</li> </ul>   |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Volleys an object with an open palm, sending it upward attempting consecutive hits. (S1.E22.1)</li> <li>• Volleys a balloon with a partner within a defined area.</li> <li>• Volleys a balloon with a partner demonstrating movement toward the balloon and weight transfer in opposition on contact.</li> </ul> |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Volleys an object upward with consecutive hits. (S1.E22.2)</li> <li>• Volleys a balloon or large ball over a net to a partner using hand strikes demonstrating proper body position and weight transfer/step in opposition on contact.</li> </ul>  |

### Suggested Activities

- Balloons
- Beach balls
- Clean up the yard
- Partner volleying
- Four-Square

## Striking with Short Handled Implements

### Essential Questions

- How is hand-eye coordination important when striking?
- What sports and games is striking used?
- What are the important cues for using a short handled implements when striking an object?
- Why is safety so important during striking activities?

### Vocabulary

#### Strike

*To hit with an implement using force and accuracy.*



Grade Level Outcomes	Suggested Activities
<b>K</b> <ul style="list-style-type: none"> <li>• Able to keep an object up above the waist by striking it with an underhand motion with a short handled implement for 10 consecutive hits.</li> <li>• Strikes a suspended/stationary object with a short handled implement sending it upward.</li> <li>• Strikes an object with a short handled implement attempting to send it forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Racquet activities with balloons/foam balls</li> </ul>
<b>1</b> <ul style="list-style-type: none"> <li>• Strikes an object with a short handled implement using forehand sending it forward to a wall.</li> </ul>	
<b>2</b> <ul style="list-style-type: none"> <li>• Strikes an object with a short handled implement using forehand or underhand strike sending it forward to high and low targets.</li> </ul>	

## Striking With Long Handled Implements

### Essential Questions

- How is hand-eye coordination important when striking?
- When is striking used in games and sports?
- What are the important cues for using a long handled implements when striking an object?
- Why is safety so important during striking activities?

### Vocabulary

#### Horizontal Strike

*A sidearm pattern used to strike with a bat that is at the same distance from the ground and in a horizontal plane throughout the swing.*

#### Vertical Strike

*An underhand swinging pattern used with a hockey stick or golf club.*

Grade Level Outcomes
<b>K</b> <ul style="list-style-type: none"> <li>• Explores striking a ball either suspended or placed above the waist upon a “tee” with a long handled implement (bat).</li> <li>• Strikes a ball or object placed stationary on the floor with a long handled implement (hockey stick, putter).</li> <li>• Travel slowly while striking a ball on the ground with a hockey stick</li> </ul>

**Grade Level Outcomes (Continued)**

- |          |   |
|----------|---|
| <b>1</b> | <ul style="list-style-type: none"> <li>Strikes an object with a long handled implement, sending it forward with proper grip and stance to different sized targets.</li> <li>Travel while striking a ball on the ground moving in different pathways.</li> </ul> |
| <b>2</b> | <ul style="list-style-type: none"> <li>Strikes an object with a long handled implement, sending it forward</li> <li>Striking a ball off a tee with a level swing.</li> </ul>  |

**Dance****Essential Questions**

- What are the benefits of dance?
- Why is body control important when dancing?
- Explain odd and even beats?
- What does rhythm tell you about yourself and how does it make every person different?
- How can we work together to create rhythm, and dance routines?
- How does dance relate to cooperation and teamwork?

**Vocabulary****Rhythm**

*The pattern of movement through time.*

**Grade Level Outcomes**

- |          |   |
|----------|---|
| <b>K</b> | <ul style="list-style-type: none"> <li>Walks a steady beat to music.</li> <li>Able to repeat a basic rhythmic pattern led by the teacher (marching, hopping etc.). (S1.E5.K)</li> </ul>   |
| <b>1</b> | <ul style="list-style-type: none"> <li>Able to demonstrate teacher led rhythmic movements that are set to music or percussion.</li> <li>Able to keep a steady beat using locomotor and non-locomotor movements. (S1.E5.1)</li> <li>Able to move to odd and even beats.</li> <li>Combines locomotor and non-locomotor skills in a teacher-designed dance.</li> </ul> |
| <b>2</b> | <ul style="list-style-type: none"> <li>Follows repeatable sequence to a steady beat.</li> <li>Performs a repeatable sequence to music with others. (S1.E5.2)</li> </ul>   |

**Suggested Activities**

- GoNoodle
- Guided Dance videos
- DDR
- Cardio drumming
- Lummi sticks
- "Simon says"
- Follow the leader
- Teacher/student-led dance routines
- DDR/Just Dance



## Body Management (Educational Gymnastics)

At this level, students begin to develop control in performance of traveling, weight-bearing, and balance activities using a variety of body parts.

### Essential Questions

- How can balance help me be proficient in other sports and physical activities?
- How can we work together to create rhythm, and dance routines?
- What is balance?
- What activities can improve my balance?
- How can I control my body to make different shapes?
- Does changing the shape of your body affect your balance? How? Why?
- What is the difference between dynamic balance and counter balance?

### Vocabulary

#### Balance

*Ability to maintain equilibrium when stationary or moving.*

#### Static Balance

*Ability to retain/maintain balance in a stationary position.*

#### Dynamic Balance

*Ability to maintain balance with body movement(s).*

#### Counter Balance

*Extensions to one side of the body beyond the base of support necessitate extensions in the opposite direction for counterbalance.*

### Grade Level Outcomes

- K**
- Demonstrates balancing on a wide base of support.
  - Demonstrates a variety of static balances using 2 or more bases of support.
  - Demonstrates static balance in a variety of shapes (wide, narrow, curled, twisted, etc.). (S1.E7.Kb)
  - Maintains dynamic balance while moving in a variety of speeds and levels.
- 
- 1**
- Maintains static balance for a longer period of time on different bases of support with different body shapes. (S1.E7.1)
  - Explores inverted balances with a supportive base.
  - Maintains dynamic balance while walking along a 4" wide beam or line.
  - Maintains dynamic balance while moving in a variety of speeds and levels.
- 
- 2**
- Balances on different bases of support, combining shapes and levels.(S1.E7.2a)
  - Balances in an inverted balance with stillness and a supportive base.

### Suggested Activities

- Yoga
- Tag games with balances
- Balancing on various body parts
- Warm-up stretches
- GoNoodle
- Guided dance (internet)
- Plank challenge
- Obstacle course
- Balance beam
- "Lava rocks"
- Stations
- Climbing/traverse wall
- Tumbling (tripod, headstand, various scales and balances
- "Kidnastics"

**Grade Level Outcomes (Continued)**

- 2**
- Balances using counterbalance.
  - Traveling and stopping in balanced positions.
  - Creates a movement sequence which includes locomotor and balance elements.

**Weight Transfer****Essential Questions**

- What are the safety cues when transferring your weight from feet to hands?

**Vocabulary****Weight Transfer**

*When during movement weight is moved from one supporting foot (or supporting limb/body part) to another one fully or partially.*

**Grade Level Outcomes**

- K**
- Transfers weight from feet to hands for momentary weight support.
  - Transfers weight from foot to foot (leap, skip alternate foot hop).
- 
- 1**
- Transfers weight from one body part to another in self-space and in dance and gymnastic environments. (S1.E8.1)
- 
- 2**
- Attempts to transfer weight from feet to hands, and using large extensions such as in leap frog, squat thrusts etc.). (S1.E8.2)
  - Transfers weight onto and off equipment using different body parts.

**Suggested Activities**

- Tumbling (Rolls, balances leap-frog, squat thrusts)
- Obstacle course
- Dance

## Weight Transfer-Rolling

### Essential Questions

- What are the safety cues when rolling?
- Why is it important to move differently?
- How does moving make you happy?

Grade Level Outcomes		Suggested Activities
<b>K</b>	<ul style="list-style-type: none"> <li>• Demonstrates log roll and egg rolls with and without wedge mat.</li> <li>• Rolls sideways in a narrow body shape. (S1.E9.K)</li> </ul>	<ul style="list-style-type: none"> <li>• Egg roll</li> <li>• Log roll</li> <li>• Forward roll</li> <li>• Backward roll</li> <li>• Directions (right, left, east, west, north, south)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Demonstrates rolling with either a narrow or curled body shape. (S1.E9.1)</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Demonstrates rolling a variety of directions and speeds with narrow or curled body shape. (S1.E9.2)</li> </ul>	

## Jumping Rope

### Essential Questions

- How do different body parts work together to help you jump rope?
- Why is having a steady beat important when jumping rope?
- How does jumping rope improve your physical fitness?

Grade Level Outcomes		Suggested Activities
<b>K</b>	<ul style="list-style-type: none"> <li>• Jumps over a rope (or a line) on the floor from a sideward stance.</li> <li>• Jumps forward over a rope (or a line) on the floor from a frontal stance.</li> <li>• Executes a single jump with a self-turned rope. (S1.E27.Ka)</li> <li>• Attempts to jump in a long rope with teacher assistance in turning. (S1.E27.Kb)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-turning rope</li> <li>• Hula hoop jumping</li> <li>• Directional jumps</li> <li>• Jump rope stations</li> <li>• One-handed “simulated” jumps</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Jumps consistently through a self-turned short rope using either a jump or “skip” pattern. (S1.E27.1a)</li> <li>• Jumps a long rope up to five times consecutively with teacher assistance in turning. (S1.E27.1b)</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Jumps a self-turned short rope with a mature pattern. (S1.E27.2a)</li> <li>• Jumps a long rope five times consecutively with student turners. (S1.E27.2b)</li> </ul>	

## Cross Curricular Suggestions

### Reference CKLA curriculum

#### Math

Counting, Skip Counting, Number Recognition, measurement, Addition & Subtraction, Geometry, heartbeat count/calculation, Math and Movement, Odds and Evens, Multiplication, Division, Fractions, Angles.

#### ELA

Read a story, Word Recognition, color words, Make a shape/letter, Name stretches, Stationary vs traveling, Dribble spelling, compare and contrast, written assessment, dance creation that coordinates with ELA Units, Olympics, Letter recognitions, accountable talk, academic discourse.

#### Science

Animal movements, Body part recognition/Anatomy, Human Body Systems, Heart Science, time/flow/force, parachute science, compare and contrast

Force and Accuracy predictions.

#### Social Studies

Cultural Dances, Games from different countries. Geography. Origin of games, evolution of sports, Olympics.

## Assessments

- Exit Slips (Smiley faces, thumbs up/down, paper/pencil)
- Self Assessment
- Skill Checklist
- Peer Assessment
- Rubric
- Teacher Observation
- Pre/Post test
- Oral assessment
- Journal
- Student Feedback
- Survey
- Written Assessment
- Check for Understanding
- Benchmark Assessments.





## Benchmark Assessments (Skilled Play)

**Administer in Second Grade:** Acquisition of locomotor, non-locomotor, and manipulative movement skills



## K-2 Locomotor Skills Checklist

Name:

Grade:

Date:

**Directions:** Add how many 'checks' in the YES column and circle which level the student attained.

Locomotor Skill	Criteria	Yes	No
Running	Eyes focused forward		
	Knees bend at right angles during the recovery phase		
	Arms bend at elbows and move in opposition of legs		
	Front part of foot contacts ground		
	Body leans slightly forward		
Hopping	Takes off on one foot and lands on the same foot		
	Holds knee behind body at 90 degree angle		
	Uses arms for lift		
	Displays rhythmical hopping		
	Maintain balance		
Galloping	Keeps trail leg behind lead leg		
	Gallops using either leg as lead		
	Displays rhythmical arm movement		
	Turns hips, shoulders and eyes to direction of movement		
Leaping	Forward movement sustained throughout the leap		
	Eyes forward		
	Take off from one foot and land on the opposite foot.		
	Straighten legs in flight, arms in opposition		
	Controlled landing without losing balance.		
Hopping	Keeps trail leg behind lead leg.		
	Displays rhythmical arm movement		
	Turns hips, shoulders and eyes to direction of movement		
Horizontal Jump	Eyes focused forward		
	Bends knees and body at waist in preparation for jump		
	Swings arms fully in a backward and forward direction		
	Extends body in flight and lands with bent knees		
	Takes off and lands on two feet		
Vertical Jump	Hips, knees and ankles bend in preparation for jumping action		
	Arms extend upward as body propels upward		
	Body extends and stretches upward while in flight		
	Hips, knees and ankles bend on landing		
	Shoulders, knees and ankles align for balance after landing		
Skipping	Displays a step hop pattern		
	Uses both sides of body alternatively (left then right)		
	Swings arms in opposition to feet		
	Displays a rhythmical pattern		
	Eyes forward		
Total Yes			

### Emerging (17-5 Yes)

Demonstrates few focal points with little consistency.

### Competent (31-18 Yes)

Demonstrates all focal points consistently in some contexts.

### Proficient (37-31 Yes)

Demonstrates all focal points independently in a variety of contexts.



## K-2 Manipulative Skills Checklist

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Add how many 'checks' in the YES column and circle which level the student attained.

