Physical Education in the elementary curriculum helps the student’s development in physical and motor fitness. Physical Education provides the student’s with the knowledge of eating healthy and staying actively fit. It teaches the students the fundamental motor skills and patterns. Physical Education in the elementary curriculum helps develop the student’s skills in aquatics, dance, individual games, group games, and sports.
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Kindergarten

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students observe, learn, practice, and develop basic (fundamental) locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) movements. In kindergarten a foundation is established to facilitate continued motor skill acquisition which gives students the capacity for successful levels of performance as they develop.

K.1.1 Perform basic (fundamental) locomotor skills.

Example: Demonstrate walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities (e.g., run when you hear the color of your eyes; jump over a line on the floor; leap over a pillow).

K.1.2 Perform basic nonlocomotor skills.

Example: Demonstrate balance on stable and unstable objects (e.g., walk on a rope on the floor, a balance board, on top of tires) and/or demonstrate weight transfer/tumbling skills (e.g., log roll, egg roll, forward roll).

K.1.3 Perform basic manipulative skills.

Example: Demonstrate eye-hand and eye-foot coordination skills (e.g., throw a ball above head, hit a balloon with hands, strike a balloon with a racquet, bounce a ball, kick a stationary ball).

K.1.4 Perform basic movements in a rhythmic manner.

Example: Perform locomotor skills to a specific rhythm (e.g., walk to the rhythm as the teacher gives/calls directions for a simple circle dance; walk to drum beat; jump over a stationary rope on the floor while counting in a rhythm).

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students learn to utilize cognitive information to understand motor skill acquisition. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhance independent learning and effective participation in physical activity.
K.2.1 Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills.

Example: Recognize movements and cues (e.g., gallop cue: leader leg; forward roll cue: be small and roll like a ball; kick a ball cue: toe down).

K.2.2 Demonstrate variations in moving with spatial, directional, and temporal awareness.

Example: Move in various directions (forward, backward, sideward), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast, slow) in skill development activities (e.g., walk on a curved rope on the floor; stretch high, low level for a crab walk; run fast in a tag game).

K.2.3 Identify and demonstrate basic principles for learning basic movement skills.

Example: Verbally identify and practice the basic principles for balance (e.g., arms extended for walking on a balance board), basic footwork skills (e.g., soccer ball dribble with soft taps of feet), and catching a ball (e.g., reach out with hands).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Regular participation in physical activity enhances physical and psychological health, provides for social opportunities, and contributes to quality of life. Students have more opportunities to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them develop movement competence.

K.3.1 Show skills and knowledge acquired in physical education class during after school physical activities.

Example: Demonstrate willing participation in active play at recess, in unstructured play with friends and family, or in community recreation/sport leagues (e.g., teacher initiates conversation with students for informal assessment of after school physical activity participation).

K.3.2 Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time.

Example: Express enthusiasm and enjoyment while being physically active (e.g., choose favorite games to play; willingly participate in learning new movement skills; choose to be active at recess).

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.
Young children engage in a variety of physical activities that serve to promote an active lifestyle. The development of students’ health knowledge and movement skills begin in kindergarten. Improvement of students’ physical fitness abilities will continue to develop.

K.4.1 Demonstrate improved cardio respiratory endurance.
Example: Engage in vigorous activity, progressing from short periods to longer periods of time (e.g., chasing and fleeing physical fitness activity/game, skill development activity, walk/run at one’s individual pace at an outdoor fitness trail; playground fitness stations).

K.4.2 Demonstrate improved muscular strength and endurance.
Example: Improve upper body and abdominal strength by engaging in specific exercises throughout the school year (e.g., shoulder touches, modified push-ups, v-sit, modified crunch).

K.4.3 Demonstrate improved flexibility in three different joints.
Example: Demonstrate engagement in specific stretches to improve lower back flexion (e.g., seated and standing straddle stretches, seal stretch).

K.4.4 Identify the basic effects of physical activity on heart and lung function.
Example: Observe and feel fast heart and breathing rates when engaged in skill development and physical fitness activities (e.g., feel a slow heart rate and observe a slow breathing rate before skill and fitness stations begin, after ten or more minutes feel and observe fast heart and breathing rates).

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences (i.e., motor performance/mental and physical abilities, physical characteristics, race, and socioeconomic status) through positive interaction among participants in physical activity. Students understand that cooperation promotes success in activity settings.

K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities

Example: Exhibit successful participation in activities/games with boundary lines (e.g., cones and lines indicate activity parameters) and understand rules for safe active play (e.g., awareness of personal space).

K.5.2 Exhibit a willingness to follow basic directions for an active class.

Example: Respond to teacher’s signals for start and stop, verbal cues, directions, and visual demonstrations.
K.5.3 Show a positive attitude toward self and others during physical activity.

Example: Exercise alone and exercise with other children in which differences exist (e.g., ability, race, gender, and socioeconomic status).

K.5.4 Demonstrate respect for other children in physical education class.

Example: Practice a skill with the person or group to which one is assigned.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. The intrinsic benefit of participation is for students to enjoy being physically active.

K.6.1 Express enjoyment and self-confidence when participating in movement experiences.

Example: Demonstrate active participation in a child-centered lesson for learning new skills (e.g., teacher plans developmentally appropriate lessons to minimize the effect of initial failures: physical fitness activities/games that do not eliminate students, use of balloons for striking with a racquet or paddle, use lightweight balls for bouncing).

K.6.2 Discuss personal opinions about participation in physical activity.

Example: Express verbal feedback of an activity to the teacher (e.g., teacher evaluates a lesson by informally asking students their opinion of a game/activity and observes if participation was active or passive).

K.6.3 Acquire new skills and demonstrate a determination to develop those skills.

Example: Demonstrate active engagement in the physical education lesson; student actively participates with little or no prompting from the teacher.

Grade 1

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students observe, learn, practice, and develop fundamental movements. In first grade, this foundation continues to be established and reinforced to facilitate motor skill acquisition which gives students the capacity for successful levels of performance as they mature. Locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills are being combined at a fundamental level to challenge the students.
1.1.1 Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.

Example: Demonstrate locomotor movements in basic combinations during skill development practice, activities, and games (e.g., jump on a pattern of poly spots; run in addition, leap over obstacles; walk or run on an outdoor fitness trail; walk, skip to the words in a poem).

1.1.2 Perform nonlocomotor skills with developmentally appropriate challenges to reinforce learning fundamental movements.

Example: Demonstrate static balances (e.g., one leg balance, two hands and one foot balance) and dynamic balance on stable and unstable objects (e.g., walk backwards on a balance board, walk forward on a balance board and step over objects, walk on a pattern of stepping-stones, jump on a pattern of poly spots).

1.1.3 Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements.

Example: Demonstrate eye-hand and eye-foot coordination in skill development practice/activities and physical fitness activities/games (e.g., with a baseball bat hit a ball off a tee; consecutively catch self-tossed beach ball; kick a ball with power; bounce or dribble a ball while kneeling; jump a stationary rope on the floor and progress to a self-turned rope).

1.1.4 Perform fundamental rhythmic skills alone, with a partner, or in a group.

Example: Perform a simple dance (e.g., walk, march, slide, and use a partner elbow swing in circle and line dances); demonstrate jumping rope, progressing to a consistent rhythm (e.g., stationary rope on the floor and progress to a self-turned rope); or demonstrate consistent bouncing (dribbling) of a ball.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students learn to utilize cognitive information to reinforce the fundamental motor skills they acquired in kindergarten. Knowledge and application of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and strategies enhance independent learning and effective participation in physical activity.

1.2.1 Demonstrate fundamental movement vocabulary and cue words for learning skills.
Example: Recognize movements and cues (e.g., step forward on the opposite foot throwing cue: step with the other foot).

1.2.2 Identify and demonstrate the basic principles of age appropriate locomotor, nonlocomotor and manipulative skills.

Example: Verbally identify and practice the basic elements for bouncing (dribbling) a ball (e.g., keep ball below the waist, pads of fingers push the ball, dribble ball to the side).

1.2.3 Demonstrate variations in moving with directional, spatial and temporal awareness.

Example: Move in various directions (e.g., forward, backward, sideward, left, right, up, down) at various levels (high, medium, low), in various patterns (straight, curved, zigzag), and at various speeds (fast, medium, slow) in skill development activities (e.g., walk sideward as bouncing the ball, crab walk backwards at a low level, or jump a zigzag poly spot pattern).

1.2.4 Identify major body parts, muscles and bones used to move and support the body.

Example: Verbally and visually identify body parts, muscles and bones (e.g., head, arm, chest, lungs; heart, biceps, triceps; skull, ribs).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students begin to understand how being physically active contributes to their health. Regular participation in physical activity enhances the physical and psychological health of the body, provides for social opportunities, and contributes to quality of life. Students learn to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them improve movement competence.

1.3.1 Engage in health-related physical fitness activities or games during physical education class, recess, and/or or leisure time with one’s family and friends.

Example: Participate in physical fitness activities/games, playground activities, swimming, walking, riding a bicycle, playing in the snow, and/or tennis.

1.3.2 Record participation in physical activities by type of activity and time.

Example: Write and draw periodically in a student activity portfolio about the physical fitness activities/games and/or sport skills that one enjoys playing to be healthy.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.
Young children engage in a variety of physical activities that serve to promote an active lifestyle. In first grade, students begin to understand the effects of physical activity on the body: increased heart rate, increased rate of respiration, and an increase in perspiration during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies. Improvement of students’ physical fitness is expected.

1.4.1 Demonstrate how increasing the intensity of an activity will increase the heart rate.

Example: Describe and monitor the difference in the heart rate during a five minute warm-up walk, run or stretching as compared to 20 minutes of motor skill development in addition, physical fitness stations.

1.4.2 Describe the basic effect of regular exercise on muscles.

Example: Compare the scores from three exercise trials and draw conclusions (e.g., at the beginning of the school year, record the score achieved for a specific muscle group exercise; complete mid-year and final year-end trials).

1.4.3 Perform exercises for muscle groups that are strengthened by specific exercises.

Example: Identify and perform the exercises which strengthen the abdominal muscles and those which strengthen the arm muscles (e.g., v-sit, modified crunch, shoulder touches, modified push-ups, crab walk, partner over and under push-ups).

1.4.4 Participate in activities that increase cardio respiratory endurance.

Example: Demonstrate engagement in physical fitness activities and describe the effects of exercise on the heart and lungs (e.g., increased heart and breathing rates, increase in perspiration).

1.4.5 Demonstrate stretches that will improve flexibility.

Example: Demonstrate standing straddle toe touch, splits, lunge, and seal stretches.

1.4.6 Participate in an active physical education class to maintain age appropriate intensity and duration for improved physical fitness.

Example: Participate in skill development activities and/or games for 20 minutes or more in each physical education class to maintain or improve cardio respiratory endurance, muscle strength and endurance, and flexibility (e.g., partners take turns to run/walk a lap, with the non-runner choosing a skill development practice station, combined with 20 second periodic breaks for upper body and abdominal exercises and stretching; obstacle course designed with a variety of movement and physical fitness challenges).

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.
Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students learn and apply safety practices.

1.5.1 Identify and demonstrate safety practices and personal responsibility during physical education class, recess and after school physical activities.

Example: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines) in which everyone is moving, and activities/games that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes).

1.5.2 Demonstrate and apply an understanding of rules and directions for an active class.

Example: Practice skills and follow rules and directions when participating in activities/games (e.g., tell what consequences will occur for continued disregard of the rules and directions: 1st - a warning, 2nd - a time out from the practice or game).

1.5.3 Demonstrate cooperative play with children of varying abilities.

Example: Participate with a child of different ability (e.g., less fit, more skilled) in class activities (e.g., student and classmate cooperatively play together in an indoor soccer lead up game).

1.5.4 Demonstrate respect and compassion for children with individual differences.

Example: Dance with an assigned classmate; support the participation of a student with a disability in a skill development or physical fitness activity/game.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Enjoyable and challenging physical activities will develop self-confidence and promote a positive self-image. In first grade, children begin to recognize their own abilities and choose activities/sports to improve their skills.

1.6.1 Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges.

Example: Identify goals, with teacher guidance, and practice to improve and achieve goals (e.g., land on feet for cartwheel improvement and success; overhand throw to hit the target from a 10 foot distance for overhand throw success; reach or exceed a personal goal one can walk/run laps in 10 minutes for cardio respiratory improvement in addition, success).

1.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and
developing motor skills.

Example: Demonstrate skill acquisition and/or improvement when striking with a racquet (e.g., keep wrist firm on the racquet handle, put two hands on the handle, watch the balloon/ball, move feet).