Locomotor Skill	Criteria	Yes	No
<b>Underhand Throw</b>	Face target in preparation for throw		
	Arm back		
	Step with opposite foot as throwing arm moves forward		
	Release between knee and waist level		
	Follow through to target		
<b>Overhand Throw</b>	Eyes on target		
	Bends and holds elbow back at shoulder height behind ear		
	Rotates hip so that opposite shoulder is in line with target		
	Steps forward with opposite the throwing arm		
	Shifts weight from back to front foot		
<b>Catching</b>	Leads throw with elbow, follow through down and across		
	Eyes on object		
	Positions body in the path of object		
	Positions one foot slightly ahead of the other in a balanced position		
	Catch object with hands; thumbs in for catch above waist and pinkies in for catch below waist		
<b>Dribbling with Hands</b>	Relaxes and absorbs force of the object		
	Eyes focused forward		
	Initiates ball contact with fingertips		
	Bends and straightens wrist and elbows to push ball		
	Hips and knees flexed slightly		
<b>Kicking</b>	Dribble in front and to the side of the body		
	Performs a rhythmical series of controlled dribbles		
	Focuses eyes on target		
	Steps beside ball with non-kicking foot		
	Bends body at waist, initiates kick from hip		
<b>Underhand Volley</b>	Bends kicking leg (knee over ball); contact with shoelaces		
	Swings arms in opposition to kicking foot		
	Follow through with kicking leg pointing to target		
	Face target in preparation		
	Opposite foot forward		
<b>Overhead Volley</b>	Flat surface with hand for contact		
	Contact ball between knee and waist level		
	Follow through upwards and to the target		
	Body aligned and positioned under the ball		
	Knees, arms and ankles bent in preparation for the volley		
	Hands rounded; thumbs and first fingers make a triangle without touching in preparation		
	Ball contacts finger pads; wrists are firm		
	Arms extend upward on contact; follow through toward target		

Locomotor Skill	Criteria	Yes	No
<b>Striking with a Short Handled Implement</b>	Racket back in preparation		
	Step on opposite foot as contact is made		
	Swing racket or paddle from low to high		
	Coil and uncoil the trunk in preparation and execution of the striking action		
	Follow through		
<b>Striking with a Long Handled Implement (Horizontal Pattern)</b>	Bat up and back in preparation		
	Step forward on opposite foot as contact is made		
	Coil and uncoil the trunk for the preparation and execution of the striking action		
	Swing in a horizontal plane		
	Wrist uncocks on follow through to complete strike		
<b>Striking with a Long Handled Implement (Vertical Pattern)</b>	Shift weight to back foot		
	Hips and trunk rotate away from ball		
	Raise implement up and behind back shoulder with arms first and wrists cocked at the top of back swing with knees bent		
	Shift weight to forward foot as swing begins		
	Hips and spine rotate forward; forearm swings downward, and back arm and wrists uncock		
	Arms stay straight throughout swing		
<b>Total Yes</b>			

**Emerging (17-5 Yes)**

Demonstrates few focal points with little consistency.

**Competent (31-18 Yes)**

Demonstrates all focal points consistently in some contexts.

**Proficient (37-31 Yes)**

Demonstrates all focal points independently in a variety of contexts.

# Life Skills

## New York State Learning Standards:

**2c.** Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all.

**3a.** Students will be aware of and able to access opportunities to them within their community to engage in physical activity.

**3b.** Students will be informed consumers and able to evaluate facilities and programs.

**3c.** Students will be aware of career options in the field of physical fitness and sport.

## Benchmark

A. Identify at least three things an individual does to be safe in physical education.

B. Identify one activity that a student enjoys doing outside of physical education class and describe why they enjoy the activity.

## Safety

### Essential Questions 1

- How does an individual stay safe when doing physical activity?
- How should individuals use equipment safely?

## Vocabulary

### Safety

*Not causing injury, danger, or loss.*

### Participation

*The fact of taking part in a game or activity.*

### Independently

*Not relying on another or others for aid or support.*

## Grade Level Outcomes

- K**
- Listens and follow instruction by the teacher associated with participating in physical activity.
  - Follows directions associated with safety when using equipment, with minimal reminders. (S4.E6.K)

- 1**
- Follows directions for safe participation in physical activity. (S4.E6.1)

- 2**
- Works independently during physical activity. (S4.E5.2a)
  - Routinely works safely with equipment. (S4.E6.2b)

**Essential Questions 2**

- How should an individual dress when being physically active in the cold?

**Vocabulary****Cold**

*Having a relatively low temperature; having little or no warmth.*

**Frozen**

*Frigid; very cold*

**Grade Level Outcomes**

- K** • Identifies the types of clothing needed while being physically active in cold weather.
- 
- 1** • Is able to identify and wear clothes suited for cold weather activities.
- 
- 2** • Without prompting, checks the weather and wears clothes that are safe for physical activity in cold temperatures.

**Essential Questions 3**

- What is a sign of overexertion?

**Vocabulary****Exercise**

*Physical or mental exertion, especially for the sake of training or improvement of health.*

**Exertion**

*Vigorous action or effort.*

**Grade Level Outcomes**

- K** • Identifies the types of clothing needed while being physically active in cold weather.
- 
- 1** • Is able to identify and wear clothes suited for cold weather activities.
- 
- 2** • Without prompting, checks the weather and wears clothes that are safe for physical activity in cold temperatures.

## Safety (Continued)

### Essential Questions 4

- How does an individual hydrate?

#### Vocabulary

**Thirst**

*A sensation of dryness in the mouth and throat caused by need of liquid.*

**Vital**

*Necessary to life.*

**Hydrate**

*To drink liquids.*

#### Grade Level Outcomes

- K** • Identifies meaning of thirst.
- 
- 1** • Identifies beverages that do not aid in hydration.  
• Explains how often an individual should drink water while engaged in physical activity.
- 
- 2** • Identifies how much water is necessary to hydrate during different types of physical activities.

### Essential Questions 5

- What is a good warm up activity?

#### Vocabulary

**Warm-Up**

*A period or act of preparation for a game, performance, or exercise session, involving gentle exercise or practice.*

#### Grade Level Outcomes

- K** • Identifies the purpose of a warm up.
- 
- 1** • Recognizes and identifies warm up activities in pictures.
- 
- 2** • Identifies a variety of warm up activities.



## Applying knowledge and strategies for improving and/or maintaining personal and community resources in relation to physical activity and fitness (making time for family/community activities; recognizing that physical activity is for everyone, etc.)

### Essential Questions

- What can an individual do to be active in the community in which they live?

### Vocabulary

#### Community Resources

*Places people can be physically active in the community.*

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | • Identify activities they can do outside of physical education at school to be active. (S3.E1.K) |
| <b>1</b> | • Identify activities they can do in the community to be active.                                  |
| <b>2</b> | • Identify areas in the community where they can be physically active.                            |

## Community Resources

### Essential Questions 1

- What can an individual do with their family and friends outside of school in their neighborhood to be active?

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | • Engage in a variety of activities with family and friends in the community. |
| <b>1</b> | • Identify activities that are enjoyable with family and friends.             |
| <b>2</b> | • Engage in organized after school activities                                 |



## Community Resources (Continued)

### Essential Questions 2

- Where and how can an individual find facilities to be active?

#### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>K</b> | <ul style="list-style-type: none"> <li>• Identify when prompted, facilities in their community that are available for participation in physical activity.</li> </ul> |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Identify when prompted the different physical activities available in their community.</li> </ul>                           |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Identify one activity available in their community that is novel to them.</li> </ul>  |

### Essential Questions 3

- Where can an individual purchase equipment to be physically active?

#### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | <ul style="list-style-type: none"> <li>• Identifies equipment that is necessary to participate in physical activities.</li> </ul> |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Identifies stores in the community that offer equipment for sale.</li> </ul>             |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Identifies the type of equipment needed for a specific activity.</li> </ul>              |

## Informed Consumer

### Essential Questions 1

- What are supplements?

### Vocabulary

#### Supplements

*Defined by the Food and Drug Administration as a product taken by mouth that contains a "dietary ingredient" intended to supplement the diet.*

#### Over-The-Counter

*Without a doctor's prescription but within the law.*

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | <ul style="list-style-type: none"> <li>• Identifies when prompted activities in which adults are involved.</li> </ul>   |
| <hr/>    |   |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Describes the meaning of lifetime activity.</li> <li>• Identifies activities that would be enjoyable as an adult.</li> </ul> |
| <hr/>    |   |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Give examples of activities that can be done throughout a person's life.</li> </ul>  |

## Benchmark Assessments (Life Skill Development)

### Administer in Second Grade

- A. Identify at least three things an individual does to be safe in Physical Education.
- B. Identify one activity that a student enjoys doing outside of Physical Education class and describe why they enjoy that activity.



## K-2 Life Skill Development Assessment Benchmark A

*Given in Second Grade*

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Using the space below, list three to five things you do to be safe in Physical Education.

Things I do to be safe in Physical Education...

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



**K-2 Life Skill Development Assessment Benchmark B***Given in Second Grade*

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** In the space below, draw a picture of an activity you enjoy doing outside of Physical Education. On the line below the box, write a sentence that explains why you like the activity. Begin your sentence with a capital letter and end the sentence with a period.



Why I like this activity:

---

---

---

# Health Related Fitness

## New York State Learning Standards:

**1b.** Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance and body composition.

## National Learning Standards

**3.** The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

### Benchmark

- A. Demonstrate and develop health related fitness.
- B. Understand the principles, components and practices related to health related fitness.

## Cardiorespiratory Endurance

### Essential Questions

- What is health related fitness?

### Vocabulary

#### Heart

*Organ that pumps blood through the body.*

#### Cardiac

*About the heart.*

#### Cardiorespiratory Endurance

*Ability of the heart, lungs, and blood vessels to function efficiently when a person exercises the body.*

#### Oxygen

*A chemical that is found in the air that has no color, taste, or smell, and that is necessary for life.*

### Grade Level Outcomes

- K**
  - Locate heart with hand. State that exercise is good for your heart.
  - Identify / demonstrate physical activities that will make your heart beat faster / slower.
- 1**
  - Describe the heart (as big as your fist, a muscle, the "cardiac muscle", gets stronger with exercise) (S3.E1.1)
  - Locate your heart rate at least two different ways (neck/ wrist).

### Suggested Activities

- Pacer Test
- Mile Run
- Relay races
- Tag games
- Jump Rope
- Warm-up activities (jumping jacks, mountain climbers, etc.)
- Soccer lead up games
- Basketball lead up games
- Racket sports
- Swimming





### Grade Level Outcomes (Continued)

- 2**
- Identify / demonstrate physical activities that will make your heart beat faster / slower. State that when your heart beats faster your breathing also gets faster. (S3E3.K)
  - State that when your heart beats faster your breathing also gets faster. (S3E3.K)
  - Count heart beats while teacher keeps time. (6 seconds)

## Muscular Strength and Endurance

### Vocabulary

**Muscular Strength**  
*The amount of force a muscle can exert.*

**Voluntary Muscles**  
*Muscles that you can control.*

**Involuntary Muscles**  
*Muscles that work without thinking about them.*

**Muscular Endurance**  
*The ability of muscles to perform physical tasks over a period of time without becoming tired.*

### Grade Level Outcomes

- K**
- Identify functions of muscles; (Support movement, posture, assist daily life functions). State that strong muscles help build stronger bones.
- 
- 1**
- State that strong muscles make physical activity easier. Identify that good muscular endurance lets you play longer without getting tired.
- 
- 2**
- Locate major muscle groups (i.e. biceps, triceps, hamstrings, quadriceps, etc.) on the body. Identifies that an individual can use their body as resistance for developing strength. (S3.E3.2a)

### Suggested Activities

- Push-ups
- Sit-ups/crunches
- Planks
- Squats
- Climbing activities
- "Crossfit"-like stations (rope slam, tire push/flip, kettle bell)
- Fitness circuit
- Scooters
- Flexed arm hang
- Crab kicks
- Animal walks

## Flexibility

### Vocabulary

#### Flexibility

*The ability to move joints through a full range of motion*

#### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | <ul style="list-style-type: none"> <li>Define flexibility as the ability to bend and stretch. Demonstrate how far body parts can bend and stretch.</li> </ul> |
| <b>1</b> | <ul style="list-style-type: none"> <li>Demonstrate ability to stretch and hold.</li> </ul>  |
| <b>2</b> | <ul style="list-style-type: none"> <li>Demonstrate at least one stretch for each major muscle group. Describe how often one should stretch.</li> </ul>        |

#### Suggested Activities

- Yoga
- Warm-up stretching (figure four, butterflies, hurdlers, arm stretches)
- Dynamic stretches (toe-touches, windmills, flamingos, seat kickers, high knees)
- "Tootsie Roll" flexibility lesson

## Body Composition

### Vocabulary

#### Calorie

*A unit of energy found in food*

#### Body Composition

*The make-up of body tissues, including muscle, bone, body fat, and all other body tissues.*

#### Lean body mass

*All body mass excluding fat.*

#### Fat

*A nutrient that provides energy, helps grow and repair cells, and dissolve and carry certain vitamins to cells.*

#### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | <ul style="list-style-type: none"> <li>Identify healthy habits in regard to body composition (i.e., eat breakfast, regular activities, eat healthy foods, adequate rest). Identify healthy foods. Identify unhealthy foods</li> </ul> |
| <b>1</b> | <ul style="list-style-type: none"> <li>Define calorie: Fuel from the food we eat. Identify that activity/exercise burns calories. Identify activities/exercises that can burn calories</li> </ul>                                     |
| <b>2</b> | <ul style="list-style-type: none"> <li>Define body composition: made up of fat cells and lean cells in the body. Identify that some fat is needed for good health.</li> </ul>   |

#### Suggested Activities

- Introduce major components of body (muscle, bone, fat, organs, skin, etc.)
- Introduce the job of each component
- Body Composition Tag



## Relationship between physical activity and the development of personal identity and emotional and mental well-being (e.g., how various factors affect the development of positive body image and self-concept).

### Essential Questions

- What does it mean to be fit?

Grade Level Outcomes		Suggested Activities
<b>K</b>	<ul style="list-style-type: none"> <li>• Define fitness as “an individual can play for long periods of time without becoming tired.”</li> </ul>	<ul style="list-style-type: none"> <li>• Affective assessment (How do you feel before and after physical activity?)</li> <li>• Mindfulness activities</li> <li>• Fitness goals</li> <li>• Checks for understanding</li> <li>• Sample higher-level questioning during skilled play:               <ul style="list-style-type: none"> <li>• What does it mean to be fit?</li> <li>• Describe three activities that improve your fitness levels.</li> </ul> </li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Define fitness as “an individual feels healthy and well.”</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Define fitness as “an individual is able to concentrate in school and feels confident they can succeed.”</li> </ul>	

## Fitness Knowledge

### Essential Question 1

- Why should an individual exercise?

Grade Level Outcomes		Suggested Activities
<b>K</b>	<ul style="list-style-type: none"> <li>• Identify a benefit of exercise: It helps an individual stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Think-pair-shares</li> <li>• Turn and talk</li> <li>• Ticket out the door</li> <li>• Sample higher-level questioning during skilled play:               <ul style="list-style-type: none"> <li>• How does your body and brain benefit from participating regularly in physical activity?</li> <li>• What are some health risks of a lack of physical activity?</li> <li>• How does regular physical activity help you learn better?</li> </ul> </li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Identify a benefit of exercise: It helps an individual be healthy.</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Identify a benefit of exercise: It helps an individual be able to concentrate better in school.</li> </ul>	

**Essential Question 2**

- What happens to your body when you exercise?

Grade Level Outcomes		Suggested Activities
<b>K</b>	<ul style="list-style-type: none"> <li>• Identify that an individual's heart beats faster when exercising. (S3.E3.K)</li> </ul>	<ul style="list-style-type: none"> <li>• Pulse check</li> <li>• Sample higher-level questioning during skilled play:               <ul style="list-style-type: none"> <li>• Describe three effects of exercise on your body..</li> <li>• Compare and contrast how your body feels before, during, and after exercise.</li> </ul> </li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Identify that an individual sweats to cool the body when exercising.</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Identify that an individual breathes faster and harder when exercising.</li> </ul>	

**Nutrition Knowledge****Essential Questions**

- What does food provide for the body?

**Vocabulary****Nutrition**

*The study of foods and how they nourish the body.*

**Diet**

*A selection of foods.*

**Balanced Diet**

*Eating and drinking the right amount of nutrients to stay healthy and maintain a healthy weight.*

Grade Level Outcomes		Suggested Activities
<b>K</b>	<ul style="list-style-type: none"> <li>• Identify how food helps the body (S3.E6.K)</li> </ul>	<ul style="list-style-type: none"> <li>• MyPlate activities- build a healthy plate, "What's on my plate"</li> <li>• Food relay</li> <li>• "Go, Slow, Woah" relay (refer to CATCH Curriculum)</li> <li>• Sugar and fat tag</li> <li>• Sample higher-level questioning:               <ul style="list-style-type: none"> <li>• Analyze the effects of various foods on your body.</li> <li>• Categorize healthy and unhealthy foods and defend your decisions.</li> </ul> </li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Identify healthy and unhealthy foods. (S3.E6.2)</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Explain the importance of balancing nutrition and physical activity. (S3.E6.2)</li> </ul>	



# Benchmark Assessments (Health Related Fitness)

## Administer in Second Grade

- A.** Demonstrate and develop health related fitness.
- B.** Understand the principles, components and practices related to health related fitness.

**Benchmark A Assessment-** Practice FitnessGram Elements COMPONENTS OF FITNESS

**Benchmark B Assessment-** Choice of two written assessments are provided in the assessment section of this document.

## K-2 Benchmark Health Related Fitness Assessment

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessment Score: \_\_\_\_\_ / 12 Points**

### Emerging (0-3)

Demonstrates few focal points with little consistency.

### Competent (4-8)

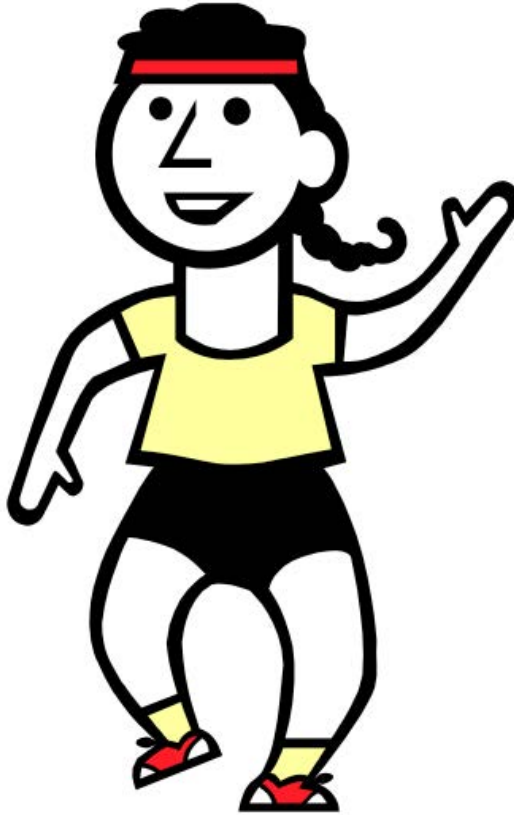
Demonstrates all focal points consistently in some contexts.

### Proficient (9-12)

Demonstrates all focal points independently in a variety of contexts.

**ASSESSMENT 1**

**Directions:** Put a circle around the body parts where you can feel for your heart beat.



Score: \_\_\_\_\_ / 1 Point

**ASSESSMENT 2**

**Directions:** The heart can best be described as a \_\_\_\_\_, sending blood and oxygen throughout the body. Feel your heart beat after each activity. Circle whether your heart beat is FAST like a rocket or SLOW like a turtle.

**1. Run safely around the gym****Fast****Slow****2. Tell a story****Fast****Slow****3. Jump rope****Fast****Slow****4. Stretch for 15 Mississippi****Fast****Slow****5. Go around cones on scooter****Fast****Slow**

**Score:** \_\_\_\_\_ / 5 Points



### ASSESSMENT 3

**Directions:** Circle the physical activities that you think will make your heart beat fast.



Score: \_\_\_\_\_ / 1 Points

## ASSESSMENT 4






**Directions:** Place an “X” through the words that describe what your body does when you do the activity in the picture to the left.



Score: \_\_\_\_\_ / 5 Points

**ASSESSMENT 5**

**Directions:** Place an "X" through the words that describe what your body does when you do the activity in the picture to the left.

1. Run safely around the gym 	Fast-Beating Heart	Breathing Heavy
	Sweat Trophies	Tired Muscles
2. Tell a story 	Fast-Beating Heart	Breathing Heavy
	Sweat Trophies	Tired Muscles
3. Jump rope 	Fast-Beating Heart	Breathing Heavy
	Sweat Trophies	Tired Muscles
4. Stretch for 15 Mississippi 	Fast-Beating Heart	Breathing Heavy
	Sweat Trophies	Tired Muscles
5. Go around cones on scooter 	Fast-Beating Heart	Breathing Heavy
	Sweat Trophies	Tired Muscles

Score: \_\_\_\_\_ / 5 Points



# Individual Enjoyment

## New York State Learning Standards:

**2b.** Students will understand that physical activity provides the opportunity for enjoyment, self-expression and communication.

## National Learning Standards

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

### Benchmark

- A. Recognizes that physical activity is a component of good health.
- B. Identifies positive feelings that result from physical activity.

## Participates in activities with best effort

### Essential Questions

- What does giving a good effort mean?

### Vocabulary

#### Effort

*A serious attempt at completing a task or skill requiring hard work. The energy it takes to try to complete a task.*

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | • Explores new and challenging activities with teacher encouragement and prompts. |
| <b>1</b> | • Explores new and challenging activities.  |
| <b>2</b> | • Identifies and practices activities that are challenging.                       |

## Explore physical limits through self- testing

### Essential Questions

- What activities are challenging to me?

### Vocabulary

#### Participation

*The act of taking part, as in some action or attempt.*

#### Challenge

*Difficult task or problem; something that is hard to do. Difficulty in a skill or physical activity.*

### Grade Level Outcomes

- K** • Demonstrates a willingness to participate in new or challenging activities.
- 
- 1** • Describes the satisfaction/pleasure that comes from learning something new or challenging.
- 
- 2** • Enjoys participating with others to accomplish a movement challenge.

## Describe positive feelings as a result of physical activity.

### Essential Questions

- How do you feel when you are doing an activity you really like?

### Vocabulary

#### Joy

*The emotion of great delight or happiness caused by something exceptionally good or satisfying; keen pleasure; elation.*

#### Enjoyment

*The act of enjoying. To experience joy, take pleasure in.*

### Grade Level Outcomes

- K** • Identifies activities that are enjoyable. (S5.E3.Ka)
- 
- 1** • Lists positive feelings that one may have after completing an activity. (S5.E3.1a) Identifies what parts of the activity they enjoy most and why. (S5.E3.1b)
- 
- 2** • Identifies physical activities that provide for self- expression (i.e., dance, gymnastics, etc.). (S5.E3.2)

## Recognize that failure is an integral part of learning a skill

### Essential Questions

- Why is it okay to fail at something?
- When might failure actually be a good thing?

### Vocabulary

#### Failure

*An act or instance of proving unsuccessful. Failure is an event, not a person.*

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | <ul style="list-style-type: none"> <li>• Continues to attempt task or skill completion after failure with some encouragement from teacher or others.</li> </ul> |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Demonstrates sustained effort in completing a new task or skill.</li> </ul>  |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Continues to fully participate, even when they are not always successful.</li> </ul>                                   |

# Benchmark Assessments (Individual Enjoyment)

## Administer in Second Grade

- A. Recognizes that physical activity is a component of good health.
- B. Identifies positive feelings that result from physical activity.

## K-2 Individual Enjoyment Checklist

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** By the end of second grade, students will be able to complete the following in regard to individual enjoyment. Please place a check in the “check off” box to indicate that the student has accomplished each task.

Task	Check Off
Describe what new activities I have tried in and out of Physical Education.	
Identify activities I really like to do with my family.	
Encourage my friends to do their best when we are participating in activity.	
Describe why activities that I enjoy doing are good for my health. Participate willingly and successfully with others in small group activities and games.	
Identify activities I like to do outside of school.	
Demonstrate that I do not give up. I know that if I practice hard, I will get better at the activity.	
Demonstrate my eagerness to participate in class activities through my effort and participation.	
Describe how participation in activities makes me feel.	

Assessment Score: \_\_\_\_\_

### Emerging (0-3)

Demonstrates few focal points with little consistency.

### Competent (4-6)

Demonstrates all focal points consistently in some contexts.

### Proficient (7-9)

Demonstrates all focal points independently in a variety of contexts.



# Character

## New York State Learning Standards:

**2a.** Students will demonstrate responsible personal and social behavior while engaged in skilled play.

## National Learning Standards

**4.** The physically literate demonstrates responsible personal and social behavior that respects self and others.

### Benchmark

- A. Demonstrate responsible behavior in physical activity settings.
- B. Know and follow rules, protocol, and behavior practices.

## Respect

### Essential Questions

- What does respect look like?

### Vocabulary

#### Respect

*Esteem for or a sense of worth or excellence of a person, a personal quality or ability or something considered as a manifestation of a personal quality or ability.*

### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>K</b> | <ul style="list-style-type: none"> <li>• Recognizes the established protocols for class activities. (S4.E5.K)</li> <li>• Respects teacher and classmates by following directions and rules of class with minimal prompting.</li> </ul>   |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Exhibits the established protocols for class activities. (S4.E5.1)</li> <li>• Respects teacher and classmates by following directions and rules of class without prompting.</li> </ul>  |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Recognizes the role of rules and etiquette in teacher designed physical activities. (S4.E5.2)</li> <li>• Respects teacher and classmates by following directions, rules and routines of class as well as respecting equipment and using it appropriately</li> </ul> |



## Cooperation

### Essential Questions

- Why is it important to get along with others?

### Vocabulary

#### Cooperation

*Working together for the good of all.*

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | • Shares equipment and space with others. (S4.E4.K)   |
| <b>1</b> | • Works independently with others in a variety of class environments (e.g. small & large groups). (S4.E4.1) |
| <b>2</b> | • Works independently with others in partner environments. (S4.E4.2)  |

## Sensitivity

### Essential Questions

- Why should we accept all individuals?