1.6.3 Demonstrate self-expression in a physical activity setting.

Example: Show creativity in a partner Follow the Leader game with bouncing (dribbling) a ball (e.g., one student, as a leader, creates a ball bouncing sequence as a classmate follows).

1.6.4 Express enthusiasm for participating in physical activity.

Example: Express excitement for physical education class with verbal and nonverbal communication about skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson).

Grade 2

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students are practicing, developing, and refining fundamental movement skills to achieve maturity. In second grade, students are able to combine locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Students practice and develop these combinations of fundamental skills.

2.1.1 Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges.

Example: Demonstrate locomotor moving in basic combinations in skill development practice/activities and physical fitness activities/games (e.g., run and leap over a series of obstacles, hop and jump a pattern on a floor ladder, walk and skip in a dance).

2.1.2 Perform stability skills proficiently and in combinations, with developmentally appropriate challenges.

Example: Demonstrate static balance and dynamic balance in combinations on stable and unstable objects (e.g., walk on a balance board on an incline, travel over tires and carry an object extended above head, skip on a balance board, perform a one-leg pose on a stepping stone); weight transfer/tumbling skills (e.g., tumbling routine with four skills).

2.1.3 Perform manipulative skills proficiently with developmentally appropriate challenges.
Example: Demonstrate eye-hand and eye-foot coordination skills in physical fitness activities/games (e.g., develop coordination and accuracy in the overhand throw to a target with increasing distances; pass a beach ball over a 5 - 6 foot high net with the overhand technique; develop new footwork and skills for jumping rope: skier, one foot, turn the rope backwards).

2.1.4 Perform fundamental rhythmic skills proficiently alone, with a partner or in a group.

Example: Perform a dance with challenging steps (e.g., dos-a-dos and sashay with a partner in circle and line dances); demonstrate a consistent rhythm while jumping rope, (e.g., achieve 15 or more consecutive jumps while jumping to music).

2.1.5 Perform locomotor and manipulative combined skills with developmentally appropriate challenges.

Example: Demonstrate motor skill combinations in skill development practice/activities in addition, physical fitness activities/games (e.g., while bouncing a ball, walk/run to pick up items from the floor and take to a collection box; dribble and pass the ball to a teammate in an indoor soccer lead up game: while walking, toss and catch a beanbag on a racquet alternatively, paddle).

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students learn to utilize cognitive information to achieve mature (proficient) fundamental motor skills. Knowledge and application of movement concepts (body, spatial, directional, and temporal awareness), relationships, and strategies enhance independent learning and effective participation in physical activity.

2.2.1 Identify and demonstrate efficient movement with objects that present balance, change of direction and spatial awareness challenges.

Example: Successfully navigate through an obstacle course (e.g., over and under hurdles, stepping-stones, travel over tires, crawl through a tunnel, travel through a mat maze, jump down from a height, walk on a balance board carrying an object).

2.2.2 Identify and begin to demonstrate techniques for efficient and safe movement.

Example: Demonstrate straight arms with a cartwheel; a landing with soft knees/slight flex when jumping down from a height: jumping on balls of the feet and keeping arms in addition, hands at sides when jumping rope.

2.2.3 Identify and apply the basic elements for efficient locomotor, nonlocomotor, stability, and manipulative skills.

Example: Verbally identify and practice the basic elements for gallop (e.g., moving
forward: step, together, step, together); cartwheel (e.g., straight arms and hand, hand, foot, foot); overhand throw to a target (e.g., opposite shoulder points to the target, elbow back, ball back, step and turn to face target, throw); jumping rope (e.g., jump softly on balls of feet, keep arms and hands at sides when turning the rope); jumping from a 1 to 3 foot height (e.g., balanced landing with soft knees/slight bend and arms extend out).

2.2.4 Understand and demonstrate strategies for active games.

Example: Recognize and apply basic strategies in playing games (e.g., small-sided defense and offense skills in an indoor soccer lead up game played with four high densities foam balls; fast running, dodging and agility skills in a tag game).

2.2.5 Develop selected academic concepts to integrate in fitness workouts and/or games.

Example: Apply interdisciplinary connections while jumping rope by solving math problems or spelling words (e.g., jump the answer to a math problem: 5 + 8; spell words with warm-up exercises: day of the week, words from spelling lists, names of muscles: body, muscles, and bones quiz station in a physical fitness activity).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Second grade students enjoy learning new skills and they recognize their developing competence in movement abilities. Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. They observe positive attitudes of athletes and family members engaged in physical activity.

2.3.1 Participate actively in all physical education classes and in unorganized or organized physical fitness and play opportunities during after school time.

Example: Enter a game situation, skills practice, and/or family physical activity voluntarily (e.g., competition is minimal to encourage participation).

2.3.2 Participates in and keeps a record of activities outside of physical education class that provide opportunities to demonstrate a healthy lifestyle.

Example: Record participation time from a gymnastics, swimming, martial arts class, or other physical activities in a student activity portfolio (e.g., child-friendly designed weekly chart is provided for periodic activity recording).

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

The development of students’ health knowledge and movement skills continue in second grade. Students participate in physical activity for a longer time and at a higher intensity. Their physical fitness is expected to improve and be maintained. The relationship between physical fitness and an active lifestyle is emphasized.
2.4.1 Participate in an active physical education class to maintain the intensity and duration for improved physical fitness.

Example: Participate in skill development activities/games and physical fitness activities for 20 minutes or more to maintain or improve cardio respiratory endurance, muscle strength and endurance, and flexibility (e.g., skill and fitness activities stations: eye-hand coordination skill development practice stations, rope jump station, flexibility station, muscle strength and endurance stations).

2.4.2 Describe what can happen to the body of a person who does not exercise and who consumes too much food.

Example: Verbally describe how body composition is affected by sedentary activity and food consumption (e.g., class discussion of too much screen time, video games, overeating and how these affect a healthy level of body fat and muscle).

2.4.3 Develop and describe the components of health-related physical fitness.

Example: Participate in a circuit training activity and follow with discussion to identify the components of health-related physical fitness (e.g., strong muscles, basic heart and lung function, flexibility, and body fat).

2.4.4 Perform and recognize the difference between high, medium, and low intensity activities for developing cardio respiratory endurance.

Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and running as a high intensity activity for developing cardio respiratory endurance (e.g., students feel their heart beats and observe their breathing rate after trying each of these levels of activity).

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students continue to learn and apply safety practices in an active class.

2.5.1 Identify and demonstrate safety practices and personal responsibility for an active class and games.

Example: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines), activities/games in which everyone is moving and that involving objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes); notify the teacher if a student has an injury so activity can be suspended and care provided to the student.
2.5.2 Demonstrate and apply rules and directions for an active class.

Example: Recall rules before participating in an activity/game and describe positive and negative consequences (e.g., sticker reward for following rules and directions; 1st – a warning, 2nd – a time out from class activity for disregarding rules and directions).

2.5.3 Demonstrate cooperative play with a partner and small or large groups regardless of personal differences.

Example: Demonstrate a positive attitude for all classmates in skill development and physical fitness activities and practice positive sportsmanship (e.g., resolve conflict with honesty and respect).

2.5.4 Demonstrate respect and compassion for students with individual differences.

Example: Demonstrate assistance and encouragement to a peer who is struggling with a skill (e.g., verbal and nonverbal language is used respectfully with peers).

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students continue to understand how being physically active contributes to their health and ability to learn. Regular participation in physical activity enhances the physical and psychological health of the body, social opportunities, and quality of life. Students also begin to observe the negative consequences of physical inactivity. Social interaction is enhanced with their ability to work cooperatively in a group.

2.6.1 Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges.

Example: Identify goals to achieve, self determined and/or teacher determined, and practice to improve skills (e.g., jump rope skills for improvement and success: turning the rope backwards, skier jump, side straddle jump; 15 or more bump-ups with a racquet or a paddle for eye-hand coordination improvement and success; reach or exceed the personal goal one can walk/run laps in 10 minutes for cardio respiratory improvement in addition, success).

2.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.

Example: Demonstrate skill improvement and/or acquisition when striking a beach ball in addition, progressing to trainer volleyball (e.g., various sizes: medium and large; light weight and oversized) with forearms/bumping (e.g., hands together, arms straight, watch the ball, move feet, arms meet the ball gently).

2.6.3 Express enthusiasm because of participation in physical activity.
Example: Express excitement for physical education class with verbal and nonverbal communication after participation in skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson); willingly self evaluates specific motor skill or physical fitness improvement (e.g., the teacher designs an age appropriate checklist for student self-evaluation).

Grade 3

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

By third grade, most students have developed mature (proficient) fundamental locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. They begin to practice these skills to adapt and refine them to be used in a variety of games.

3.1.1 Demonstrate mature fundamental locomotor and manipulative movement skills with variations.

Example: Demonstrate variations of jumping (e.g., vertical, horizontal) and throwing a ball (e.g., two hands, underhand, sidearm).

3.1.2 Demonstrate different fundamental movement skills to form increasingly complex skills.

Example: Combine bouncing (dribbling) a ball while running at different speeds, using the inside and outside of the feet, and passing accurately to a teammate.

3.1.3 Utilize manipulative equipment combined with movement skills to perform specific sport skills.

Example: Use an appropriate size bat and demonstrate striking a ball that is tossed by a partner; use a short handled paddle or racquet to strike a moving object (e.g., ball, shuttlecock/birdie, etc.); manipulate tininkling sticks in a rhythmic manner in a dance.

3.1.4 Demonstrate movement skills and patterns following specific rhythms.

Example: Perform a ball routine consisting of a bounce, pass and catch with a partner in rhythm to the music.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Students explore movement concepts (body awareness, spatial awareness, qualities of movement, relationships) that allow them to adapt to changes in their environment. As they gain more motor control, students begin to adapt their skills in order to produce efficient movement.

3.2.1 Describe various balance forms utilizing base of support concepts.

Example: Demonstrate stability awareness (e.g., lower center of gravity, wide base of support, number of balance points for more stability) as applied to stable bases of support (e.g., arabesque or scale, wrestler’s bridge, tripod, bear walk, football stance).

3.2.2 Describe movement principles and apply mature movement patterns in various manipulative challenges.

Example: Identify striking a ball (batting), juggling, and alternating toe touches as being skills that cross the midline; observe the performance of others (in class, on videotape) to detect performance errors in efficient movement.

3.2.3 Describe and demonstrate the use of force to move objects various distances.

Example: Practice kicking a ball with ankle flexion, knee extension, and hip flexion producing light, medium, and hard force (power) to observe the distance the ball travels at each level of force.

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students are actively involved in activities that produce higher levels of physical fitness. Most are naturally physically active at this age and thrive on activities that provide challenge and opportunities for movement.

3.3.1 Select and participate in moderate to vigorous physical activity in physical education class and during after school time.

Example: Record participation in healthy lifestyle activities/sports while playing with friends and family, and attempt to learn challenging sport skills.

3.3.2 Identify healthy behaviors that represent a physically active lifestyle.

Example: Discuss quality nutrition and rest for one’s body and how it compliments a physically active lifestyle (e.g., junk food versus fruits and vegetables; cola drinks versus water; lack of rest versus a minimum of 9-10 hours of sleep per night).

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students identify cause and effect in relationship to a healthy lifestyle. They are able to
demonstrate the components of health-related physical fitness in activities that will produce a training effect.

3.4.1 Participate in self-assessments and formal fitness assessments.

Example: Evaluate personal fitness using the results of weekly fitness workouts and a standardized fitness test (e.g., refer to age/grade scores on a chart, determine levels of self-improvement).

3.4.2 Identify strengths and areas needing improvement in personal fitness.

Example: Utilize a performance chart from a criterion-referenced assessment to determine if individual fitness level is within the healthy fitness zone (e.g., child-friendly designed weekly chart is provided for periodic activity recording).

3.4.3 Establish personal goals based upon results of fitness assessments.

Example: Establish a goal to do daily flexibility (range of motion of a joint) exercises with the hamstring muscles (back of thigh) and lower back to improve test results; create a list of physical activities to participate in after school and/or weekends with goals for frequency and duration.

3.4.4 Define and develop the five components of health-related physical fitness.

Example: Describe cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition and develop skills through a gymnastics circuit (e.g., tumbling skills stations, balance board skills stations, low parallel bars basic skills station, rings basic skills station, vault and take-off board basic skills station, flexibility stations, muscle strength and endurance stations).

3.4.5 Describe and demonstrate examples of the five components of health-related physical fitness.

Example: Identify and demonstrate an exercise to increase muscular strength of the upper arms (e.g., biceps curl, triceps extension) and/or an awareness of continuous movement in caloric expenditure to achieve healthy level of body composition.

3.4.6 Participate in activities that enhance health-related physical fitness on a regular basis.

Example: Participate in daily aerobic workouts or active games/sports, in physical education class and/or at home, to develop cardio respiratory endurance.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students begin to experience more activity-based social situations and become more accepting of others. They can describe rules and policies although during play will need guidance and
direction. Students are aware of right and wrong behaviors as well as safe and unsafe practices in physical activity environments.

3.5.1 Work cooperatively with others to obtain common goals in a game situation.

Example: Practice the instep soccer pass with a partner while applying concepts of movement (e.g., power, direction, time) to make the passes more accurate.

3.5.2 Recognize and avoid unsafe practices and situations.

Example: Adhere to recommended safety rules and use of safety equipment while skating in physical education class, home and/or the community (e.g., wear wrist guards in addition, elbow pads, skate under control).

3.5.3 Demonstrate respect and compassion for the individual differences of others while participating in physical activities.

Example: Share equipment with classmates of varying ability (lower fitness, more skill) during physical activities; choose to participate in a game or dance activity with a classmate of another gender, race, culture, or country.

3.5.4 Encourage classmates who demonstrate difficulty with skill performance.

Example: Express encouragement to a classmate attempting to finish the one mile walk/run at a comfortable pace; help a classmate learn and practice a new skill.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students develop an increased awareness of the importance of health-related physical fitness. They can describe activities that enhance fitness and which are enjoyable to do with friends. Students accept challenges in activities that involve new or recently attained skills.

3.6.1 Demonstrate feelings through a pattern of locomotor and nonlocomotor movements.

Example: Create a dance that expresses a variety of emotions (e.g., happiness, sadness, excitement, calmness).

3.6.2 Express enjoyment when applying new skills while participating in partner and group physical activities.

Example: Choose to do an activity at recess with a friend rather than by self; move with a partner over, under, and through an obstacle course while helping each other as needed.

3.6.3 Participate in cooperative problem-solving physical activity challenges.

Example: Participate in a cooperative education initiative, with a small group of students,
in an attempt to move from one side of the activity area to the other using a variety of equipment (e.g., long boards, scooters, carpet squares).

Grade 4

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students begin fourth grade with refined movement skills and work toward demonstrating correct form in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Variations of motor skills are combined to form more complex patterns (combinations) of movement. These combinations are then applied in specialized skills for individual, dual, and/or team sport activities.

4.1.1 Demonstrate mature movement patterns in locomotor, nonlocomotor, and manipulative skills.

Example: Demonstrate a mature (proficient) hop (e.g., nonsupport leg flexed 90°, nonsupport thigh lifts with vertical thrust of support foot, greater body lean, rhythmical action of nonsupport leg, arms move together in rhythmical lifting as support foot leaves ground).

4.1.2 Practice combinations of movement skills for specific sports.

Example: Perform a catch, dribble, and pass with a ball to a moving partner.

4.1.3 Demonstrate complex patterns of movement.

Example: Design and demonstrate a movement routine using a series of related movements (e.g., tumbling routine, aerobic dance).

4.1.4 Demonstrate movement skills and patterns following specific rhythms.

Example: Perform a jump rope routine with a partner consisting of a variety of skills in rhythm to music (e.g., skier, criss-cross, side and front straddle); execute an aerobic dance routine in rhythm to music.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students strengthen their ability to apply basic concepts of movement (body awareness, spatial awareness, qualities of movement, relationships) to improve their individual performances. They
observe, analyze, and critique their own and other students’ performance. Students demonstrate an understanding of these movement concepts in their movement performances.

4.2.1 Describe critical elements of correct movement pattern for fundamental movement skills.

Example: Describe and demonstrate body positions for each of the parts of bouncing (dribbling) a ball (e.g., feet placed in narrow stride, slight forward trunk lean, ball held waist high, ball pushed toward ground with fingertips).

4.2.2 Apply the concept of practice to improve movement skills.

Example: Work toward accurately passing a ball to a target using a chest pass.

4.2.3 Observe the performance of others to provide feedback to help improve motor skills.

Example: Carefully observe another student (in class, on videotape) kicking a ball and complete a peer evaluation with a checklist or rubric.

4.2.4 Recognize and describe critical elements of complex movement patterns.

Example: Describe the use of specific body parts and summation of forces (e.g., arms back, knees bent, lower level) for increasing distance in the standing long jump.

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students begin to develop an understanding of the benefits of participation in health-related physical fitness activities. They develop awareness about the kinds of activities that are part of a healthy lifestyle and begin to choose more of these activities to participate in during their leisure time outside of class.

4.3.1 Identify and demonstrate the physical, mental, social, and emotional benefits of participation in health-related physical fitness activities.

Example: List the benefits that result from participation in physical fitness activities (e.g., decreases heart disease, strengthens sport performance, increases mental alertness, improves attention and memory, improves self-esteem, decreases stress); and/or contrast excessive sedentary activities to a physically active lifestyle (e.g., TV, video games, screen time versus ice skating, swimming, hiking).

4.3.2 Demonstrate regular participation in health-related physical fitness activities outside of class.

Example: Participate in family fitness activities or practice independently for a youth sport league two to three afternoons per week.

4.3.3 Identify and participate in lifetime physical activities.

Example: Discuss why tennis, softball, swimming, golfing, hiking, and jogging learned in physical education class are considered lifetime physical activities that can be enjoyed in
the community.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students begin to understand the cause and effect relationship of physical activity and health. They are able to analyze criterion-referenced assessment data and develop personal fitness goals. Students can identify many physical activities that influence health-related physical fitness.

4.4.1 Participate in self-assessments for physical fitness and meet the criterion for specific age groups.

Example: Strive to achieve the healthy fitness zone standard for a criterion-referenced assessment of health-related physical fitness; use results of heart rate monitor or computer generated reports to reinforce fitness understanding.

4.4.2 Establish personal goals based upon results of fitness assessments.

Example: To improve pushup test result, establish a goal to do upper body strength exercises (e.g., partner tug of war, pushup hockey, pushup style Tic-Tac-Toe).

4.4.3 Describe exercises/activities that will improve each component of health-related physical fitness.

Example: List specific stretches and activities that will improve flexibility of specific muscle groups (e.g., lower back, hamstrings, quadriceps).

4.4.4 Participate in an activity program that is designed to improve health-related physical fitness.

Example: Participate in an after school exercise program (e.g., fitness, yoga, walking) several days per week: join family and friends to walk/jog at a neighborhood park at least three times per week.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students continue to strengthen cooperation skills that were begun in earlier grades. They can follow rules and procedures with few reminders. Students observe differences between themselves and classmates and start to develop an appreciation for these differences.

4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.

Example: Participate in cooperative and challenge activities (student-designed game): participate cooperatively with friends in a self-officiated game.
4.5.2 Follow rules and safe practices in all class activities without being reminded.
Example: Stop activity immediately upon signal from a student referee.

4.5.3 Describe the similarities and differences between games of different countries.
Example: Compare and contrast baseball in the United States with cricket in England.

4.5.4 Recognize the various abilities and limitations of classmates and understand the adaptations they make when participating in different physical activities.
Example: While participating blindfolded, students work with a partner to maneuver through an obstacle course.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students in the fourth grade can list the physical activities they enjoy and understand that satisfaction is dependent upon their competence in the activity. They willingly participate in new activities and relish opportunities to learn new skills. However, at this level, students typically participate in activities that offer them the least amount of failure.

4.6.1 Participate in physical activities that are enjoyable.
Example: Participate on the schools demonstration/after school team for jumping rope: record physical activity participation during recess and after school in student activity portfolio.

4.6.2 Interact positively with classmates and friends in physical activities.
Example: Cooperatively participate in physical activity with friends during physical education class and after school play sessions.

4.6.3 Participate in new and challenging physical activities.
Example: Traverse the low elements on an adventure education initiative (e.g., balance beam, spider web) in physical education class: learn a new physical activity or sport.

Grade 5

Standard 1
Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students continue to achieve maturity with locomotor (traveling actions), nonlocomotor
(movement in place) and manipulative (object handling) skills. They begin the process of integrating (putting together) the skills into a variety of individual and small-sided team sports and activities that have been adapted to their developmental level.

5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills.

Example: Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts and tumbling routine).

5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead up activities.

Example: Engage in lead up activities (mini-game applying several skills) requiring manipulative skills (e.g., small-sided soccer game with no goalies; three versus three floor hockey or basketball).

5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.

Example: Perform rhythmic movement sequences with music (e.g., cooperative jump rope routine with a partner, basketball-dribbling routine, line dance).

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students demonstrate an understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms. They self assess their skills and those of classmates and discuss methods for improving performance.

5.2.1 Identify movement concepts used to refine movement skills.

Example: Describe how timing and power improves performance of propelling a gymnasium-type bowling ball at the pins.

5.2.2 Describe and demonstrate critical elements of mature movement patterns.

Example: Describe the movement of the arm and trunk in accurately throwing a ball overhand at a target.

5.2.3 Critique the performance of a partner by providing feedback to help improve skill.

Example: Observe a classmate (in class, on videotape) kicking a ball at a target and complete a peer evaluation with checklist or rubric.

Standard 3
Physical Activity: Students participate regularly in physical activity.

Students develop a more thorough understanding of the relationship between lifestyle and health. Through observation and analysis, students are able to critique others as they begin to develop an awareness of the physical, mental, social, and emotional importance of physical activity. Students choose to participate in activities during leisure time that will maintain or enhance health-related physical fitness.

5.3.1 Participate in health-enhancing physical activity.

Example: Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.

5.3.2 Recognize the positive effects of participation in leisure time physical activity.

Example: Awareness of mental benefits (e.g., alertness, focus) of physical activity participation; discuss emotional benefits (e.g., joy, acceptance, satisfaction) of being physically active in a game that is personally enjoyable.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

As their fitness level improves, students participate in moderate to vigorous activity for longer periods. They are able to describe how improved fitness is achieved and identify what their age appropriate physical fitness goals should be. Students participate in self- and group assessment activities.

5.4.1 Establish personal goals to achieve an age appropriate fitness level in all components of health-related physical fitness.

Example: Using the results of a fitness pretest, demonstrate how to set personal fitness goals; using posttest results, determine if goals were achieved.

5.4.2 Demonstrate a healthy level of cardio respiratory endurance.

Example: Participate in an active game for 30 minutes or more while wearing a pedometer and identify the number of steps range to achieve a healthy level for age/grade.

5.4.3 Demonstrate age appropriate levels of muscular strength and muscular endurance for major muscle groups.

Example: Participate in a developmentally appropriate exercise circuit designed to improve muscular strength and endurance.

5.4.4 Demonstrate a healthy level of flexibility.
Example: Create a warm-up routine to target areas of the body on which the student needs to improve flexibility; practice slow martial arts movements.

5.4.5 Demonstrate a healthy level of body composition.

Example: Measure body fat and calculate body mass index (BMI) to determine if within healthy fitness zone of criterion-referenced fitness assessment.

Standard 5

**Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

Students begin to show competence for working independently and cooperatively, in pairs and small groups, as they observe, explore, and apply the principles of physical activity in both physical education class and after school. They are willing to work with classmates of varying abilities and interests and are able to apply conflict management skills when needed.

5.5.1 Demonstrate the qualities of a competent and enthusiastic physical activity participant.

Example: Accept loss with a respectful attitude; win gracefully in game situations.

5.5.2 Perform activities safely and follow rules.

Example: Describe appropriate conduct including social behaviors (e.g., wear provided safety equipment, share by moving the ball around to others, take turns when there is limited equipment).

5.5.3 Demonstrate positive attitude towards self and others during physical activity.

Example: Demonstrate a respect for peers of varying skill levels; encourage others, including those on the opposing team, by recognizing their good play.

5.5.4 Resolve conflict in socially acceptable ways.

Example: Discuss rule infraction with a classmate who does not feel he/she was fouled in the game.

5.5.5 Accept partners and teammates regardless of personal differences.

Example: Demonstrate acceptance of other’s limitations with positive verbal and nonverbal behavior.

Standard 6

**Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**
Students are able to better identify activities they enjoy, as well as those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. Although students can work cooperatively, they identify those classmates with whom they prefer playing or engaging in physical activity. They participate in challenging activities with less intimidation.

5.6.1 Exhibit positive feelings about participation in physical activity.
Example: Celebrate individual success and group accomplishment following the completion of a challenging jump rope routine to music.

5.6.2 Engage in the challenge of new activities.
Example: Develop skills to participate in new games, sports, or rhythmic activities.