### Vocabulary

#### Sensitivity

*Aware of and responsive to the feelings of others*

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>K</b> | • Demonstrates caring behaviors towards others.                           |
| <b>1</b> | • Works in large group with others that may be different from themselves. |
| <b>2</b> | • Works with a partner that is different in some way from themselves.     |



## Leadership

### Essential Questions

- What behaviors does a leader exhibit?

### Vocabulary

#### Leadership

*The act of leading a group.*

#### Leader

*A person who guides or directs a group.*

### Grade Level Outcomes

- K** • Express a willingness to try a new activity.
- 
- 1** • Experience different roles in a variety of activities.
- 
- 2** • Persist in activities that are challenging in an effort to achieve success.

## Teamwork

### Essential Questions

- What does it mean to be on a team?

### Vocabulary

#### Teamwork

*A cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interest of a common cause.*

### Grade Level Outcomes

- K** • Works well with others to complete a task.
- 
- 1** • Works well with others in a large group activity to complete a task.
- 
- 2** • Works cooperatively with a partner to complete a task.

## Self-monitor behavior

### Essential Questions

- Why should an individual control their behavior?

### Vocabulary

#### Behavior

*The way a person chooses to or respond or act.*

#### Consequences

*The results of an individual's actions or decisions.*

### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>K</b> | <ul style="list-style-type: none"> <li>• Follows directions in group settings (e.g. safe behaviors, following rules, taking turns).(S4.E1.K)</li> <li>• Acknowledges responsibility for behavior when prompted. (S4.E2.K)</li> </ul> |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)</li> <li>• Follows the rules &amp; parameters of the learning environment. (S4.E2.1)</li> </ul>       |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Practices skills with minimal teacher prompting. (S4.E1.2)</li> <li>• Accepts responsibility for class protocols with behavior and performance action. (S4.E2.2)</li> </ul>                 |



## Benchmark Assessments (Character)

- A. Demonstrate responsible behavior in physical activity settings
- B. Know and follow rules, protocol, and behavior practices.

### K-2 Character Rubric Administered in Second Grade

#### SKILL: Respect

Level 4	Level 3	Level 2	Level 1
Consistently recognizes the role of rules and etiquette in teacher-designed physical activities.  Consistently exhibits respect for teacher and classmates by following directions, rules and routines of class as well as respecting equipment and using it appropriately.	Frequently recognizes the role of rules and etiquette in teacher-designed physical activities.  Frequently exhibits respect for teacher and classmates by following directions, rules and routines of class as well as respecting equipment and using it appropriately.	Inconsistently recognizes the role of rules and etiquette in teacher-designed physical activities.  Inconsistently exhibits respect for teacher and classmates by following directions, rules and routines of class as well as respecting equipment and using it appropriately.	Rarely recognizes the role of rules and etiquette in teacher-designed physical activities.  Rarely exhibits respect for teacher and classmates by following directions, rules and routines of class as well as respecting equipment and using it appropriately.

#### SKILL: Cooperation

Level 4	Level 3	Level 2	Level 1
Consistently works independently with others in partner environments.	Frequently works independently with others in partner environments.	Inconsistently works independently with others in partner environments.	Rarely works independently with others in partner environments.

#### SKILL: Sensitivity

Level 4	Level 3	Level 2	Level 1
Consistently works with a partner that is different in some way than themselves.	Frequently works with a partner that is different in some way than themselves.	Inconsistently works with a partner that is different in some way than themselves.	Inconsistently works with a partner that is different in some way than themselves.

#### SKILL: Leadership

Level 4	Level 3	Level 2	Level 1
Consistently persists in activities that are challenging in an effort to achieve success.	Frequently persists in activities that are challenging in an effort to achieve success.	Inconsistently persists in activities that are challenging in an effort to achieve success.	Rarely persists in activities that are challenging in an effort to achieve success.

**SKILL: Teamwork**

Level 4	Level 3	Level 2	Level 1
Consistently works cooperatively with a partner to complete a task.	Frequently works cooperatively with a partner to complete a task.	Inconsistently works cooperatively with a partner to complete a task.	Rarely works cooperatively with a partner to complete a task.

**SKILL: Self-Monitor Behavior**

Level 4	Level 3	Level 2	Level 1
Consistently practices skills with minimal teacher prompting.  Consistently accepts responsibility for class protocols with behavior and performance actions.	Frequently practices skills with minimal teacher prompting.  Frequently accepts responsibility for class protocols with behavior and performance actions.	Inconsistently practices skills with minimal teacher prompting.  Inconsistently accepts responsibility for class protocols with behavior and performance actions.	Rarely practices skills with minimal teacher prompting.  Rarely accepts responsibility for class protocols with behavior and performance actions.

**K-2 Character Benchmark Score Sheet**

Name:

Grade:

Date:

Skill	Score
Respect	_____/4
Cooperation	_____/4
Sensitivity	_____/4
Leadership	_____/4
Teamwork	_____/4
Self-Monitor Behavior	_____/4

**Assessment Score: \_\_\_\_\_/24**
**Emerging (0-11)**

Demonstrates few focal points with little consistency.

**Competent (12-19)**

Demonstrates all focal points consistently in some contexts.

**Proficient (20-24)**

Demonstrates all focal points independently in a variety of contexts.



# Grade 3— Grade 5

## OUTCOMES

Standard 1-5

## FOCAL POINTS & BENCHMARK ASSESSMENTS

Skilled Play

Life Skills

Health Related Fitness

Individual Enjoyment

Character

# OUTCOMES

## GRADE 3 — 5



## Standard 1

Demonstrates competency in a variety of motor skills and movement patterns.

Outcome	3	4 <sup>th</sup>	5 <sup>th</sup>
<b>S1.E1.</b> <b>LOCOMOTOR</b> Hopping, Galloping Running, Sliding, Skipping, Leaping	Leaps using a mature pattern within a controlled setting.(S1.E1.3)	Uses various locomotor skills in a variety of tasks, games, gymnastics, and other movement activities. (S1.E1.4)	Demonstrates mature locomotor patterns within personalized practice tasks.  Combines mature locomotor and manipulative skills in a variety of personalized practice and game activities.  Integrates mature locomotor traveling patterns with manipulative skills for rendering at a target.
<b>S1.E2.</b> <b>LOCOMOTOR</b> Jogging, Running	Differentiates running and sprinting when traveling in space.	Uses a mature pattern when running for different distances.	Runs for a variety of distances using appropriate pacing techniques.
<b>S1. E3. E4.</b> <b>LOCOMOTOR</b> Jumping & Landing	Demonstrates jumping and landing in both horizontal and vertical planes using a mature pattern.	Demonstrates jumping and landing in both horizontal and vertical planes, using spring and step take-offs.	Integrates jumping and landing patterns with locomotor and manipulative skills in a variety of personalized learning activities, small sided practice tasks, games and environments.
<b>S1. E5.</b> <b>LOCOMOTOR</b> Dance	Performs appropriate dance steps and movement patterns.	Combines locomotor movement patterns and dance steps to perform an individual or group dance.	Combines locomotor skills and patterns as creative dances (self and group) with correct rhythm and pattern.

Outcome	3	4 <sup>th</sup>	5 <sup>th</sup>
<b>S1.E6.</b> <b>LOCOMOTOR</b> Combination	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	Applies skill.
<b>S1.E7.</b> <b>NON-LOCOMOTOR</b> Balance	Balances on different bases of support, demonstrating muscle tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
<b>S1.E8.</b> <b>NON-LOCOMOTOR</b> Weight Transfer	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).1 (S1.E8.4)	Transfers weight in gymnastics and dance environments. (S1.E8.5)
<b>S1.E9</b> <b>NON-LOCOMOTOR</b> Weight Transfer- rolling	Applies Skill	Applies Skill	Applies Skill
<b>S1.E10.</b> <b>NON-LOCOMOTOR</b> Curling & Stretching; Twisting & Bending	Moves into and out of gymnastics balances with curling, twisting and stretching actions. (S1.E10.3)	Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)	Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided practice tasks/games environments. (S1.E10.5)
<b>S1.E11.</b> <b>NON-LOCOMOTOR (STABILITY)</b> Combinations	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)
<b>S1.E12.</b> <b>NON-LOCOMOTOR: (STABILITY)</b> Balance & weight transfers	Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)	Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)
<b>S1.E13.</b> <b>MANIPULATIVE</b> Underhand throw	Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)	Applies Skill.	Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)  Throws underhand to a large target with accuracy. (S1.E13.5b)
<b>S1.E14</b> <b>MANIPULATIVE</b> Overhand throw	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3)	Throws overhand using a mature pattern in nondynamic environments (closed skills). (S1.E14.4a)  Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)	Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E14.5a)  Throws overhand to a large target with accuracy. (S1.E14.5b)





Outcome	3	4 <sup>th</sup>	5 <sup>th</sup>
<b>S1.E15</b> <b>MANIPULATIVE</b> Passing with hands	Developmentally appropriate/emerging outcomes first appear in Grade 4.	Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). (S1.E15.4)	Throws with accuracy, both partners moving. (S1.E15.5a)  Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)
<b>S1.E16</b> <b>MANIPULATIVE</b> Catching	Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). (S1.E16.4)	Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills). (S1.E16.5a)  Catches with accuracy, both partners moving. (S1.E16.5b)  Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)
<b>S1.E17</b> <b>MANIPULATIVE</b> Dribbling/ball control with hands	Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)	Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a)  Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)	Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)
<b>S1.E18</b> <b>MANIPULATIVE</b> Dribbling/ball control with feet	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)	Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)
<b>S1.E19</b> <b>MANIPULATIVE</b> Passing & receiving with feet	Passes and receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)	Passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). (S1.E19.4a)  Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b)	Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a)  Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)
<b>S1.E20</b> <b>MANIPULATIVE</b> Dribbling in combination	Developmentally appropriate/emerging outcomes first appear in Grade 4.	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)

Outcome	3	4 <sup>th</sup>	5 <sup>th</sup>
<b>S1.E21</b> <b>MANIPULATIVE</b> Kicking	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a)  Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)	Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)	Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)
<b>S1.E22</b> <b>MANIPULATIVE</b> Volleying, underhand	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)	Volleys underhand using a mature pattern in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)	Applies skill
<b>S1.E23</b> <b>MANIPULATIVE</b> Volleying, overhead	Developmentally appropriate/emerging outcomes first appear in Grade 4.	Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4)	Volleys a ball using a two-hand over-head pattern, sending it upward to a target. (S1.E23.5)
<b>S1.E24</b> <b>MANIPULATIVE</b> Striking, short implement	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)  Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b)	Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)  Strikes an object with a short-handled implement, alternating hits with a partner, over a low net or against a wall. (S1.E24.4b)	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or a cooperative game environment. (S1.E24.5)
<b>S1.E25</b> <b>MANIPULATIVE</b> Striking, long implement	Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3)	Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)	Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)  Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)
<b>S1.E26</b> <b>MANIPULATIVE</b> In combination with locomotor	Developmentally appropriate/emerging outcomes first appear in Grade 4.	Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments. (S1.E26.4)	Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)
<b>S1.E27</b> <b>MANIPULATIVE</b> Jumping rope	Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3)	Creates a jump-rope routine with either a short or long rope. (S1.E27.4)	Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)

# Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Outcome	3	4 <sup>th</sup>	5 <sup>th</sup>
<b>S2.E1</b> <b>MOVEMENT CONCEPTS</b> Space	Recognizes the concept of open spaces in a movement context. (S2.E1.3)	Applies the concept of open spaces to combination skills involving traveling, (e.g., dribbling and traveling). (S2.E1.4a)  Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)  Dribbles in general space with changes in direction and speed. (S2.E1.4c)	Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and game environments. (S2.E1.5)
<b>S2.E2</b> <b>MOVEMENT CONCEPTS</b> Pathways, shapes, levels	Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)	Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics and dance with self-direction. (S2.E2.5)
<b>S2.E3</b> <b>MOVEMENT CONCEPTS</b> Speed, Directions, Force	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)	Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)  Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)	Applies movement concepts to strategy in game situations. (S2.E3.5a)  Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)  Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance and gymnastics. (S2.E3.5c)
<b>S2. E4</b> <b>MOVEMENT CONCEPTS</b> Alignment & Muscular Tension	Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)  Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)	Applies Skill	Applies Skill



Outcome	3	4 <sup>th</sup>	5 <sup>th</sup>
<b>S2.E5</b> <b>MOVEMENT CONCEPTS</b> Strategies & Tactics	Applies simple strategies/ tactics in chasing activities. (S2.E5.3a)  Applies simple strategies in fleeing activities (S2.E5.3b)	Applies simple offensive strategies/ tactics in chasing and fleeing activities. (S2.E5.4a)  Applies simple defensive strategies/ tactics in chasing and fleeing activities. (S2.E5.4b)  Recognizes the type of kicks needed for different games/ sports situations. (S2.E5.4c)	Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a)  Applies basic offensive and defensive strategies/ tactics in net/wall small-sided practice tasks. (S2.E5.5b)  Recognizes the type of throw, volley or striking action needed for different games/sports situations. (S2.E5.5c)

## Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Outcome	3	4 <sup>th</sup>	5 <sup>th</sup>
<b>S3.E1.</b> Physical Activity Knowledge	Charts participation in physical activities outside physical education class. (S3.E1.3a)  Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
<b>S3.E2</b> Engages in Physical Activity	Engages in the activities of physical education class without teacher prompting. (S3.E2.3)	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Actively engages in all the activities of physical education. (S3.E2.5)
<b>S3.E3</b> Fitness Knowledge	Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Identifies the components of health-related fitness.5 (S3.E3.4)	Differentiates between skill-related and health-related fitness.6 (S3.E3.5)
<b>S3.E4</b> Fitness Knowledge	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up & cool down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)
<b>S3.E5</b> Assessments & Program Planning	Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)	Completes fitness assessments (pre- & post-). (S3.E5.4a)  Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)  Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)

Outcome	3	4 <sup>th</sup>	5 <sup>th</sup>
<b>S3.E6</b> Nutrition	Identifies foods that are beneficial for pre- and post-physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

## Standard 4

Exhibits responsible personal and social behavior that respects self and others.