5.6.3 Engage in and enjoy independent and interactive physical activity.
Example: Incorporate physical activities with friends and family during leisure time; use fitness-based video games at home; record activity, time, intensity, and social experience in a chart and/or notebook.

5.6.4 Use physical activity as a means of self-expression.
Example: Create and perform a movement sequence with a small group that dramatizes a chapter from a book read in language arts class.

Grade 6

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Most sixth grade students have mastered the fundamental movement skills for locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) activities. Motor skills become more complex and are combined to be used in more specific game and performance situations. Students participate in modified and unstructured games and use the fundamental motor skills in these activities while developing more specialized movement skills.

6.1.1 Demonstrate more advanced forms in locomotor, nonlocomotor, and manipulative skills.
Example: Dribble a basketball around objects using both left and right hands with greater accuracy and control.

6.1.2 Demonstrate basic competency in more specialized movement skills related to specific physical activities.
Example: Design and perform a 60 second dance sequence using combinations of locomotor and nonlocomotor skills with changes of direction, force, and level.
Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

The student applies and generalizes movement to apply and generalize movement concepts (body awareness, spatial awareness, qualities of movement, relationships) to build greater levels of fitness. Movement skills are now more strategic and students use learned strategies in performance of physical activities.

6.2.1 Identify basic concepts that apply to the movement and sport skills being practiced.

Example: Observe a student throwing a softball different distances using varied trajectories (angles) and amounts of force.

6.2.2 Explain how practicing movement skills improve performance.

Example: Maintain a log of practice attempts for throwing a disc at a target, comparing differences in successful throws from first attempts to last attempts.

6.2.3 Describe basic strategies for offense and defense in simple lead up games.

Example: Mark (guard) another player who is dribbling a soccer ball and attempt to prevent a pass or shot; throw a pass to an open teammate who has eluded the defense in a small-sided football game (e.g., game played on a smaller field with fewer players to allow for more student participation).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Grade six students explore and identify activities they enjoy, meet their interests and needs, and which are within their level of competency. This information is utilized when participating in new activities, choosing movement activities, and setting goals for participation.

6.3.1 Identify and participate in activities that, when done consistently, can contribute to an active lifestyle.

Example: List activities that can increase cardio respiratory endurance and/or muscular strength and endurance, as well as other components of health-related physical fitness, in addition, participate in a chosen activity at least 5 days per week.

6.3.2 Participate in activities, outside of school, that are health enhancing and can be continued throughout a lifetime.

Example: Report in a student activity portfolio the participation level in golfing, cycling, or walking with a parent during the weekend (e.g., played nine holes of golf while walking
the course, cycling five miles, walking 20 blocks).

6.3.3 Describe the elements of a healthy lifestyle.

Example: Use the FITT (frequency, intensity, type, and time) principle to describe activities that would lead to an active lifestyle.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students comprehend the important relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase health-related physical fitness levels (muscular strength and endurance, flexibility, body composition, and cardiorespiratory endurance). Students assess their individual levels of fitness and use the results to develop personal goals.

6.4.1 Increase the intensity and duration of an activity while performing locomotor skills.

Example: Keep a record of the heart rate after participation in a physical activity and evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate.

6.4.2 Develop personal goals for each of the health-related physical fitness components.

Example: Set a goal to achieve a healthy fitness level for upper body strength (e.g., pull ups, push ups) or for cardiorespiratory endurance (e.g., 10,000 steps daily using a pedometer).

6.4.3 Measure personal fitness levels in each of the health-related physical fitness components in relation to age.

Example: Participate in a fitness test; record and review the results.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Sixth grade students demonstrate cooperative skills in-group activities and identify examples where teamwork is critical to success. They analyze and compare the contributions of different cultures in the development of sport and recreational activities popular today. Students continue to develop an appreciation for individuals who are different and willingly display inclusive behavior in most activities.

6.5.1 Participate in cooperative activities in a leadership or followership role.
Example: Work efficiently and successfully with classmates in a cooperative activity to reach a group goal.

6.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety.

Example: Refrain from using a tackling maneuver when playing flag football.

6.5.3 Participate in dances and games from various world cultures.

Example: Participate in a German Polka, Tinkling (Philippine dance), Troika (Russian dance), or Takraw (kick volleyball).

6.5.4 Illustrate an appreciation of the accomplishments of all group members in group or team physical activities.

Example: Participate in a follow-up discussion after a cooperative game and express positive contributions of each group member.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Adolescents seek physical activity experiences for group membership and positive social interaction. They pursue opportunities for continued personal growth in physical skills. As their self-esteem and physical skill levels increase, students choose activities that provide excitement, challenge, and healthy competition.

6.6.1 Engage in physical activities as an opportunity to socialize with friends and family.

Example: Participate in an impromptu game of touch football with neighborhood friends.

6.6.2 Participate in challenging activities requiring the utilization of newly acquired skills.

Example: Join a family member or friend in tennis, orienteering, or canoeing.

6.6.3 Identify the social, emotional, and physical benefits of participation in physical activities.

Example: Write a paragraph, create a power point, or videotape a testimonial about how it feels to successfully master a new physical skill; identify the skills learned from participating in a new physical activity; and/or describe games or sports that can provide opportunities for individuals of all skill levels to participate.
Performance Objectives

• Cognitive

Standard 2: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Performance Indicator: K.2.2 Demonstrate variations in moving with spatial, directional, and temporal awareness.

Objective: The students will understand personal space by flying like an airplane around the basketball court while listen to music 5 out of 5 times.

• Affective

Standard 5: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Performance Indicator: 3.5.2 Recognize and avoid unsafe practices and situations.

Objective: The students will follow the safety guidelines during gym time 100% of the time when observed.

• Psychomotor

Standard 1: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Students participate regularly in physical activity.

Standard 4: Students achieve and maintain a health-enhancing level of physical fitness.

Performance Indicator: 1.1.1 Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.
Objective: The students will hop with one foot when they hear the word “Frog,” 4 out of 5 times.

Fundamental Locomotor Skills

1. Walking - each foot moves alternately, with one foot always in contact with the ground or floor. The stepping foot is placed on the ground before the other foot is lifted.
   Instructional Cues:
   1. Head up, eyes forward.
   2. Point toes straight ahead
   3. Nice, easy, relaxing arm swing
   4. Walk quietly
   5. Hold tummy in, chest up
   6. Push off form the floor with toes

2. Running - (like walking) moving rapidly so that for a brief moment, both feet are off the ground
   Instructional Cues:
   1. Run on the balls of the feet when sprinting
   2. Head up, eyes forward
   3. Bend your knees
   4. Relax your upper body
   5. Breathe naturally
   6. Swing the arms forward and backward, not sideways

3. Leaping - is an elongated step designed to cover distance or move over a low obstacle.
   Instructional Cues:
   1. Push off and reach
   2. Up and over, land lightly
   3. Use your arms to help you gain height

4. Jumping - requires taking off with both feet and landing on both feet
   Instructional Cues:
   1. Swing your arms forward as fast as possible
   2. Bend your knees
   3. On your toes
   4. Land lightly with bent knees
   5. Jump up and try to touch the ceiling

5. Hopping - involves propelling the body up and down on the same foot
   Instructional Cues:
   1. Hop with good forward motion
2. Stay on your toes
3. Use your arms for balance
4. Reach for the sky when you hop
5. Land lightly

6. Galloping- is similar to sliding, but progress is in a forward direction. One foot leads and the other is brought rapidly forward to it. There is more upward motion of the body.
   Instructional Cues:
   1. Keep one foot in front of the other
   2. Now lead with the other foot
   3. Make high gallops

7. Sliding- is done to the side. It is a one count movement, with the leading foot stepping to the side and the other following quickly.
   Instructional Cues:
   1. Move Sideways
   2. Do not bounce
   3. Slide your feet

8. Skipping- is a series of step hop done with alternate feet. A step followed by a hop is then performed on the other foot.
   Instructional Cues:
   1. Step- hop
   2. Swing your arms
   3. Skip smoothly
   4. On your toes
Fundamental Manipulative Skills

1. Overhand throw- an object is thrust into space and is accelerated using movement of the arm and the total coordination of the body to generate force.
   Stress Points:
   1. Stand with the nonthrowing side of the body facing the target. The throwing arm side of the body should be away from the target.
   2. Step toward the target with the foot opposite the throwing hand.
   3. Rotate the hips as the throwing arm moves forward.
   4. Bend the arm at the elbow. The elbow should lead the forward movement of the arm.
   5. Body weight remains on the rear foot (away from the target) during early phases of the throw. Just prior to the forward motion of the arm, the weight is shifted from the rear foot to the forward foot (near the target).

2. Catching- uses the hand to stop and control a moving object
   Stress Points:
   1. Maintain visual contact with the projectile
   2. Reach for the projectile and absorb its force by bringing the hands into the body. This “giving” makes catching easier by reducing the chance for the object to rebound out of the hands.
   3. Place the feet in a stride position rather than a straddle position. A fast-moving object will cause a loss of balance if feet are in the straddle position.
   4. Place the body in line with the object rather than reaching to the side of the body to make the catch.

3. Kicking- is a striking action executed with the feet
   Stress Points:
   1. Youngsters need to step forward with the nonkicking leg. Stand behind and slightly to the side of the ball. Eyes are kept on the ball (head down) throughout the kick.
   2. Practice kicking with both feet
   3. Use objects that will not hurt youngster. For example, regulation soccer ball
   hurt young children’s feet

4. Striking- occurs when an object is hit with an implement.
   Stress Points:
   1. Track the ball as soon as possible and keep tracking until it is hit. Even though it is impossible to see the racked hit the ball, it is an excellent teaching hint and encourages tracking the object as long as possible.
2. Grip the bat with the hands together. If batting right handed, the left hand should be on the bottom (near the small end of the bat).

3. Keep the elbows away from the body. Emphasis should be placed on making a large swing with the elbows extended as the ball is hit.

4. Swing the bat in a horizontal (parallel to the ground) plane. Beginners have a tendency to strike downward in a shopping motion.

Fundamental Movement Lessons

Locomotor Skills

Name of Activity: Raid the food pantry

Purpose of Activity: To identify USDA My Pyramid food groups while developing motor skills.

Prerequisites:

Students should be familiar with the USDA My Pyramid food groups.
Students should have prior practice performing locomotor skills.

Suggested Grade Level: 1-2

Materials Needed: Music, CD player, large mats connected and flat on the floor (the number of mats is dependent on the amount of play food used), play food, small cones, 6 signs (Grains, Vegetables, Fruits, Milk, Meat and Beans), tape, two tagging hands.

Description of Idea

Designate an area for the food pantry (mats on the floor) at one end of the playing area and spread out the play food on the mats. At the other end, designate six 10 x 10’ “Exercise Stations” using small cones. Tape the signs to the floor around the outside of each Exercise Station.

Assign two students as “food patrol” and provide both with a friendly tagging hand. Ask them to stand in the middle of the food pantry.

Divide the rest of the students into groups of three and assign each group to an “Exercise Station”.

On the word “Exercise”, one person from each group runs to the food pantry while the others perform an exercise that is being demonstrated by the teacher. (During play, change the exercise frequently). The runner attempts to grab a food item out of the pantry without being tagged by the food patrol.
If they are successful, they run back to their Exercise Station and place the food item on the sign in which the food belongs.

If they are tagged, the runner must drop the food and run back to their “Exercise Station” and begins performing the demonstrated exercise. As soon as they are back, the next person runs to the food pantry and tries to grab a food item without being tagged.

The activity is over when all the food from the food pantry is gone.

Choose two new students as “food patrol”, change the locomotor skill (hopping, jumping, galloping, sliding, or skipping), and play again.

Suggested exercises:

• Stand—shoulder shrugs
• Stand—arm circles
• Stand—arm crosses
• Stand—side stretch
• Stand—toe touch
• Stand—foot circles
• Lay—side leg lifts
• Lay—push ups
• Lay—legs straight up
• Lay—flat
• Sit—toe touch
• Sit—sit ups
• Sit—hurdler stretch

Assessment Ideas:

Check to see if foods are on the right signs.

Name of Activity: Fire Chief

Purpose of Activity: 1. Observance of National Fire Safety Prevention Week (1st Week of October) 2. Demonstrate moving safely in general space 3. Demonstrate competency in locomotor skills needed to perform a variety of physical activities

Activity cues: 1. Keep your eyes up. 2. Slow down or speed up to avoid "crashing."

Prerequisites: 1. Students should be familiar with National Fire Safety Prevention Week. 2. Students should have practiced and be familiar with "cues" for moving safely in general space. 3. Students should have prior practice performing locomotor movements.