Outcome	3	4 <sup>th</sup>	5 <sup>th</sup>
<b>S4.E1</b> Personal Responsibility	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
<b>S4.E2</b> Personal Responsibility	Works independently for extended periods of time. (S4.E2.3)	Reflects on personal social behavior in physical activity. (S4.E2.4)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)  Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
<b>S4.E3</b> Accepting Feedback	Accepts and implements specific corrective teacher feedback. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfully to peers. (S4.E3.5)
<b>S4.E4</b> Working with Others	Works cooperatively with others. (S4.E4.3a)  Praises others for their success in movement performance. (S4.E4.3b)	Praises the movement performance of others both more and less-skilled. (S4.E4.4a)  Accepts “players” of all skill levels into the physical activity. (S4.E4.4b)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
<b>S4.E5</b> Rules and Etiquette	Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)	Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
<b>S4.E6</b> Safety	Works independently and safely in physical activity settings. (S4.E6.3)	Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Applies safety principles with age-appropriate physical activities. (S4.E6.5)

## Standard 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Outcome	3	4 <sup>th</sup>	5 <sup>th</sup>
<b>S5.E1</b> Health	Discusses the relationship between physical activity and good health. (S5.E1.3)	Examines the health benefits of participating in physical activity.(S5.E1.4)	Compares the health benefits of participating in selected physical activities. (S5.E1.5)
<b>S5.E2</b> Challenge	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Rates the enjoyment of participating in challenging and mastered physical activity. (S5.E2.4)	Expresses (via writing essay, visual creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
<b>S5.E3</b> Self-expression & Enjoyment	Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Ranks the enjoyment of participating in different physical activities.(S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5)
<b>S5.E4</b> Social Interaction	Describes the positive social inter- actions that come when engaged with others in physical activity. (S5.E4.3)	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

# FOCAL POINTS & BENCHMARK ASSESSMENTS

## GRADE 3 — 5



## Skilled Play

### New York State Learning Standards:

**1a:** Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sport activities.

### National Learning Standard:

**1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

### Benchmark

Apply the critical elements of fundamental manipulative skills in a variety of physical activities while demonstrating simple tactics.

## Locomotor Skills

Running, Sliding, Hopping, Skipping, Leaping, Galloping, Chasing, Fleeing, Dodging

### Essential Questions

- Why is it important for students to understand multiple movement patterns and concepts?
- How can developing competency in a variety of movement patterns impact a student's physical literacy and wellness?
- How can different learned movement patterns be applied to a variety of gameplay?



## Vocabulary

### Gallop

A two beat stride, which both legs are off the ground, simultaneously, either right foot stays back and left foot is forward or left foot stays back and right foot is forward. Toe to heel. One foot always chases the other.

### Hop

To take off and land on the same foot.

### Leap

To jump off one foot and land on the opposite foot, extending legs in air while having both feet off the ground.

### Run

To move swiftly on foot so that both feet leave the ground during each stride. Ball of foot touches ground first; arms move opposite legs.

### Skip

Step-hop. Hop on left foot, right leg bent and lift into air, land on right foot, left leg bent and lift into air, continue pattern.

### Slide

Stand with shoulder facing wall, right foot extends to the side away from the body and left foot crosses mid-plane toward the right foot and slide together.

## Grade Level Outcomes

- |  |  |
|--|--|
| <p><b>3</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of locomotor skills in age appropriate low organized and small group activities.</li> <li>• Identifies locomotor skills needed to play and participate in activities.</li> <li>• Applies simple strategies in chasing and fleeing activities such as changing direction, using fakes and watching hips of opponent.</li> </ul> |  |
| <p><b>4</b></p> <ul style="list-style-type: none"> <li>• Uses various locomotor skills in a variety of manipulative practice tasks, dance and educational gymnastics experiences.</li> <li>• Applies simple offensive and defensive strategies and tactics in chasing and fleeing activities.</li> </ul>   |  |
| <p><b>5</b></p> <ul style="list-style-type: none"> <li>• Combines locomotor skills with manipulative skills in a variety of small sided game like practice tasks, gymnastics and dance activities.</li> <li>• Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks and gameplay.</li> </ul>   |  |

## Suggested Activities

- Warm-up Workout
- Crossing the Bridge
- Lily pad leaps
- Tag Games
- Cooperative Team Games
- Gymnastics activities
- Dancing/rhythmic patterns
- Gymnastics/Tumbling
- Just Dance/DDR
- Fitness activities
- Fitness BINGO
- Target Sports
- Kicking games
- Long handled implement games
- Basketball lead up games
- Team Games
- Individual games
- Assessments/PACER
- Heart Rate Lessons



## Locomotor Skills

### Running

#### Essential Questions

- Why is pacing an essential skill for students to understand and develop?
- How does distance running fit into a student's fitness plan?
- How does distance running impact the fitness of a student?

Grade Level Outcomes		Suggested Activities
3	<ul style="list-style-type: none"> <li>• Running while changing speeds between sprinting and running. (S1.E2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• PACER test</li> <li>• Mile run</li> <li>• Track activities</li> <li>• Heart rate activities</li> <li>• Tag Games</li> </ul>
4	<ul style="list-style-type: none"> <li>• Run for distance with a mature pattern. (S1.E2.4)</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Uses appropriate pacing for different running distances. (S1.E2.5)</li> </ul>	

## Locomotor Skills

### Jumping and Landing, Jumping Rope

#### Essential Questions

- Why is the ability to jump and land, with balance, an important aspect of a student's physical literacy?
- How do students apply the learned jumping and landing skill to a variety of other activities?

### Vocabulary

#### Jump

To take off using two feet and land using one or two feet.

Grade Level Outcomes		Suggested Activities
3	<ul style="list-style-type: none"> <li>• Jumps and lands in the vertical plane using a mature pattern. (S1.E4.3)</li> <li>• Performs intermediate jump rope skills and tricks for both short and long ropes. (S1.E27.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping stations</li> <li>• Lava Rock jumps</li> <li>• Mat Jumps</li> <li>• Jump Rope Progressions</li> <li>• Long/High Jump Progressions</li> <li>• Gymnastics Skill Practice</li> <li>• Gymnastics Floor Routine</li> <li>• Personalized Workout Regimen</li> <li>• Volleyball lead up activities</li> <li>• Basketball lead up activities</li> </ul>
4	<ul style="list-style-type: none"> <li>• Uses jumping and landing in educational gymnastics activities.</li> <li>• Creates a jump rope routine with either a short or long rope. (S1.E27.4)</li> </ul>	



### Grade Level Outcomes (Continued)

- 5**
- Combines jumping and landing with locomotor skills in dance, educational gymnastics and small-sided game like tasks involving manipulative skills. (S1.E3.5)
  - Creates a jump rope routine with a partner using a short rope.(S1.E27.5)

## Locomotor Skills

Chasing, Fleeing and Dodging

### Vocabulary

**Chase**

*Go after with the intent to catch.*

**Dodge**

*Make a sudden movement in new direction so as to avoid.*

**Flee**

*Run away quickly.*

### Grade Level Outcomes

- 3**
- Applies simple strategies and tactics when chasing such as watch the hips of the person that is being chased. Applies simple strategies in fleeing activities such as changing direction, using fakes and being as fast as possible.
- 4**
- Applies simple offensive strategies and tactics in chasing and fleeing activities. Applies simple defensive strategies and tactics in chasing and fleeing activities.
- 5**
- Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.

### Suggested Activities

- Tag games (freeze tag variations, cranes & crows, under the sea, nerf tag, scarf tag, Everybody's It, blob tag, etc)
- Banner Dash, Capture the Flag

## Non-locomotor Skills or Educational Gymnastics

Curling, Stretching, Twisting, Bending and Balance, Weight Transfer, Weight Transfer (Rolling)

### Essential Questions

- Why are flexibility and balance important components of a student's physical literacy?
- How can students apply balance and flexibility skills to gymnastics activities?
- How can flexibility and balance concepts impact student's performance in non-gymnastics activities?

### Vocabulary

#### Center of Gravity

*Place where the weight of the body is evenly distributed and all sides are in balance.*

#### Counter Balance

*Extensions to one side of the body beyond the base of support necessitate extensions in the opposite direction*

### Grade Level Outcomes

- 3**
- Moves into and out of gymnastics balances with curling, twisting and stretching activities. (S1.E10.3)
  - Balances on different bases of support, demonstrating muscular tension and extension of free body parts. (S1.E7.3)
  - Linking rolls together in a movement sequence.
  - Transfers weight from feet to hands for momentary weight support. (S1.E8.3)

### Suggested Activities

- Warm up activities
- Static/dynamic stretching
- Fitness exercises
- Tumbling
- Gymnastics
- Brain Gym
- Yoga
- Balance Boards
- Fitness BINGO
- Dance activities
- Cooperative games
- Project Adventure activities
- Climbing wall activities

### Grade Level Outcomes (Continued)

- 4**
- Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)
  - Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)
  - Rolling on and off low equipment.
  - Transfers weight from feet to hands, varying speed and using large extensions such as in a mule kick, handstand and cartwheel. (S1.E8.4)
  - Combines traveling with balance and weight transfers to create a gymnastic sequence with or without equipment and apparatus. (S1.E12.4)
- 
- 5**
- Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided game like tasks using manipulative skills. (S1.E10.5)
  - Combines balance and transferring weight in a gymnastics sequence alone and with a partner. (S1.E7.5)
  - Combining rolling with balance and transferring weight into a sequence
  - Combines traveling with balance and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)

## Combining Locomotor Skills and Movement Concepts

### Essential Questions

- How can dance and gymnastics movements impact my physical literacy?
- What components of fitness are impacted by performing dance and gymnastics skills/ routines?
- What are the benefits to students' health while working collaboratively in a group on a common goal/routine?

### Grade Level Outcomes

- 3**
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance and/or gymnastics sequence. (S1.E11.3)



Grade Level Outcomes (Continued)		Suggested Activities
4	<ul style="list-style-type: none"> <li>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance and or gymnastics sequence with a partner. (S1.E11.4)</li> </ul>	<ul style="list-style-type: none"> <li>Lily pad leaps</li> <li>Tag Games</li> <li>Gymnastics activities</li> <li>Dancing/rhythmic pattern</li> <li>Yoga</li> <li>Balance Boards</li> <li>Dance activities</li> <li>Cooperative games</li> <li>Project Adventure activities</li> <li>Climbing wall activities</li> </ul>
5	<ul style="list-style-type: none"> <li>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance or gymnastics sequence with a group. (S1.E11.5)</li> </ul>	

## Manipulative Skills

### Throwing and Catching

#### Essential Questions

- Why should throwing and catching be considered a building block skill?
- Why is it important for students to learn to throw in multiple settings (stationary, moving, underhand, overhand, etc)?
- How can throwing and catching help lead students toward of life of physical literacy?
- How can students adapt their throwing technique to fit into multiple games/activities?

## Vocabulary

### Throw

*To propel through the air with a motion of the hand or arm.*

Grade Level Outcomes		Suggested Activities
3	<ul style="list-style-type: none"> <li>Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)</li> <li>Throws overhand, demonstrating overhand throw criteria for a mature pattern to a target or stationary partner for distance and/or force.</li> <li>Catches a tossed developmentally appropriate sized ball from a partner demonstrating criteria for a mature catch.</li> </ul>	<ul style="list-style-type: none"> <li>Handball</li> <li>Ultimate Frisbee</li> <li>Flickerball</li> <li>Team target games (pinball, bomb the pins, triple threat, battleship, etc)</li> <li>Field Day Style Competitions (longest throw, dunk tank, etc)</li> <li>Throwing and Catching various objects stations</li> </ul>



**Grade Level Outcomes (Continued)**

- 4**
- Throws overhand using a mature pattern to a target or stationary partner accurately as well as for distance. (S1.E14.4b)
  - Throws to a moving partner with reasonable accuracy in a non-dynamic environment. (S1.E15.4)
  - Throws off the move to a stationary target.
  - Catches a thrown ball above the head, chest, or waist level with fingers up and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)
- 
- 5**
- Throws overhand with a mature pattern in a non-dynamic environment using a variety of different sized balls. (S1.E14.5a)
  - Throws off the move accurately to a moving target. (S1.E15.5a)
  - Throws with reasonable accuracy in dynamic small-sided games. (S1.E15.5b)
  - Catches accurately on the move. (S1.E16.5b)
  - Catches with reasonable accuracy in dynamic small sided practice tasks. (S1.E16.5c)

**Dribbling****Dribbling with Hands****Essential Questions**

- What are sports/activities where the skill of dribbling are important?
- Why is learning to dribble at an early age an important piece of a student's physical literacy?
- Why is it important for students to learn to use both hands when dribbling?
- What type of impact on students' skill development will combining dribbling and passing skills in side game settings have?
- Why is important to use dribbling, passing, spacing, and movement when playing offense in a game of basketball/handball?