Suggested Grade Level: K-2
**Materials Needed:** One hoop for every one-two children (different colors to represent numerous fire stations). Optional: fireman's hat or red jersey and bull horn (megaphone) with siren.

**Description of Idea**

Scatter the hoops around the gym. Assign "firefighters" to a fire station (no more than two per hoop). The "Fire Chief" (teacher wearing a fireperson's hat or red jersey) announces (using the bullhorn) "FIRE, FIRE." Students listen to the Fire Chief's command: "I see firefighters walking safely to put out the fire." Students demonstrate walking safely in general space using the "cues." As they are walking, the "Fire Chief" announces (using the bull horn) the two activity cues. When the fire siren sounds, firefighters must travel safely back to a fire station using the same locomotor skill. Students wait for the next command. Continue playing until all locomotor skills have been performed (walk, run, hop, jump, gallop, slide, leap, and skip).

**Assessment Ideas:**

1. Use a checklist of the eight locomotor movements.

**Teaching Suggestions:**

Have students demonstrate locomotor skills and ask peers to state the locomotor movement.

**Manipulative Skills**

**Name of Activity:** End Line Ball

**Grade Level(s):** Kindergarten, 1, 2, 3, 4

**Subject(s):**

- Physical Education/Motor/movement skills

**Objectives:** This game helps students develop throwing and catching skills along with basic mobility skills.

**Materials:**

- 2-4 balls (playground or volleyballs work best)

**Procedure:**

1. Divide class into two teams. (Putting two squads together is probably the easiest way to get teams.)
2. Pick a group leader for each team. Each team should be on a half court. They have to stay on their own half court.
3. The group leader will need to pick two people to go down to the other end to be catchers. The catchers have to stay behind the end line. They cannot go into the other team's half court.
4. The object of the game is for the players on one half court to throw to their catchers on the other end. Every time the catcher gets the ball, their team scores a point. After they score a point, the catcher should try to throw the ball back to their teammates. The other team can try to block the throw on both ends as long as they stay on their half court. The other team will have two catchers, also.
5. The game is to 20 points. You can make up new teams after the first game or have one team win two out of three games. Another option is, you can vary the number of catchers or have teams switch half courts after each game.

Name of Activity: Not in My Backyard

Grade Level(s): Kindergarten, 1, 2

Subject(s):
- Physical Education/Motor/movement skills

Duration: 20-30 minutes

Objectives:
- Help students develop basic mobility and quickness
- Learn about good sportspersonship
- Practice counting

Materials:
- Lots of foam rubber items (balls, frisbees, etc.)
- A large open area

Procedure:

Place all the foam rubber items you have in stock, i.e. balls, frisbees, and other soft yarn balls etc. on a line at the center of the gym. Divide the class into two groups and have each group stand at opposite lines at the ends of the gym. Like this: (O's are one team and X's are another).
At your signal, both teams run to center and begin throwing the items to the other "yard". When you blow your whistle, all must freeze, and wait while you count each side's items. The side with the most "garbage" in their yard, loses. This is a good time to stress good sportsmanship, and how good winners and losers act. Students can practice telling each other 'good job' etc. If students throw balls after the whistle, I return that ball and give them one more. We play this over and over, and the kids love it. It serves as a good one-to-one correlation counter if you have K-2 students. Count items out loud with you and you pause and try to mess up the count by going slow and fast. Many students will keep on counting even when you are not pointing at a ball. Make the counting a part of the game.

NOTE: stress that players cannot go in the other team's yard.
Language Arts

Name of Activity: Dr. Seuss Comes to the Gym

Purpose of Activity: To perform various motor activities to celebrate Dr. Seuss's birthday/coordinate with the "Read Across America" program.

Suggested Grade Level: K-2

Materials Needed: tumbling mats, cones, bean bags, scooters, stilts or hi-steppers, mini tramp or hoppers, frisbees, jump ropes, soccer/nerf ball, floor tape, low balance beam, station signs, music, stopwatch, Dr. Seuss books

Description of Idea

Students are divided into 10 groups & are assigned to a station. Signs with directions are posted at each station. Students will have one minute to perform the assigned task. For class management, begin and end each station activity with music.

Station 1: "The Cat in the Hat" -- In a single file, students will run a weave pattern around three cones - simulating the movements of Thing 1 & Thing 2. Repeat until the cue to rotate is sounded.

Station 2: "Yertle Turtle" -- Students will crawl on hands & knees across two tumbling mats - moving like Yertle. Repeat.

Station 3: "Go Dogs Go" -- Students will ride the scooter around a cone & back (driving like the dogs in the story).

Station 4: "Hop on Pop" -- Students will bounce four times on the mini tramp/hopper. The 2nd time it’s their turn, they will bounce five times. The 3rd time, they will bounce six times.

Station 5: "The Shape of Me & Other Stuff" -- Students will run around the circle, then the square, then the triangle. (shapes made on the floor with floor tape) Repeat.

Station 6: "Green Eggs & Ham" -- Students will carry and/or balance a Frisbee (upside down) that contains 2 green bean bags & a small green ball. They will go down and around the cone and back. Repeat.
Station 7: "The King’s Stilts" -- Students will walk on stilts/hi-steppers to the cone & back. Repeat

Station 8: "One Fish, Two Fish, Red Fish, Blue Fish" -- Students will ride on their scooter face down & pretend to swim (using their arms & legs) to the cone & back. Repeat

Station 9: "The Foot Book" -- Students will use their feet to dribble a soccer/nerf ball to the cone & back.

Station 10: "Ten Apples on Top" -- Students will place a red bean bag on their head and walk across the low balance beam (or walk along a line on the floor). On their 2nd turn, students place 2 bean bags on their head. On their 3rd turn, they attempt to walk with 3 bean bags balanced on their head.

**Assessment Ideas:**

At the end of the lesson, have the students recall a favorite Dr. Seuss book and state the activity that coordinates with the book.

"Home(work)fun:" Encourage the students to preferably read the book to a family member or tell the story and then demonstrate the motor activity that aligns with the book.

**Teaching Suggestions:**

Work with classroom teachers, or the librarian, to ensure each of the named books/ and or chapter is read prior to the activity.

Have older students assist at stations to remind the younger students what they are supposed to do.

Have a copy of each of the books at the appropriate station.

**Name of Activity: Passing the “Write” Way**

**Academic content:** Language Arts - Writing

**Purpose of Activity:** This activity is designed to: 1. Give students practice with chest passes using proper form. 2. To have students work cooperatively to discuss and write a procedural paragraph using transition words. 3. To have students reflect upon their paragraph and edit as necessary.

**Prerequisites:** Students should have prior instruction and practice with chest passing in basketball. Students should have already been introduced to procedural writing and transitional words (i.e., first, second, next, then, last, etc.)
Suggested Grade Level: 3-5

Materials Needed: Each group of 2-4 students will need: Large pieces of chart paper or butcher paper, markers, 1 basketball

Physical activity: Chest Passing

**Description of Idea**

Place students into groups of 2-4 students - depending on class size. Tell the class that now that they know how to perform a chest pass, you would like them to create clear instructions so that they could teach someone how to do the skill, if needed. Explain that it must be in paragraph form and that it must use transition words. Allow a few minutes for students to brainstorm ideas, and even practice in their small groups. They can use one piece of the paper to brainstorm and another for the paragraph. Upon completion of the writing task, students should present their finished paper to the class. As one student reads it aloud, students from another group should perform it just as it is said. This allows for the authors to see if their writing is out of sequence, or if they left out an important step. After they have seen their paragraph “in action," they may go back and edit it, as needed.

Assessment Ideas:

Walk around and listen as students are discussing to be sure that everyone is listening/contributing. The student presentations will allow each group of students to assess their procedural writing skill.

Adaptations for Students with Disabilities:

For students that have hard time with writing, designate another student to be the writer as ideas are dictated to him or her. Students will special needs could also use a smaller or lighter ball.

Health

Name of Activity: My Pyramid Tag

Purpose of Activity: To learn the new My Pyramid five healthy food groups and their benefits.

Prerequisites: Students should be familiar with the five healthy food groups and the colors that represent each food group in the new My Pyramid. Students should also know how to move safely through general space.
Suggested Grade Level: K-2

Materials Needed: colored pinnies; a My Pyramid poster; a card for each tagger showing a picture of a specific food group, along with the benefit and activity

Description of Idea

Warm up students by practicing all of the locomotor movements. Ask students if they can tell you what the five healthy food groups are in the new pyramid. Explain to them the health benefits of each food group. Taggers will be wearing pinnies and carrying a two-sided card. One side of the card shows a picture that represents a food group and the opposite side of the card has a picture of the benefit, along with the assigned activity. When the student is tagged, (s)he must stop and perform the activity shown on the card of the tagger and then return to the game.

* The orange tagger represents the grain group and the tagged student must stop and jog in place for 5 seconds. This shows that grains provide energy.

* The green tagger represents vegetables and the tagged student must stop and make binoculars with her/his hands for 5 seconds. This shows that vegetables helps one to see in the dark.

* The red tagger represents the fruit group and the tagged student must stop and show her/his arms and hands for 5 seconds. This shows that fruits help heal wounds and bruises.

* The blue tagger represents the milk group and the tagged student must stop and show her/his muscles with a big smile for 5 seconds. This shows that milk helps build strong bones and teeth.

* The purple tagger represents meat and beans and the tagged student must stop and show her/his biceps for five seconds. This shows that meat and beans help maintain strong muscles.

Stop the game every 30 to 60 seconds and have students who are taggers give their pinnie to another student. Change the locomotor skill each time you change taggers.

Variations:

If you do not have colored pinnies, use colored arm bands, balls, cards or yarn balls.

Assessment Ideas:

Observe and see if students are showing the correct benefit of the five healthy food groups when tagged.
Adaptations for Students with Disabilities:

Allow students who are not mobile to stay in a designated spot. If the student with the disability is serving as a tagger, the other students move around him/her while trying not to get tagged. When the student with the disability is not serving as a tagger, (s)he should only be tagged one time by each of the five taggers.

Name of Activity: Oxygen Cycle

Purpose of Activity: To have students understand and experience the concept that when we exercise our bodies work harder. This makes our hearts beat faster requiring more oxygen that causes us to breathe harder.

Prerequisites: Students need to be comfortable running in a designated pathway in the gym.

Suggested Grade Level: K-2

Materials Needed: 1. Three objects, per student, which are small enough to carry in one hand. (i.e., beanbags); 2. Two big buckets or four small ones that will hold all the small objects.; 3. Three large signs. One should say, "Mouth", one should say, "Heart", and one should say, "Muscle".; 4. About 30 cones.

Description of Idea

Students run clockwise around a track in the gym, pretending they are the blood that carries oxygen through the body.

* First of all, students go to the "mouth" station where they take three big breaths and pick up an object that represents oxygen (i.e., beanbag).
* Secondly, they run to the "heart" station and contract their whole body (see the explanation below), pretending to be a heart.
* Third, they run to the "muscle" station where they put their beanbag into a bucket and perform a designated exercise (i.e., 10 jumping jacks).
* Fourth, the students have "run out of oxygen" and must go back to the mouth to get more.

Remind students that they must stay in the track because it is like the arteries in the body.

Teach the students that when they exercise they begin breathing harder, and that when we breathe we take oxygen into our bodies. (Have everyone take three deep breaths.)

Remind the students that when they exercise their heart beats faster, which makes the oxygen go through their whole body. (Have everyone simulate the heart pumping by having them stand with their arms up and then contract their whole body. An alternative to this is to have them lay on their back while they contract their whole body. Say,
“Oxygen helps me exercise.”) Ask them if they can think of any examples of exercise. (They'll probably say jumping jacks, pushups, etc.) Then have everyone perform 5-10 of that particular exercise.

After they understand what to do at each station, ask for a couple of volunteers to run the course so everyone can watch.

You can vary the number of breaths they take at the mouth, the number of compressions at the "heart" station, the number or type of repetitions at the "muscle" station, or the type of movement to use when moving through the "artery" (the running path).

Teaching extension for older children: As children understand how the blood flows within in their body, set up cones inside the "artery" to represent cholesterol. Cholesterol buildup makes it hard for the blood to flow freely through the arteries. Students cannot go through the cones or over them; they must go around them.

Assessment Ideas:

During the debriefing time, hold up a beanbag and ask, "What does your body need so that it can perform exercise?" Or, right after they get done running, ask, "A lot of you are breathing hard. Why is that?" Point out that running, jumping jacks or pushups are examples of exercises that use their muscles. Ask the students what their muscles need to work hard?