**Vocabulary****Dribble**

*The propulsion of a ball by repeated taps or kicks.*

Grade Level Outcomes	Suggested Activities
<b>3</b> <ul style="list-style-type: none"> <li>Dribbles with preferred hand and travels in general space at slow and moderate speeds with control of the ball and their body. (S1.E17.3)</li> </ul>	<ul style="list-style-type: none"> <li>Skill drills/stations for dribbling</li> <li>Tag games with ball</li> <li>Obstacle course</li> <li>Cup stacking</li> <li>Circus activities (juggling, etc)</li> <li>Small sided games such as Flies and Frogs, dribble wars, Slimer</li> <li>Basketball lead up activities</li> </ul>
<b>4</b> <ul style="list-style-type: none"> <li>Dribbles with preferred and non-preferred hand in self-space using mature form. (S1.E17.4a)</li> <li>Dribbles with mature form in general space changing speeds while controlling ball and body. (S1.E17.4b)</li> <li>Dribbles with hands in combination with other skills such as passing receiving and shooting. (S1.E20.4)</li> </ul>	
<b>5</b> <ul style="list-style-type: none"> <li>Combines hand dribbling with other skills such as change of speed, direction, fakes, etc. in a 1V1 situation. (S1.E18.5)</li> <li>Dribbles with hands using a mature pattern in small sided games. (S1.E20.5)</li> </ul>	

## Dribbling

### Dribbling with Feet

#### Essential Questions

- What are sports/activities where the skill of dribbling are important?
- Why is learning to dribble at an early age an important piece of a student's physical literacy?
- Why is it important for students to learn to use both feet when dribbling?
- What type of impact on students' skill development will combining dribbling and passing skills in side game settings have?
- Why is important to use dribbling, passing, spacing, and movement when playing offense in a game of soccer?

Grade Level Outcomes	Suggested Activities
<b>3</b> <ul style="list-style-type: none"> <li>Dribbles with feet in general space with control of ball and body. (S1.E18.3)</li> </ul>	<ul style="list-style-type: none"> <li>Skill drills/stations for dribbling</li> <li>Tag games with ball</li> <li>Obstacle course</li> <li>Matball</li> <li>Small sided games such as Flies and Frogs, dribble wars, Slimer</li> <li>Soccer lead up activities</li> </ul>
<b>4</b> <ul style="list-style-type: none"> <li>Dribbles with the feet in general space while increasing and decreasing speed as well as changing directions with control of ball and body. (S1.E18.4)</li> <li>Dribbles with feet in combination with other skills such as passing, receiving and shooting. (S1.E20.4)</li> </ul>	
<b>5</b> <ul style="list-style-type: none"> <li>Combines foot dribbling with other skills such as change of speed, direction, fakes, etc. in a 1V1 game. (S1.E18.5)</li> <li>Dribbles with feet using a mature pattern in small sided games. (S1.E20.5)</li> </ul>	



# Kicking

## Essential Questions

- What sport activities would students need to be competent in the skill of kicking?
- What lifetime activities require the skill of kicking?
- Why is learning to kick in multiple manipulative situations important to the development of a student's physical literacy?
- How can students practice the skill of kicking in combination with other locomotor and non-locomotor movements? Why is this important?

## Vocabulary

### Punt

*A kick in which the ball is dropped from the hands and kicked before it touches the ground.*

### Trap

*The technique used for receiving the ball, bringing it under control.*

## Grade Level Outcomes

- |          |   |
|----------|---|
| <b>3</b> | <ul style="list-style-type: none"> <li>• Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air demonstrating the criteria of a mature pattern for each kick.</li> <li>• Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)</li> </ul> |
| <b>4</b> | <ul style="list-style-type: none"> <li>• Kicks along the ground and in the air as well as punt using mature patterns. (S1.E21.4)</li> <li>• Kicks to a stationary partner with a mature pattern.</li> <li>• Receives kick by absorbing the force of the ball using the foot (trap).</li> </ul>                                    |
| <b>5</b> | <ul style="list-style-type: none"> <li>• Kicks to a moving receiver.</li> <li>• Receives a kick on the move by absorbing the force of the ball using the foot (trap).</li> <li>• Demonstrates mature patterns of kicking and punting in small sided game like practice activities. (S1.E21.5)</li> </ul>                          |

## Suggested Activities

- Skill drills/stations for kicking
- Obstacle course
- Matball
- Target games (goals, pins, etc)
- Small sided games 2v2, 3v3
- Soccer activities



## Small Sided Offensive Strategies in Invasion Games

Maintaining possession and making forward progress. Move into open spaces to receive implement. Move forward in support of ball carrier to attack the goal. Create space to get open by using cuts, fakes, changes in speed and direction.

## Small Sided Defensive Strategies in Invasion Games

Marking an opponent. Stay between opponent and goal. Winning the ball (i.e., tackle, interception, steal).

### Suggested Activities

- Soccer activities
- Floor Hockey activities
- Basketball activities
- Football activities
- Lacrosse activities
- Handball
- Ultimate frisbee
- Flickerball

### Vocabulary

#### Mark

*The person that a defensive player is guarding.*

## Volleying

### Essential Questions

- What skills would be ideal for the development of hand-eye coordination?
- How can volleying with a variety of objects assist in developing good hand-eye coordination?
- How can the skill of volleying be utilized to influence a student's physical literacy?

### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>3</b> | <ul style="list-style-type: none"> <li>• Volleys an object with a underhand or sidearm pattern, sending it forward over a net, to a wall or over a line to a partner, while demonstrating the criteria of a mature pattern.</li> </ul>   |
| <b>4</b> | <ul style="list-style-type: none"> <li>• Volleys underhand using a mature pattern in a dynamic environment such as two square and four square. (S1.E22.4)</li> <li>• Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating the criteria for a mature pattern.</li> </ul> |
| <b>5</b> | <ul style="list-style-type: none"> <li>• Volleys underhand using a mature pattern to open spaces on a court in a dynamic situation.</li> <li>• Volleys a ball using a two hand mature pattern to send it upward to a target. (S1.E23.5)</li> </ul>   |

### Suggested Activities

- Balloon activities
- Beach ball activities
- Four Square
- Wall ball
- Cooperative games
- Skill drills/stations volleying
- Volleyball activities



## Striking With Short Handled Implements

### Essential Questions

- What skills would be ideal for students development of hand-eye coordination?
- Why is important for student's to be exposed to a variety of striking activities/games?
- What are some lifetime activities students can learn at an early age and develop throughout their lives?
- How can working with different sized apparatus to strike an object help develop good striking skills and a higher level of physical literacy?
- What are some strategies of striking games that may compare to those in other games/activities? How about those that are contrasting?

Grade Level Outcomes	Suggested Activities
<p><b>3</b></p> <ul style="list-style-type: none"> <li>• Strikes an object tossed to them with a short handled implement sending it forward using the forehand and backhand while demonstrating the criteria of a mature pattern.</li> <li>• Strikes an object with a short handled implement using forehand and backhand sending it forward over a low net or to a wall. (S1.E24.3a)</li> </ul>	<ul style="list-style-type: none"> <li>• Skill drills/stations with paddle/ racquet</li> <li>• Wall ball</li> <li>• Pickleball</li> <li>• Table Tennis</li> <li>• Balloon activities</li> <li>• Tennis activities</li> <li>• Racquetball activities</li> <li>• Badminton activities</li> </ul>
<p><b>4</b></p> <ul style="list-style-type: none"> <li>• Strikes an object with a short handled implement, using a forehand and backhand, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)</li> <li>• Strikes to open spaces.</li> </ul>	
<p><b>5</b></p> <ul style="list-style-type: none"> <li>• Strikes an object consecutively, with a partner, using a short handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)</li> <li>• Strikes to open spaces in a game like situation.</li> <li>• Strikes to make opponent move out of position to return hit.</li> <li>• Create space by hitting deep and short.</li> <li>• Returns to middle of court to defend after a hit.</li> </ul>	

## Striking With Long Handled Implements

### Essential Questions

- What skills would be ideal for students development of hand-eye coordination?
- Why is important for student's to be exposed to a variety of striking activities/games?
- What are some lifetime activities students can learn at an early age and develop throughout their lives?
- How can working with different sized apparatus to strike an object help develop good striking skills and a higher level of physical literacy?
- What are some strategies of striking games that may compare to those in other games/activities? How about those that are contrasting?

Grade Level Outcomes	Suggested Activities
<b>3</b> <ul style="list-style-type: none"> <li>• Strikes a ball with a long handled implement (bat, hockey stick, golf club) sending it forward to different distances, while using proper grip for the implement. (S1.E25.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Skill drills/stations</li> <li>• First Tee Golf activities</li> <li>• Whiffle ball</li> <li>• Boomer Ball</li> <li>• Baseball/softball lead up activities</li> <li>• Hockey lead up activities</li> </ul>
<b>4</b> <ul style="list-style-type: none"> <li>• Strikes an object with a long handled implement, sending it forward while demonstrating criteria for a mature pattern.</li> <li>• Strikes a pitched ball.</li> <li>• Travels and stick handles while changing speed and direction.</li> <li>• Passing and receiving on the move with a hockey stick.</li> <li>• 1V1 hockey situations, 2V1 hockey situations.</li> <li>• Strikes a golf ball on the ground, in the air and for distance.</li> </ul>	
<b>5</b> <ul style="list-style-type: none"> <li>• Combines striking skills with traveling skills for in game like activities. (S1.E25.5b)</li> </ul>	

## Striking and Fielding Small Sided Games Offensive Strategies

Striking with a bat to open spaces. Striking with a bat to opposite fields.  
Striking behind the runner to move the runner.

## Striking and Fielding Small Sided Games Defensive Strategies

Get the lead base runner-Throw to the base ahead of the runner.  
Fielder closest to the ball fields ball. Back up fielders. Tag outs and force outs.

### Suggested Activities

- Matball
- Whiffle ball
- Boomer Ball
- Baseball/softball Lead up activities

### Vocabulary

#### Force Out

*An out as a result of a defensive player with the ball tagging a runner or the base to which the base runner must go because the batter became the base runner.*

#### Tag Out

*An out as a result of a defensive player with the ball tagging a runner that is off base.*

## Dance

### Essential Questions

- What component of fitness would be the base for a dancing exercise?
- How can dance enhance a student's level of physical literacy?
- What are the physical benefits from learning different dance types/rhythms?
- How can a student's self-expression be showcased through dance?

### Vocabulary

#### Rhythm

*The pattern of movement through time.*

### Grade Level Outcomes

- 3**
- Performs teacher selected and developmentally appropriate dance steps, rhythmic activities and movement patterns. (S1.E5.3)
  - Performs teacher selected and developmentally appropriate creative dances to express and idea, emotion and or attitude.

### Suggested Activities

- Line Dances
- Sing-a-long/dances
- Cultural dances
- Just Dance/DDR
- Warm up activities to music

### Grade Level Outcomes (Continued)

- 4**
  - Performs teacher selected and developmentally appropriate dance steps, rhythmic activities and movement patterns to music.
  - Combines locomotor movement patterns and dance steps to create and perform a dance. (S1.E5.4)
- 5**
  - Combines locomotor movement patterns and dance steps to create and perform a dance to music.
  - Combines locomotor skills in cultural as well as creative dances with correct rhythm and pattern. (S1.E5.5)

## Cross Curricular Suggestions

### Reference CKLA curriculum

#### Math

Counting, Skip counting, Recognition of numbers, measurement, Addition & Subtraction, measurement, Geometry, heartbeat count/calculation.

#### ELA

Read a story, Word recognition, color words, Make a shape/letter, Name stretches, Stationary vs traveling, Dribble spelling, compare and contrast, Read a story, written assessment, dance creation, Olympics.

#### Science

Animal movements, Body part recognition, What happens to your body when you exercise? Heart Science, body parts, time/flow/force, parachute science, Soft vs Hard, Force and Accuracy

## Assessments

- Exit Slips (Smiley faces, thumbs up/down, paper/pencil)
- Self Assessment
- Skill Checklist
- Peer Assessment
- Rubric
- Teacher Observation
- Pre/Post test
- Oral assessment
- Journal
- Student Feedback
- Survey
- Written Assessment
- Check for Understanding



# Benchmark Assessments (Skilled Play)

**Administer in Fifth Grade:** Apply the critical elements of fundamental manipulative skills in a variety of physical activities while demonstrating simple tactics.

**Benchmark Assessment:** Sample rubrics are provided in the assessment section of this document.

## Grade 5 Skilled Play Benchmark Scoresheet

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Emerging (3-6)**

**Competent (7-9)**

**Proficient (10-12)**

Skill	Score	Proficiency
Throwing & Catching	/12	
Passing	/08	
Dribbling	/12	
Kicking & Striking	/12	
Tumbling	/12	
Game Strategy	/12	

## Grade 5 Skilled Play Rubric

Level 4	Level 3	Level 2	Level 1
Student has mastered the critical elements of fundamental manipulative skills and can consistently apply them in a variety of physical activities.	Student has almost mastered the critical elements of fundamental manipulative skills and can frequently apply them in a variety of physical activities.	Student has some difficulty performing the critical elements of fundamental manipulative skills and occasionally applies them in physical activities.	Student has significant difficulty in performing the critical elements of fundamental manipulative skills and rarely applies them in physical activities.

## Grade 5 Tumbling & Balance Skills Rubric

Level 4	Level 3	Level 2	Level 1
Student has mastered the critical elements of tumbling and balance skills and can consistently apply them in a variety of physical activities.	Student has almost mastered the critical elements of tumbling and balance skills and can frequently apply them in a variety of physical activities.	Student has some difficulty performing the critical elements of tumbling and balance skills and occasionally applies them in physical activities.	Student has significant difficulty in performing the critical elements of tumbling and balance skills and rarely applies them in physical activities.

## Grade 5 Game Strategy Rubric

Level 4	Level 3	Level 2	Level 1
<p>Student has mastered simple fundamental offensive strategies (maintaining possession and making forward progress, moves into open space to receive implement, move forward in support of ball carrier to attack goal and create space using simple cuts, fakes and changes in speed and direction).</p> <p>Student has mastered simple fundamental defensive strategies (marking an opponent, stays between opponent and goal, wins the ball through an interception or steal).</p>	<p>Student has almost mastered simple fundamental offensive strategies (maintaining possession and making forward progress, moves into open space to receive implement, move forward in support of ball carrier to attack goal and create space using simple cuts, fakes and changes in speed and direction).</p> <p>Student has almost mastered simple fundamental defensive strategies (marking an opponent, stays between opponent and goal, wins the ball through an interception or steal).</p>	<p>Student has some difficulty performing simple fundamental offensive strategies (maintaining possession and making forward progress, moves into open space to receive implement, move forward in support of ball carrier to attack goal and create space using simple cuts, fakes and changes in speed and direction).</p> <p>Student has some difficulty performing simple fundamental defensive strategies (marking an opponent, stays between opponent and goal, wins the ball through an interception or steal).</p>	<p>Student has significant difficulty in performing simple fundamental offensive strategies (maintaining possession and making forward progress, moves into open space to receive implement, move forward in support of ball carrier to attack goal and create space using simple cuts, fakes and changes in speed and direction).</p> <p>Student has significant difficulty in performing simple fundamental defensive strategies (marking an opponent, stays between opponent and goal, wins the ball through an interception or steal).</p>

# Life Skill Development

## New York State Learning Standards:

**2c:** Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all.

**3a:** Students will be aware of and able to access opportunities to them within their community to engage in physical activity.

**3b:** Students will be informed consumers and able to evaluate facilities and programs.

**3c:** Students will be aware of career options in the field of physical fitness and sport.

## Benchmark

**A:** Describe safety considerations when participating in physical activities outside of school.

**B:** Describe a favorite activity that is done with family members and explain why it is a favorite.

## Safety

### Essential Questions 1

- How does an individual stay safe when doing physical activity?
- How should individual use equipment safely?

## Vocabulary

### Safety

*Not causing injury, danger or loss.*

### Participation

*The act of taking part in a game or activity.*

### Independently

*Not relying on another or others for aid or support.*

## Grade Level Outcomes

- |          |   |
|----------|---|
| <b>3</b> | <ul style="list-style-type: none"> <li>• Demonstrates the ability to work safely and independently during physical activity. (S4.E6.3) Listens to direction before, during and after participation.</li> </ul>                            |
| <b>4</b> | <ul style="list-style-type: none"> <li>• Demonstrates safety when participating with peers and using equipment in all activity settings. (S4.E6.4) Able to explain when prompted by the teacher, how to safely use equipment</li> </ul>   |
| <b>5</b> | <ul style="list-style-type: none"> <li>• Demonstrates the ability to apply safety principles in age appropriate physical activities. (S4.E6.5) When prompted, can identify specific safety concerns associated with equipment.</li> </ul> |



**Essential Questions 2**

- How should an individual dress when being physically active in the cold?

**Vocabulary****Cold**

*Having a relatively low temperature; having little or no warmth.*

**Frozen**

*Frigid; very cold.*

**Grade Level Outcomes**

- 3** • Explain how to dress in the cold weather while engaged in physical activity.
- 
- 4** • Explain how to dress in the hot weather while engaged in physical activity.
- 
- 5** • Explain the dangers associated with not being properly dressed in cold and hot weather while engaging in physical activity.

**Essential Questions 3**

- What are hypokinetic diseases?

**Vocabulary****Hypokinetic Disease**

*Health problems or illnesses that are caused partly by the lack of regular physical activity.*

**Healthy**

*Possessing or enjoying good health or a sound and vigorous mentality.*

**Aerobic**

*Relating to exercise that is intended to improve the efficiency of the body's cardiovascular system in absorbing and transporting oxygen.*

**Muscle**

*A tissue composed of cells or fibers, the contraction of which produces movement in the body.*

**Grade Level Outcomes**

- 3** • Identifies diseases that are associated with a lack of physical activity.
- 
- 4** • When prompted, identifies illnesses specifically related to a lack of physical activity.
- 
- 5** • Independently identifies illnesses related to inactivity.

**Essential Questions 4**

- What is a sign of overexertion?

**Vocabulary**
**Exercise**

*Bodily or mental exertion, especially for the sake of training or improvement of health*

**Exertion**

*Vigorous action or effort.*

**Grade Level Outcomes**

- 3**
  - Adjusts and maintains an appropriate pace when prompted while engaged in physical activity.
- 4**
  - Adjusts and maintains an appropriate pace while engaged in physical activity.
- 5**
  - Identifies health risks when the body is working too hard.

**Essential Questions 5**

- How does an individual hydrate?

**Vocabulary**
**Thirst**

*A sensation of dryness in the mouth and throat caused by need of liquid.*

**Vital**

*Necessary to life.*

**Hydrate**

*To drink liquids.*

**Grade Level Outcomes**

- 3**
  - Identifies products that are used for hydration before, during and after engaging in physical activity.
- 4**
  - Identifies health risks associated with poor hydration.
- 5**
  - Identifies products that claim to be good sources for hydrating/rehydrating, but are not.

**Essential Questions 6**

- What is a good warm up activity?

**Vocabulary****Warm-Up**

*A period or act of preparation for a game, performance, or exercise session, involving gentle exercise or practice.*

**Grade Level Outcomes**

- |          |   |
|----------|---|
| <b>3</b> | • Identifies the risks of not properly warming up before engaging in physical activity. |
| <b>4</b> | • Identifies appropriate warm up activities for specific muscle groups.                 |
| <b>5</b> | • When prompted, can lead warm up activities safely.                                    |

**Community Resources****Essential Questions 1**

- What can an individual do outside of school in their neighborhood to be active?

**Grade Level Outcomes**

- |          |   |
|----------|---|
| <b>3</b> | • Identifies activities that an individual can do outside of school.  |
| <b>4</b> | • Working with a parent or sibling, identify opportunities to engage in physical activity within the community. |
| <b>5</b> | • Create a plan for engaging in physical activity with family during the week.                                  |



**Essential Questions 2**

- Where and how can an individual find facilities to be active?

**Grade Level Outcomes**

- |          |  |
|----------|--|
| <b>3</b> | • Using the internet, identify facilities where an individual can be physically active.              |
| <b>4</b> | • Using the internet, identify and describe facilities where an individual can be physically active. |
| <b>5</b> | • Describe the pros and cons of two different facilities where a person can be physically active.    |

**Essential Questions 3**

- Where can an individual purchase equipment to be active?

**Grade Level Outcomes**

- |          |   |
|----------|---|
| <b>3</b> | • Identifies one store that sells equipment. Identifies a sport and create a list of equipment that is available in that store. |
| <b>4</b> | • Using the internet, investigates websites that sell equipment to be used during physical activity.                            |
| <b>5</b> | • Identifies pros and cons of purchasing equipment in a store as opposed to online.   |

**Engages in Physical Activities that Promote Fitness****Essential Questions**

- What can an individual do to be active in the community in which they live?

**Grade Level Outcomes**

- |          |  |
|----------|--|
| <b>3</b> | • Actively participate in a community activity and log participation. (S3.E1.3)  |
| <b>4</b> | • Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)            |
| <b>5</b> | • Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5) |

## Informed Consumer

### Essential Questions

- What could an individual do as an adult that involves physical activity?

### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>3</b> | <ul style="list-style-type: none"><li>• Picks one lifetime activity and identifies the benefits of participating in that activity during adulthood.</li></ul>      |
| <b>4</b> | <ul style="list-style-type: none"><li>• Identifies a variety of cardiovascular endurance building activities and lists the pros and cons of each.</li></ul>        |
| <b>5</b> | <ul style="list-style-type: none"><li>• Creates an activity plan to be used at a commercial facility. Creates an activity plan that can be done at home.</li></ul> |

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Score: \_\_\_\_\_

[illegible]

## Grade 5 Skilled Play Rubric

4 Points	3 Points	2 Points	1 Points	0 Points
<p>Paragraph describes four things they would do to be safe when participating in a physical activity outside of school with great detail.</p> <p>Paragraph is free of spelling errors.</p> <p>Each sentence begins with a capital letter and ends with a period.</p>	<p>Paragraph describes four things they would do to be safe when participating in a physical activity outside of school with adequate detail.</p> <p>Paragraph has one spelling error.</p> <p>Three sentences begin with a capital letter and ends with a period.</p>	<p>Paragraph describes four things they would do to be safe when participating in a physical activity outside of school with little detail.</p> <p>Paragraph has two spelling errors.</p> <p>Two sentences begin with a capital letter and ends with a period.</p>	<p>Paragraph describes at least one thing but less than four things they would do to be safe when participating in a physical activity outside of school with some detail.</p> <p>Paragraph has three spelling errors.</p> <p>One sentence begins with a capital letter and ends with a period.</p>	<p>Paragraph is missing that describes what they would do to be safe when participating in a physical activity outside of school.</p> <p>Paragraph has more than three spelling errors.</p> <p>None of the sentences begin with a capital letter and ends with a period.</p>

**Emerging (0-5)**

**Competent (6-9)**

**Proficient (10-12)**

# Health Related Fitness

## New York State Learning Standards:

**1b:** Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance and body composition.

## National Learning Standard:

**3:** The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

### Benchmark

**A:** Demonstrate and develop health related fitness.

**B:** Understands the principles, components and practices related to health related fitness.

## Cardiorespiratory Endurance

### Essential Questions

- What is health related fitness?

### Vocabulary

#### Cardiac

*About the heart*

#### Vascular

*Blood vessels (arteries, veins, capillaries).*

#### Lungs

*Organ we use to breath.*

*Exchange of oxygen and carbon dioxide.*

#### Pulse

*The rhythmical throbbing of the arteries as blood is pumped through them by the heart.*

#### Heart Rate

*The number of times a heart beats in a minute*

### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>3</b> | <ul style="list-style-type: none"> <li>• Describe the heart as a pump (that pumps blood throughout the body to deliver oxygen to the body and get rid of waste that your body does not need).</li> </ul> |
| <b>4</b> | <ul style="list-style-type: none"> <li>• Identify the neck and wrists as the best places to find your pulse. Accurately count heart beats for a set amount of time.</li> </ul>                           |
| <b>5</b> | <ul style="list-style-type: none"> <li>• Define heart rate. Find heart rate before and after exercise. Identify how heart rate is measured, including units</li> </ul>                                   |

### Suggested Activities

- PACER Test
- Mile run
- Matball
- Tag Games
- Jump rope
- Fitness Stations
- Fitness Bingo



## Muscular Strength and Endurance

### Essential Questions

- How are muscular strength and muscular endurance different?
- Why do strength and endurance fit together?

### Vocabulary

**Muscular Strength**  
*The amount of force a muscle can exert.*

**Muscular Endurance**  
*The ability of muscles to perform physical tasks over a period of time without becoming tired.*

**Sets**  
*Groups of repetitions.*

**Repetitions**  
*The number of times an individual performs an exercise.*

### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>3</b> | <ul style="list-style-type: none"> <li>• Demonstrate body movements that utilize specific major muscle groups.</li> </ul>                                    |
| <b>4</b> | <ul style="list-style-type: none"> <li>• List exercises that would help to develop strength and endurance in each of the major muscle groups.</li> </ul>     |
| <b>5</b> | <ul style="list-style-type: none"> <li>• Describe potential health hazards that could arise from overtraining for strength and muscular endurance</li> </ul> |

### Suggested Activities

- Push ups
- Sit ups
- Flexed Arm Hang
- Pull Ups
- Gymnastics
- Tumbling
- Jump rope

## Flexibility

### Essential Questions

- Why is flexibility important as a person ages?