Have the students spread out. Call out the words, "mouth", "heart" and "muscle" in random order, and when they hear the word they perform the activity for that station.

Adaptations for Students with Disabilities:

Peer-pairing as needed.

History

Name of Activity: Civil War Rhyme Time

Academic content: History

Purpose of Activity: To learn basic facts of the United States Civil War and to improve upon long rope jumping skills.

Prerequisites:

The students should be familiar with the Civil War and various terms associated with the war.
The students should have long jump roping skills including turning, jumping, entering,
and exiting.
The students should recite this poem in the regular classroom and be familiar with the words before taking it into the physical activity environment.

**Suggested Grade Level:** 3-5

**Materials Needed:** One 16 foot jump rope per group, posters of the rhyme for each group.

**Physical activity:** Jumping Rope

### Description of Idea

Place the students into groups of four students. Be sure to have a poster with the words of the rhyme displayed at each group.

**Activity:**

* Two students turn the rope and two students jump.

* The students will enter the jump rope and recite the poem while jumping. Additionally, they will perform the necessary actions.

* The two students continue jumping until the completion of the poem and then switch places with the turners. If a student misses a jump, they continue in the activity.

* The ultimate goal is to complete the jumping rhyme, saying all the words, with no misses.

### Jump Rope Rhyme:

Studying the civil war of the United States (place hands into the shape of a book)  
And working on remembering the dates  
It all began with the battle of Bull Run (run in place while jumping)  
Way back in 1861

President Lincoln was on a mission  
The southern states wouldn’t listen (put a hand up to your ear)  
One nation we needed to be ( put up one index finger to represent 1)  
Without rebels and slavery

Ulysses S. Grant led the north  
And with his troops he set forth (march while saluting your forehead)  
The union was their name  
And Infamous they became (take a bow in between jumping)
Then there was General Robert E Lee
Leading the south, the confederacy (march while saluting your forehead)
He led his troops with great pride
Fighting for a great divide (jump with legs and arms spread apart)

Both sides set out strong and tall (flex muscles while jumping)
But Gettysburg changed it all
The Confederacy took a dive (put hands into a dive position while jumping)
They could no longer survive

In the spring of 1865
The south surrendered inevitably (student waves a white flag that they brought in while jumping)
The worst U.S. war was at an end
And both sided were left to mend (after leaving tie the white scarf around arm so that it can ‘mend’)

**Assessment Ideas:**

Provide a checklist for peer-assessment. A suggested checklist, includes:

_____ 1. Keeps eyes on the rope while jumping.
_____ 2. When entering, waits until the jump rope hits the floor, and then runs to the center and starts jumping.
_____ 3. When serving as a turner, watches the jumper’s feet.
_____ 4. Able to recite the poem while jumping.

+ You are a whiz at this!
O You can perform this skill sometimes, but you still need some practice.
- You have a hard time performing this skill. Practice will help!

**Teaching Suggestions:**

Teaching Cues to help teach Jump Rope:

1. Keep you eyes on the rope while jumping.
2. When entering, wait until the jump rope hits the floor, and then run to the center and start jumping.
3. Turners should watch the jumper’s feet.

**Name of Activity: Two Diamond Baseball Review Game**
**Brief Description**

The Two Diamond Baseball Review Game can be adapted to reinforce/review content in any subject area including US History

**Objectives**

Students

Review skills by playing this fun game.

Exhibit good sportsmanship as they make a team effort.

**Keywords**

Baseball, review game, game, vocabulary game, spelling game, math game, geography game, US History

**Materials Needed**

Question cards (subject- and grade-appropriate cards created by teacher)

Two dice

Masking tape or chalk for marking the base paths on the classroom floor or outdoor playing surface

**Lesson Plan**

**Before the Game**

Prepare plenty of content related questions for use in the game. You can adapt this game to reinforce most any skill -- spelling, all math skills, grammar, vocabulary, history, geography, US History…

Use chalk or masking tape to mark two baseball diamonds on the classroom floor; or if you want to play outdoors on a nice spring day, use chalk to mark a diamond on a paved playground area. The baseball diamonds need not be large. The lines between bases might be as small as 6 to 10 feet long.

**Playing the Game**

Arrange students into two teams of equal size. (Try to create teams in which students' ability levels are roughly equal.) Have each team choose a captain; each captain will choose a player to be the team's die roller, and arrange a "batting order" for the team.
Set up a flat surface where the die rollers from each team can roll a die. Each roller will monitor and verify the other roller's die tosses. The die rollers will work cooperatively to keep track of the number of runs scored.

Assign each team to one of the "baseball diamonds" lined on playing surface. The players will line up in their established "batting order."

Flip a coin to determine which team goes first.

The teacher "pitches" a question to the first player on the first team.

If the player gives the correct response to the question, the team's die roller will toss the die and call out the number that results.
--- If a 1 is rolled, the player earns a single for the correct response. The player runs to first base.
--- If a 2 is rolled, the player earns a double for the correct response. The player runs to second base.
--- If a 3 is rolled, the player earns a triple for the correct response. The player runs to third base.
--- If a 4 is rolled, the player earns a home run for the correct response. The player circles the bases and scores a point ("run") for his or her team.
--- If a 5 or 6 are rolled, the player earns a single for the correct response. The player takes his or her place on first base.

If the player gives the incorrect response to the question, a "fly ball" is called. The first player on the other team has an opportunity to answer the question.
--- If that player gives the correct response, his team's die roller tosses the die and that player earns the appropriate "hit." An out is called on the team that answered incorrectly.
--- If that player gives the incorrect response to the "fly ball" question, no bases or outs are earned or recorded. The two players who answered the question incorrectly go to the end of the batting lineup.

The second batter on the first team comes up to bat.

Play continues in this way, until the first team records three outs. The number of runs in the inning is recorded; and the second team is up to bat. They bat until they record three outs.

Adapting the Game You can adapt this game in any way you see fit. Adapt it for different subjects. Alternatively, give each team only two outs instead of three.

**Geography/ Social Studies**

*Name of Activity: Geography Twister*
Academic content: Social Studies

Purpose of Activity: To help reinforce states and cardinal directions.

Prerequisites: Knowledge of names and locations of the 50 United States.

Suggested Grade Level: 3-5

Materials Needed: Giant US map on playground, bag/cards with names of all 50 states

Physical activity: Locomotor (running, skipping, etc) & Non-locomotor (Bending, leaning, etc.)

Description of Idea

Each student will be given the name of a state to stand on using the giant US map outside. This will give an idea of how familiar the students are with state locations. All students should be instructed to stand facing North in the map to begin the activity. Once students are at their designated spots, cardinal directions will be given and the students must touch the state that corresponds with the direction. (i.e. “Put both hands on the state that is to the east of you or touch your left leg to the state that is to the south of you”). In between each new move, the teacher will draw a state name from the bag. If a student is standing on that state, they will come up and draw another state name and will travel to their new spot using a different locomotor movement each time. The game continues as the teacher calls more cardinal directions for children to use with non-locomotor movements to reach each state.

Variations:

If students are having trouble remembering the names of states, you can incorporate the “Fifty Nifty United States“ song into the lesson by having students run to the states as they are called.

Assessment Ideas:

Have students fill out a blank map of the US map. To assess their skill acquisition, ask them questions such as:

1. Do you think it is easier to lean forward, to the side, or backwards? Why?

2. Is it easier to balance when your feet are together, shoulder width apart, or spread really far apart?

3. When using both hands and feet to balance on the ground, is it harder to move your arm somewhere else or is it harder to move your leg somewhere else?
**Teaching Suggestions:**

If you do not have a blacktop map to use, you can print out states and tape them down to the gym floor to use.

**Adaptations for Students with Disabilities:**

Students with disabilities can verbally say the names of states or use other body parts to show cardinal directions.

**Name of Activity:** Compass Rose Tossing

**Academic content:** Social Studies

**Purpose of Activity:** The children are encouraged to use different pieces of equipment to practice throwing and catching. The children will use cardinal directions of North, South, East and West in making a compass rose with the equipment. Children will have to use higher order thinking and decision making skills during this activity.

**Activity cues:** Review PEC cues for throwing and catching.

**Prerequisites:** Throwing and catching instruction. Teacher discussion on the cardinal directions and a compass rose. The teacher should label in advance each wall in the gym as north, south, east and west.

**Suggested Grade Level:** 3-5

**Materials Needed:** Bean bags, hackey sack balls, rings, dots, mouse pads

**Physical activity:** Throwing and Catching

**Description of Idea**

Children are instructed to pick up a ball, ring, dot and a beanbag and to put the equipment in the following order: the dot is in the center, the ball is to the east, the ring is to the north, the beanbag is to the west, and the student is to the south. The teacher will review the directions located on each wall of the gym. The teacher will call out cardinal directions and the children will practice tossing equipment up and catching it. The teacher directions will not include saying the equipment, but will use a direction: i.e., east will mean tossing the ball, north will indicate tossing the ring, west will indicate tossing the beanbag, etc. Children can be given two cardinal directions to use at the same time.

Next have the children practice tossing to a target, giving directions such as "Using the west equipment (bean bag), toss to land in the north equipment (ring)". Have children increase their distance when successful. Children will be given a mouse pad to be placed in the northeast corner that will also be used as a target. Children will use the east (ball)
and west (beanbag) equipment to hit the targets. Encourage children to throw equipment to a target that is similar in shape, i.e., throwing the ball to the ring and the beanbag to the mouse pad.

**Variations:**

Increase the distance of the targets.

Give the children a pattern to catch like east, west, east, east, west, west.

Have the children use different locomotor patterns around the different directions.

**Assessment Ideas:**

Use a paper and pencil assessment to see if children understand cardinal directions.

Discuss the differences in throwing two pieces of equipment and the terms "simultaneous" and "alternating". Discuss whether throwing in a pattern would be a simultaneous or alternating throwing pattern.

**Adaptations for Students with Disabilities:**

Have children help each other if they have difficulty in deciding which piece of equipment to use (e.g. identifying cardinal directions).

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**Music**

**Name of Activity:** Shoot the Whole Notes

**Academic content:** Music

**Purpose of Activity:** Students will practice underhand throwing skills, identify values of musical notes, and add values of notes (adding fractions)

**Prerequisites:** Students should be familiar with the names of notes and their values in 4/4 time. i.e.: whole note = 4 beats, half note = 2 beats, dotted half note = 3 beats, quarter note = 1 beat.

**Suggested Grade Level:** 3-5

**Materials Needed:** (for every three students): 8 hula hoops, 2 cards with a picture of a quarter note on each card, same for whole, half, and dotted half notes (8 cards total). Balls (4-6) or other throwing items that are light enough not to move hula-hoops when thrown at them. Pencil/paper to report score.
Physical activity: Underhand throwing

Description of Idea

Students are placed in groups of three with eight hula-hoops per group. Hoops can be arranged in various ways depending on the throwing ability of the students. This activity is played and scored similarly to the arcade game of skeeball. Possible arrangements for the hoops include from top to bottom, in a straight line with the quarter notes placed in the closest hoop (bottom) to throw to, while whole notes are placed in the hardest hoops (top) to throw to. Other hoop arrangements include left to right, diagonals, varying distances between the hoops and varying note combinations (mix up the note values). All teams should have a boundary or line that they have to stand behind and throw. Teammates take turns throwing the balls into the hoops until all of the balls have been thrown. One person from each team must collect his/her team balls while another person from the same team keeps track of each ball in each hoop and what kind of note value (score) they receive. Students then add up the values of all of the notes and this is their total for that round. Usually several rounds can be played in one class period. Students will eventually learn to shoot for the whole note in order to gain a higher score for their team.

Variations:

Hoops can be placed in a circle formation in the center of the room with whole notes in the middle of the circle; students will still need a distinct boundary from which to throw.

Use different items for throwing such as yarn balls, beanbags, tennis balls, soft balls, and have teams switch throwing items between rounds so that students have to re-adjust aim and throwing technique.

Reduce the number of hoops from 8 to 4 for aim that is more difficult but easier scoring.

Add hoops with the four corresponding rests, and make each one of those rests -1, -2, -3, or -4 points.

For K-2: has each hoop be called a "beat" and write lines instead of notes, for example -, --, ---, ----. Students will then be aiming for one sound to the beat, two sounds to the beat, three sounds to the beat, etc. Instead of scoring, the instructor will use some sort of instrument to play between 1 and 4 sounds, and that is the hoop that the students will aim for.

Use boxes instead of hoops for easier visual (note marked on the box) and aim that is more difficult.