### Vocabulary

**Flexibility**  
*The ability to move joints through a full range of motion.*

**Static Stretching**  
*Stretching a muscle (or group of muscles) to its furthest point and then maintaining or holding that position.*

**Dynamic Stretch**  
*Stretching by actively moving the joint through a range of motion that is required for sport.*



Grade Level Outcomes		Suggested Activities
3	<ul style="list-style-type: none"> <li>Define flexibility as the ability to bend and stretch. Demonstrate how far body parts can bend and stretch.</li> </ul>	<ul style="list-style-type: none"> <li>Sit and Reach</li> <li>Trunk Lift</li> <li>Shoulder Stretch</li> <li>Warm up routine</li> <li>Yoga</li> <li>Gymnastics</li> <li>Tumbling</li> </ul>
4	<ul style="list-style-type: none"> <li>Demonstrate ability to stretch and hold.</li> </ul>	
5	<ul style="list-style-type: none"> <li>Demonstrate at least one stretch for each major muscle group. Describe how often one should stretch.</li> </ul>	

## Body Composition

Vocabulary			
<b>Calorie</b> <i>A unit of energy found in food.</i>	<b>Nutrition</b> <i>The study of foods and how they nourish the body.</i>	<b>Diet</b> <i>A selection of foods.</i>	<b>Balanced Diet</b> <i>Eating and drinking the right amount of nutrients to stay healthy and maintain a healthy weight.</i>
Grade Level Outcomes		Suggested Activities	
3	<ul style="list-style-type: none"> <li>Identify the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)</li> </ul>	<ul style="list-style-type: none"> <li>Nutrition log</li> <li>Activity log</li> <li>My Plate</li> </ul>	
4	<ul style="list-style-type: none"> <li>Explain how to stretch safely and appropriately.</li> </ul>		
5	<ul style="list-style-type: none"> <li>Compare and contrast static and dynamic stretches.</li> </ul>		

# Benchmark Assessments (Health Related Fitness)

## Administer in Fifth Grade

**A:** Demonstrate and develop health related fitness.

**B:** Understands the principles, components and practices related to health related fitness.

## Health Related Fitness Benchmark Scoresheet

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Component of Fitness	Assessment/Score
Cardiovascular Endurance	<b>Choose one:</b> Pacer Test _____ One Mile Run
Muscular Strength	<b>Do both:</b> Push-ups Curl-ups
Muscular Endurance	<b>Choose one:</b> Forearm/Push-up Plants _____ Wall-sit
Flexibility	<b>Choose two:</b> Trunk Lift _____ Sit & Reach _____ Shoulder Stretch:    Y       N
Cognitive	<b>Able to correctly calculate Target Heart Rate Zone.</b> Y       N <b>Components of Fitness</b> Multiple Choice Test Score

# Individual Enjoyment

## New York State Learning Standards:

**2b:** Students will understand that physical activity provides the opportunity for enjoyment, self-expression and communication.

## National Learning Standard:

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

## Benchmark

**A:** Participates in and enjoys physical education.

**B:** Participates in and enjoys being physically active outside of the physical education.

## Enjoyment

### Essential Questions

- How can an individual recognize enjoyment during an activity?

## Vocabulary

### Enjoyment

*The act of enjoying. To experience joy, take pleasure in.*

Grade Level Outcomes		Suggested Activities
3	<ul style="list-style-type: none"> <li>• Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Tag games</li> <li>• Invasion games</li> <li>• Court games</li> <li>• Field games</li> <li>• Net games</li> <li>• Wall games</li> <li>• Project adventure activities</li> <li>• Climbing activities</li> <li>• Outdoor pursuits</li> <li>• Fitness activities</li> <li>• Dance activities</li> <li>• Aquatics</li> </ul>
4	<ul style="list-style-type: none"> <li>• Ranks the enjoyment of participating in different physical activities. (S5.E3.4)</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)</li> </ul>	

## Social Interaction

### Essential Questions

- Why is it important to get along with others?

### Vocabulary

#### Social Interaction

*Participating, cooperating, and communicating with others in a positive way. Enjoying physical activity alone and/or with others.*

#### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>3</b> | <ul style="list-style-type: none"> <li>• Identifies differences in abilities and activity preferences.</li> <li>• Describes the social interactions that come when engaging with others in physical activity. (S5.E4.3)</li> </ul>           |
| <b>4</b> | <ul style="list-style-type: none"> <li>• Participates with others in a positive way.</li> <li>• Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities.</li> </ul> |
| <b>5</b> | <ul style="list-style-type: none"> <li>• Describes the social benefits gained from participating in physical activity. (S5.E4.5)</li> </ul>  |

#### Suggested Activities

- Tag games
- Project adventure activities
- Outdoor pursuits
- Cooperative games
- Competitive games

## Challenge

### Essential Questions

- Why should we challenge ourselves?

Grade Level Outcomes		Suggested Activities
<b>3</b>	<ul style="list-style-type: none"> <li>• Discusses the challenges that come from learning a new physical activity. (S5.E2.3)</li> <li>• Identifies the importance of practicing a skill to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Tag games</li> <li>• Invasion games</li> <li>• Court games</li> <li>• Field games</li> <li>• Net games</li> <li>• Wall games</li> <li>• Project adventure activities</li> <li>• Climbing activities</li> <li>• Outdoor pursuits</li> <li>• Fitness activities</li> <li>• Dance activities</li> <li>• Aquatics</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Rates the enjoyment of participating in challenging activities as well as mastering physical activities.(S5.E2.4)</li> <li>• Describes the importance of the quality of practice to improve in a physical activity.</li> </ul>	
<b>5</b>	<ul style="list-style-type: none"> <li>• Expresses and/or identifies the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)</li> <li>• Describes the social benefits gained from participating in physical activity. (S5.E4.5)</li> </ul>	

# Benchmark Assessments (Individual Enjoyment)

## Administer in Fifth Grade

**A:** Participates in and enjoys Physical Education

**B:** Participates in and enjoys being physically active outside of Physical Education.

**Benchmark A/B Assessment:** Fifth Grade Individual Enjoyment Checklist- Assessment is included in the assessment section of this document.

## Grade 5 Benchmark A and B Assessment Individual Enjoyment

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Score: \_\_\_\_\_

**Directions:** By the end of fifth grade, students will be able to complete the following in regard to individual enjoyment. Please place a check next to the sentence to indicate that the student has accomplished each task.

### Emerging (0-2 tasks)

### Competent (3-5 tasks)

### Proficient (6-7 tasks)

- \_\_\_\_\_ Attempt an activity that may be new or difficult for me to complete.
- \_\_\_\_\_ Identify activities I really like to do during and outside of physical education.
- \_\_\_\_\_ Help my friends get better at an activity by giving them positive feedback and help.
- \_\_\_\_\_ Participate willingly and successfully with others in a small group and problem solving activities.
- \_\_\_\_\_ Describe and demonstrate how practice of a new skill or activity can help me improve.
- \_\_\_\_\_ Demonstrate my eagerness to participate in class activities through my effort and participation.



# Character

## New York State Learning Standards:

**2a:** Students will demonstrate responsible personal and social behavior while engaged in physical activity.

## National Learning Standard:

**4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

### Benchmark

**A:** Responds appropriately to winning or losing in competitive settings.

**B:** Regularly demonstrates responsible behavior with minimal teacher prompts.

## Self-Monitor Behavior

### Essential Questions

- What techniques can an individual utilize to get under control?

### Vocabulary

#### Self-direction

*Personally responsible for own well-being*

### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>3</b> | <ul style="list-style-type: none"> <li>• Works independently for extended periods of time. (S4.E2.3)</li> </ul>  |
| <b>4</b> | <ul style="list-style-type: none"> <li>• Reflects on personal social behavior in physical activity. (S4.E2.4)</li> </ul>   |
| <b>5</b> | <ul style="list-style-type: none"> <li>• Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)</li> </ul> |



## Honesty

### Essential Questions

- Why should an individual tell the truth?

### Vocabulary

#### Honesty

*The quality of being fair and truthful*

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>3</b> | • Expresses self-honesty on their own or through teacher prompts.   |
| <b>4</b> | • Expresses self-honesty on their own with minimal teacher prompts. |
| <b>5</b> | • Expresses self-honesty with no teacher prompts.                   |

## Appropriate attitudes about winning and losing

### Essential Questions

- Why is it important to show sportsmanship when winning and losing?
- How can an individual show appropriate attitudes when successful and unsuccessful?

### Vocabulary

#### Sporting behavior

*Fair play, respect for opponents, and polite behavior by someone who is competing in a sport*

#### Sore loser

*One who does not take defeat well (blaming, making excuses, shows anger, sulking, etc.)*

### Grade Level Outcomes

- |          |   |
|----------|---|
| <b>3</b> | • Seldom blames others or projects reasons for loss on others.  |
| <b>4</b> | • Refrains from blaming others or projecting reasons for loss on others.  |
| <b>5</b> | • Refrains from blaming others or projecting reasons for loss on others as well as uses positive comments to express appreciation for others. |



## Compassion

### Essential Questions

- How does an individual show that they care about others?

### Vocabulary

#### Compassion

*A feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering*

### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>3</b> | <ul style="list-style-type: none"> <li>• Expresses concern and care for others that are hurt on his/her own with teacher prompts.</li> </ul>                                       |
| <b>4</b> | <ul style="list-style-type: none"> <li>• Expresses concern and care for others that are hurt on his/her own.</li> </ul>  |
| <b>5</b> | <ul style="list-style-type: none"> <li>• Demonstrates an understanding of when someone is hurting and takes steps to comfort those who are hurting in those situations.</li> </ul> |

## Collaboration/Teamwork

### Essential Questions

- What skills are needed to work with others?
- Why should an individual work with others and be open to their ideas?

### Vocabulary

#### Collaborate

*Work jointly on an activity, especially to produce or create something.*

#### Praise

*The expression of approval or admiration for someone or something.*

### Grade Level Outcomes

- |          |  |
|----------|--|
| <b>3</b> | <ul style="list-style-type: none"> <li>• Demonstrates willingness to try ideas that are not their own with teacher prompts if needed.</li> <li>• Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b)</li> </ul>   |
| <b>4</b> | <ul style="list-style-type: none"> <li>• Demonstrates willingness to share ideas even when idea is potentially wrong or unpopular. Demonstrates ability to respectfully critique and/modify another's ideas to create a better solution</li> <li>• Praises the movement performance of others both more and less skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)</li> </ul> |
| <b>5</b> | <ul style="list-style-type: none"> <li>• Recognizes when a solution is not perfect and shows a willingness to make improvements or modifications.</li> <li>• Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)</li> </ul>  |



# Benchmark Assessments (Character)

## Administer in Fifth Grade

**A:** Responds appropriately to winning and losing in competitive settings

**B:** Regularly demonstrates responsible behavior with minimal teacher prompts

**Benchmark A/B Assessment:** Fifth Grade Character Rubric- Provided in the assessment section of this document.

## Grades 3-5 Character Benchmark Score Sheet

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Skill	Score
Self-Monitor Behavior	_____/4
Honesty	_____/4
Sportsmanship	_____/4
Compassion	_____/4
Collaboration	_____/4
Teamwork	_____/4

<b>Assessment Score:</b> _____/24
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**Emerging (0-11)**

**Competent (12-19)**

**Proficient (20-24)**



## 3-5 Character Rubric

### SKILL: Self-Monitor Behavior

Level 4	Level 3	Level 2	Level 1
Consistently participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.  Consistently exhibits respect for self with appropriate behavior while engaging in physical activity.	Frequently participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.  Frequently exhibits respect for self with appropriate behavior while engaging in physical activity	Inconsistently participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.  Inconsistently exhibits respect for self with appropriate behavior while engaging in physical activity.	Rarely participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.  Rarely exhibits respect for self with appropriate behavior while engaging in physical activity.

### SKILL: Honesty

Level 4	Level 3	Level 2	Level 1
Consistently expresses self-honesty with no teacher prompts.	Frequently expresses self-honesty with no teacher prompts.	Inconsistently expresses self-honesty with no teacher prompts.	Rarely expresses self-honesty with no teacher prompts.

### SKILL: Sportsmanship

Level 4	Level 3	Level 2	Level 1
Consistently refrains from blaming others or projecting reasons for loss on others as well as uses positive comments to express appreciation for others.	Frequently refrains from blaming others or projecting reasons for loss on others as well as uses positive comments to express appreciation for others.	Inconsistently refrains from blaming others or projecting reasons for loss on others as well as uses positive comments to express appreciation for others.	Rarely refrains from blaming others or projecting reasons for loss on others as well as uses positive comments to express appreciation for others.

### SKILL: Compassion

Level 4	Level 3	Level 2	Level 1
Consistently demonstrates an understanding of when someone is hurting and takes steps to comfort those who are hurting in those situations.	Frequently demonstrates an understanding of when someone is hurting and takes steps to comfort those who are hurting in those situations.	Inconsistently demonstrates an understanding of when someone is hurting and takes steps to comfort those who are hurting in those situations.	Rarely demonstrates an understanding of when someone is hurting and takes steps to comfort those who are hurting in those situations.

### SKILL: Collaboration

Level 4	Level 3	Level 2	Level 1
Consistently recognizes when a solution is not perfect and shows a willingness to make improvements or modifications.	Frequently recognizes when a solution is not perfect and shows a willingness to make improvements or modifications.	Inconsistently recognizes when a solution is not perfect and shows a willingness to make improvements or modifications.	Rarely recognizes when a solution is not perfect and shows a willingness to make improvements or modifications.

### SKILL: Teamwork

Level 4	Level 3	Level 2	Level 1
Consistently accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects	Frequently accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.	Inconsistently accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.	Rarely accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

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