Game can also be readjusted for long and short sounds, visuals would be _ or ______, long sounds could be worth two points and short sounds worth one, or students can throw towards whichever sound the teacher plays.
Assessment Ideas:

Give students a music worksheet where they have a variety of notes and have to identify the value of each note in the music.

Have students clap out the rhythm of a simple tune such as "Farmer in the Dell" to determine if they understand the note values learned in the throwing activity.

Name of Activity: Note Bowling

Academic content: Music

Purpose of Activity: For students to practice recognition of different music notes and their values. To work on throwing cues, scoring, and addition.

Prerequisites: Introduction to musical notes and their values.

Suggested Grade Level: 3-5

Materials Needed: Bowling pins (Pringles cans can be used if you do not have bowling pins) with whole note, half note, dotted half note, quarter note or a pair of eighth notes written on the sides or the bottoms of the pins with a marker; bowling balls.

Physical activity: Underhand Throwing

Description of Idea

Rules of note bowling are the same as regular bowling, the only difference is the scoring. Each pin will have a note value marked on it and it is worth the number of beats that that note gets. For example, if the pin with the whole note on it is knocked down the bowler gets 4 points. What notes you use are up to you, it just depends on what the students know and are working on.

Variations:

You can start with the notes and their values posted somewhere that the students can see to assist them in scoring and can be taken away as they get better. You can also add single eighth notes and sixteenth notes so that the students have to begin to add fractions.

As each player completes his/her turn, they write the notes in order on the scorecard and clap out the rhythm. At the end of the game clap out the rhythm for the entire set or use, other motions (have a particular motion for each note value and create a whole dance).

Work with the music teacher to create a rhythm sequence that the students try to create with the pins that they earn.
Assessment Ideas:

Have students keep a scorecard and write each note that they get on the card with its value.

Math

Name of Activity: Time Will Tell

Academic content: Telling Time/Math

Purpose of Activity: To practice long jump rope skills and practice telling time.

Activity cues: * Heads Up (Keep your heads and shoulder up for good balance.) * Jump, Jump (Small, springy jumps with very little height.)

Prerequisites: The students should have had instructions on how to turn the rope.

Suggested Grade Level: 2-3

Materials Needed: one ten-foot segmented jump rope per group, sidewalk chalk (outdoors) or numbers that can stick on the ground (indoors) - to make the clock, chart of clock rhyme

Physical activity: Rope Jumping

Description of Idea

Prior to the activity, draw the clocks on the ground (if outside) or place the numbers on the ground (if inside.)

Divide the students into groups of 3-4 (two turners and one to two jumpers.) Student(s) will stand to the right of the jump rope and the turners will begin to turn the jump rope and allow the student to develop a rhythm of a few turns before beginning the rhyme.

As the student is jumping, (s)he will recite the rhyme along with the turners. At the end of the rhyme, the designated turner will yell out a time, stop turning the rope and the student within the rope will have to use her/his legs as the hands of the clock and show that time on the clock on the ground. (If the student "misses" while jumping, allow her/him to continue without starting over.)

After the jumper has "told time," rotate positions so all students have the opportunity to be a turner and a jumper.
Skill level can be increased by giving the students a time such as, 7:00-2:00 equals. (If the student has difficulty telling time, the team of turners/jumpers can assist the student telling time.)

Long Rope Clock Rhyme:

Tick Tock, Tick Tock
Like the old clock.
What time is it now?
What time is it now?
Tick Tock, Tick Tock
Like the old clock
The time is…….(A time is shouted out, at this point, by the designated turner for students to show on the clock.)

**Assessment Ideas:**

Provide the students with a worksheet at the end of class in which they draw the hands on the clock for various times.

**Teaching Suggestions:**

* Students can use a hand held clock if they cannot match the time with their feet and hands on the ground.

* If one student is unable to jump over a rope, children could work in teams and have one student jump and the other student set the time on the clock. Or - allow the rope to swing back and forth if students cannot jump with a full circle.

* Develop more difficult time situations for more advanced time tellers such as adding or subtracting time.

**Name of Activity:** Math-skeeball

**Academic content:** Math

**Purpose of Activity:** Students will dribble a basketball in order to demonstrate their ability to establish control and rhythm. Students will also exhibit their understanding of multiplication involving single-digit numbers.

**Prerequisites:** Students are engaged in a unit involving dribbling related skills. Students are actively participating in a variety of activities that focus on the fundamentals of dribbling, ball control and ball manipulation. The unit also involves interdisciplinary activities that include mathematic concepts and problem-solving techniques from the classroom.
Suggested Grade Level: 3-5

Materials Needed: Multiplication flashcards, paper and pencil for each group, team basket, basketballs, tennis balls, scrimmage vests, beanbags, jacks, green foam balls, one tennis shoe (wild card), and poly spots

Physical activity: Dribbling

Description of Idea

Students will be divided into small groups of 3-4 and positioned at different locations in the gym. Each group will be given two basketballs, paper and pencil for problem solving and a team basket.

Scattered throughout the "playing area" will be a number of different objects. Each object will have a different point value:
- Tennis ball = 1
- Scrimmage Vests = 3
- Bean Bag = 5
- Jacks = 10
- Nerf balls = 20
- Tennis Shoe = (wild card) any number needed
- Poly spots = 25

The teacher will give each group/team a multiplication flash card problem to solve. When the group figures out the correct answer, one team member will dribble into the "play area" and begin to collect the correct number of objects that will equal the answer of the multiplication problem. (If the group’s problem is 4 x 3, the correct answer is 12. A correct assortment of objects would be 2 beanbags and 2 tennis balls or the wild card.) Each student can only collect one object at a time. The first student must dribble the basketball out into the "play area" and collect the first object. They may stop their dribble when picking up the object. Once the object is in hand, they will dribble the basketball back, place the object in their team basket and pass the basketball to another team member who then dribbles out to collect the next object. While one student is collecting an object, the remaining members of the group are bounce passing the other basketball to each other. Once the group is finished, they will get their item basket checked for the correct amount of items. If they are correct, they will be given a different multiplication flash card problem to solve.

At various times the teacher will instruct the students on the type of dribbling that will need to be used: dribble backwards, dribble with the non-dominant hand, dribble at a low level, etc.

Assessment Ideas:
While students are dribbling, a teacher-assessment of their dribbling and ball controlling abilities will be taking place.

**Teaching Suggestions:**

Initially, the entire class will complete a math problem together by practicing the process of dribbling into the "play area" and selecting the correct items.

**Science**

**Name of Activity: The Caterpillar Song**

**Academic content:** science

**Purpose of Activity:** To help students remember the orderly changes of a butterfly by performing physical motions to a song. (Covers Va SOL 2.4)

**Suggested Grade Level:** K-2

**Materials Needed:** none

**Physical activity:** Nonmanipulative Skill

**Description of Idea**

Step 1: Sing verse one. Sing it again and have the class sing verse one with you. Sing verse two. Have the class sing verse two with you. Sing verse three. Have the class sing verse three with you.

Step 2: Demonstrate the motions for verse one. Have the class do the same. Demonstrate the motions for verse two. Have the class do the same. Demonstrate the motions for verse three. Have the class do the same.

Step 3: Sing the entire song with motions a few times through. Have the students do it once by themselves.

Song: three verses to the tune of “Mary Had a Little Lamb”
First Verse: “I’m a fuzzy caterpillar, caterpillar, caterpillar. I’m a fuzzy caterpillar about to make a cocoon.”

Second Verse: “I’m wrapped in a cocoon, a cocoon, a cocoon. I’m wrapped in a cocoon about to spread my wings.”
Third Verse: “I’m a pretty butterfly, butterfly, butterfly. I’m a pretty butterfly about to fly away.”

Motions:
First Verse: Hold out your left arm, bending your elbow so your forearm is parallel to your chest. Use your right hand to imitate a caterpillar crawling along the ground (your left forearm).

Second Verse: Wrap your arms around yourself as if you were giving yourself a hug. Twist your torso right and left just to add more motion.

Third Verse: Spread your arms out to your sides and “flap” them up and down as if you are flying.

Assessment Ideas:
Create three sets of flash cards with pictures on them, which includes: one card with a picture of a caterpillar, one with a picture of a cocoon and one with a picture of a butterfly. Give each student a set of flashcards and have them sequence the flashcards.

Name of Activity: Molecules

Academic content: Science

Purpose of Activity: Teaches characteristics of molecules and the three states of matter.

Prerequisites: Movement in general space, moving under control, knowledge of states of matter

Suggested Grade Level: 3-5

Materials Needed: Boundary markers

Physical activity: Non-Locomotor Movements/Space Awareness

Description of Idea
Announce to the students that they are molecules and molecules always move. They can move (e.g. walk, skip, etc.-we recommend walking to start with) anyway, they want however, they cannot touch one another.

Begin with a large area clearly marked by the cones that you set up. Have the students move for about one minute and stop. Decrease the area. Have the students move again. Repeat this in a very small area. Remind them not to touch each other.
They are now in a small area and warmed up. Have them sit down and quickly explain that molecules that are far apart are gases (like the first time they moved). When the area was decreased, they were closer together. Molecules that are closer together are in a liquid state. When molecules are so close together they can hardly move—this is a solid.

When the students are "liquid”, they can "melt" or "ooze" at the end and when they are "solids” they can "freeze" in a shape. This would reinforce the idea if the walls were enlarged step by step again after they were decreased.

**Variations:**

Change the locomotor movements.

**Teaching Suggestions:**

The classroom teacher might to able to follow-up on this activity using other characteristics of molecules (e.g. bonding, form crystals, etc.)

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**Art**

**Name of Activity:** Slave Quilts and the Underground Railroad

**Grade Level(s):** 4, 5, 6

**Subject(s):**

- Interdisciplinary
- Arts
- Language Arts
- Mathematics
- Science
- Social Studies

**Duration:** Five 45-minute sessions

**Description:** Students will create the quilt based from the story "Sweet Clara and the Freedom Quilt" by Deborah Hopkinson

**Goals:** Students will learn the historical background of quilting and its significance to the Underground Railroad and slavery

**Objectives:** Students will actively engage in the tactile process of visual arts to design and create an example of a Runaway Slave Quilt through interpretation of knowledge.

**Materials:**
Textbooks by:

- 36-precut 8" x 8" muslin squares,
- 36-nine patch squares, finished size 6 1/2" x 6 1/2" in assorted cotton calico,
- assorted calico scraps in pink, blue, white, yellow,
- Paper

**Procedure:**

Recall story "Sweet Clara and the Freedom Quilt" to develop knowledge of specifics in quilt map design.
Tell students lesson objective-recreate quilt by sewing blocks themselves.
Teach: Lesson will take place over several sessions. Introduce definition and technique of appliqué quilting. Demonstrate to student’s chronological order and define function of resource supplies. Create in class bulletin board for display of quilt pieces and assign map quilt blocks to individual students. Students will need to calculate pattern pieces, trace to include a 1/4" seam allowance, choose appropriate fabric color, pin, and cut material prior to hand sewing. Human resources, especially parents, are helpful to have in classroom during this stage. Pin fabric piece(s) to 8x8 muslin blocks. Students will thread needles and appliqué material.

**Assessment:**
Quiz - 20 points rubric
Observation of students
Completed map quilt block(s)
Thoughtful application of knowledge: use map of Underground Railroad, feature route story character Clara would use to escape to Canada.

**Name of Activity:** Super Sized Sunflowers

**Grade Level(s):** 1

**Subject(s):**
- Interdisciplinary
- Science
- Mathematics
- Arts

**Overview:**
The sunflower is an amazing plant that has been very popular in recent years. This series of lessons for first graders engages students in all four components of Discipline Based Art Education while also integrating math and science.

**Connection to the Curriculum:** Art, Science and Math

**Time:** 4 - 40 minute lessons

**Materials:**
- Packages of sunflower seed
- Pencils
- Bottle of sunflower oil
- Scissors
- Bird feed or gerbil food that contains sunflower seeds
- Tag board
- Pictures of sunflowers
- Sunflower seeds
- Art prints of Georgia O'Keeffe's flower paintings
- Hot glue gun
- Art print "Sunflowers" by Vincent Van Gogh
- Petal example
- Pre-cut 4" brown circles
- Yellow tissue paper
- White 12x18 drawing paper (80lb is best)
- 3' cardboard circle
- Green construction paper
- Brushes
- White glue thinned with water and/or modge podge
- Mat board, foam core or cardboard cut into 1 1/2" by 24" painted green
- Book, *Van Gogh* by Mike Venezia (Getting to Know the World's Greatest Artists)

**Objectives:**
- Name 3 things sunflowers are used for.
- Describe how large a mammoth sunflower is.
- Name the parts of a sunflower.
- Name an artist who painted flowers larger than they really are.
- Name an artist who painted sunflowers.
- Create a tissue paper collage.
- Practice cutting and gluing skills.
- Create a giant sunflower.

**Procedures: for Lesson #1**
1. Introduce the students to the lesson by showing them several different kinds of sunflower seed packages. Explain that sunflowers can be grown in many sizes.

2. Read the expected plant height on the seed packages. Measure and mark the expected height of each variety in actual feet on the classroom wall. By the end of this activity, students should know that the largest and tallest sunflower variety is Mammoth, which is approximately 12 feet tall and has a flower head of 3 feet in diameter. Show the students a 3-foot circle of cardboard so they can visualize how big the flower would be.

3. Read and discuss other information on the seed package such as days to germination, days to bloom, plant spacing, and desired growing conditions. (optional)

4. Ask students to name the parts of a sunflower (the whole plant). Help them if necessary to name the root, stem, leaves, petals, and seeds (flower center).

5. Ask student to guess what a sunflower might be used for. Tell students that sunflowers are grown for their seeds. Show them the bottle of sunflower oil and explain that the seeds are crushed into oil. The oil can be used for cooking, and to make soap and candles. The leaves are used as fodder for cattle. The flowers are used for yellow dye. The seeds are also eaten dried or roasted. Show the student the sunflower seed in the bird and gerbil food.

6. Tell the students that they are going to make a super sized sunflower.

7. Demonstrate how to do tissue paper collage by using glue thinned with water or modge podge to attach torn or cut pieces of yellow tissue paper to the 12 x 18 white paper. Make sure to overlap as you put each new piece on. Put a little of the thinned glue on the white paper (with a brush), then put a piece of tissue paper on, and brush a little more thinned glue on top. Continue until the white paper is covered with the yellow tissue paper.

8. Pass out supplies necessary to complete this part of the lesson, and have each student cover the entire 12x18 white paper with yellow tissue paper using this method. It is even more interesting if you use several different shades of yellow tissue paper. (It may take a 2nd art period to complete this.)

**Procedures: for Lesson #2**

1. Introduce the students to Georgia O'Keeffe by showing several of her flower paintings. Ask the students if they think the flowers she painted were that large? Explain that several of the flowers are so large that they go beyond the actual edges of the painting.

2. Have each student draw a large petal shape on a piece of tag board, and cut it out.

3. Demonstrate how to trace the petal shape as many times a possible on the tissue collage they made in the previous lesson. (They should get about 8 petals)
Procedures: for Lesson #3

1. Show the student "Sunflowers" by Vincent Van Gogh and tell them about him.
2. Demonstrate how to glue the petals around the edges of the 4-inch brown circle.
3. Pass out supplies and have students attach petals to the flower center.
4. If time allows students may make leaves out of green construction paper.
5. Read the book Van Gogh by Mike Venezia
6. The teacher will attach the stem with a hot glue gun.
7. Enjoy tasting sunflower seeds.

Procedures: for Lesson #4

1. Demonstrate how to glue sunflower seeds to the brown circle. Put the seeds close together so that they cover the entire circle. This is a good opportunity to review texture.
2. Pass out supplies and have the students glue sunflower seeds to the center of their flower.
3. While they are working, tell them how the sunflower got its name. The name sunflower comes form its habit of turning its head from east to west to follow the sun. The plant may also be named for the resemblance of its golden-rayed head to the sun.
4. Proudly display your sunflowers for every one to see.

Suggested Evaluation:

- Informal questioning
- Teacher observation
- Completed sunflowers
Fundamental Movement Test

Directions: In the True/False section of this test, please circle (T) if the answer is True and circle the (F) if the answer is False. On the multiple choice questions please circle the letter with the correct answer.

1. T or F: When moving your body in different ways that is part of body awareness.
2. T or F: Time is part of spatial awareness.
3. T or F: Relationships occur near and far.
4. T or F: Force is part of qualities of movement.
5. T or F: The four different movements we have talked about are body awareness, spatial awareness, qualities of movement and relationships.
6. Which one of these actions is NOT Locomoter Skill?
   A. Walking
   B. Running
   C. Underhand Rolling
   D. Skipping
7. Which one of these is a Manipulative Skill?
   A. Hopping
   B. Kicking
   C. Gallop
8. When walking which one of these instructional cues should you be doing?
   A. Heads up, looking forward
   B. Point toes straight head
   C. Each foot moves alternately
   D. All of the above

9. When catching a ball which one of these stress cues should you be doing?
   A. Eyes on the ball at all times
   B. Arms down at your side
   C. Eyes closed and head facing the ground
   D. Your back side should be pointed away from the ball

10. When kicking a ball which one of these stress cues should you be doing?
    A. When kicking the ball with your left foot your left arm moves.
    B. When kicking the ball with your left foot your right arm moves.
    C. You should not be looking at the ball; just at the person you are kicking it too.
    D. You should not follow through with your kick; just put your foot down right after you have kicked the ball.
Fundamental Movement Test

Directions: In the True/False section of this test, please circle (T) if the answer if True and circle the (F) if the answer is False. On the multiple choice questions please circle the letter with the correct answer.

11. T or F: When moving your body in different ways that is part of body awareness.

12. T or F: Time is part of spatial awareness.

13. T or F: Relationships occur near and far.

14. T or F: Force is part of qualities of movement.

15. T or F: The four different movements we have talked about are body awareness, spatial awareness, qualities of movement and relationships.

16. Which one of these actions is NOT Locomoter Skill?
   
   E. Walking  
   F. Running  
   G. Underhand Rolling  
   H. Skipping

17. Which one of these is a Manipulative Skill?
   
   E. Hopping  
   F. Kicking  
   G. Gallop
18. When walking which one of these instructional cues should you be doing?

   E. Heads up, looking forward
   F. Point toes straight head
   G. Each foot moves alternately
   H. All of the above

19. When catching a ball which one of these stress cues should you be doing?

   E. Eyes on the ball at all times
   F. Arms down at your side
   G. Eyes closed and head facing the ground
   H. Your back side should be pointed away from the ball

20. When kicking a ball which one of these stress cues should you be doing?

   E. When kicking the ball with your left foot your left arm moves.
   F. When kicking the ball with your left foot your right arm moves.
   G. You should not be looking at the ball; just at the person you are kicking it too.
   H. You should not follow through with your kick; just put your foot down right after you have kicked the ball.
**Name:** Lane Setzel  
**School/Agency:** Watch  
**Sex:** Male  
**Grade:** Pre-School

<table>
<thead>
<tr>
<th>TESTING INFORMATION</th>
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<td><strong>1ST TESTING</strong></td>
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<td>Year</td>
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<tr>
<td>Date of Birth</td>
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<td>Chronological Age</td>
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<tr>
<td>Date of Birth</td>
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<td>Chronological Age</td>
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** Examiner's Name:**  
** Elementary Teacher:**  
** Purpose of Testing:** Movements

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<td>Object Control Skills</td>
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<td>Sum of Standard Scores</td>
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**COMMENTS/RECOMMENDATIONS**

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<th>Skill</th>
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<th>Directions</th>
<th>Performance Criteria</th>
<th>1st</th>
<th>2nd</th>
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</thead>
<tbody>
<tr>
<td>RUN</td>
<td>50 feet of clear space, colored tape, chalk,</td>
<td>Mark off two lines 50 feet apart</td>
<td>1. Brief period where both feet are off the ground</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>other marking device</td>
<td>Instruct student to &quot;run fast&quot; from one line to the other</td>
<td>2. Arms in opposition to legs, elbows bent</td>
<td>1</td>
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<td></td>
<td></td>
<td>3. Foot placement near or on a line (not flat footed)</td>
<td>3. Arms bent and lifted to waist level</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4. Non-support leg bent approximately 90 degrees (close to buttocks)</td>
<td>4. Able to lead with the right and left foot</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GALLOP</td>
<td>A minimum of 30 feet of clear space</td>
<td>Mark off two lines 30 feet apart</td>
<td>1. A step forward with the lead foot followed by a step with the trailing foot</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>Tell student to gallop from one line to the other three times</td>
<td>to a position adjacent to or behind the lead foot</td>
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<tr>
<td></td>
<td></td>
<td>Tell student to gallop landing with one foot and then the other</td>
<td>2. Brief period where both feet are off the ground</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3. Arms bent and lifted to waist level</td>
<td>1</td>
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<td></td>
<td></td>
<td></td>
<td>4. Able to lead with the right and left foot</td>
<td>0</td>
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<tr>
<td>HOP</td>
<td>A minimum of 15 feet of clear space</td>
<td>Ask student to hop 3 times, first on one foot and then on the other</td>
<td>1. Foot of non-support leg is bent and carried in back of the body</td>
<td>1</td>
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<td></td>
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<td>2. Non-support leg swings in pendular fashion to produce force</td>
<td>1</td>
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<td></td>
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<td></td>
<td>3. Arms bent at elbows and swing forward on take off</td>
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<td>4. Able to hop on the right and left foot</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LEAP</td>
<td>A minimum of 30 feet of clear space</td>
<td>Ask student to leap</td>
<td>1. Take off on one foot and land on the opposite foot</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td>Tell him/her to take large steps landing from one foot to the other</td>
<td>2. A period where both feet are off the ground (longer than running)</td>
<td>1</td>
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<td></td>
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<td></td>
<td>3. Forward reach with arm opposite the lead foot</td>
<td>1</td>
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</tr>
<tr>
<td>HORIZONTAL JUMP</td>
<td>Mark off a starting line on the floor, mat, or carpet</td>
<td>Have the student start behind the line</td>
<td>1. Preparatory movement includes flexion of both knees with arms behind the body</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 feet of clear space, tape, or other marking</td>
<td>Tell the student to &quot;jump far&quot;</td>
<td>2. Arms extend forcefully forward and upward, reaching full extension above head</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>devices</td>
<td></td>
<td>3. Take off and land on both feet simultaneously</td>
<td>1</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>4. Arms are brought downward during landing</td>
<td>1</td>
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### LOCOMOTOR SKILLS

<table>
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<tr>
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<tbody>
<tr>
<td>SKIP</td>
<td>A minimum of 30 feet of clear space, marking device</td>
<td>Mark off two lines 30 feet apart</td>
<td>1. A rhythmic repetition of the step-hop on alternate feet</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tell the student to skip from one line to the other three times</td>
<td>2. Foot of non-support leg carried near surface during hop</td>
<td>1</td>
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<td></td>
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<td></td>
<td>3. Arms alternately moving in opposition to legs at about waist level</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SLIDE</td>
<td>A minimum of 30 feet of clear space, colored tape or other marking device</td>
<td>Mark off two lines 30 feet apart</td>
<td>1. Body turned sideways to desired direction of travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tell the student to slide from one line to the other three times facing</td>
<td>2. A step sideways followed by a slide of the trailing foot to a point next to the</td>
<td></td>
<td>1</td>
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<td></td>
<td></td>
<td>the same direction</td>
<td>lead foot</td>
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<td></td>
<td>3. A short period where both feet are off the floor</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>4. Able to slide to the right and to the left side</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### OBJECT CONTROL SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Equipment</th>
<th>Directions</th>
<th>Performance Criteria</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWO-HAND STRIKE</td>
<td>4-6 inch light weight ball, plastic bat</td>
<td>Toss the ball softly to the student at about waist level</td>
<td>1. Dominate hand grips bat above nondominant hand</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tell the student to hit the ball hard</td>
<td>2. Nondominant side of body faces the tosser (feet parallel)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Only count those tosses that are between the student's waist and shoulders</td>
<td>3. Hip and spine rotation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Weight is transferred by stepping with front foot</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>STATIONARY BOUNCE</td>
<td>8-10 inch playground ball, hard, flat surface (floor, pavement)</td>
<td>Tell the student to bounce the ball three times using one hand</td>
<td>1. Contact ball with one hand at about hip height</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make sure the ball is not underinflated</td>
<td>2. Pushes ball with fingers (not a slap)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeat 3 separate trials</td>
<td>3. Ball contacts floor in front of (or to the outside of) foot on the side of the</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>hand being used</td>
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<td></td>
</tr>
</tbody>
</table>
### OBJECT CONTROL SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
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<th>Performance Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CATCH</td>
<td>6-8 inch sponge ball, 15 feet of clear space, tape or other marking device</td>
<td>Mark off 2 lines 15 feet apart. Student stands on one line and the tosser on the other. Toss the ball underhand directly to student with a slight arc and tell him/her to “catch it with your hands.” Only count those tosses that are between student’s shoulders and waist.</td>
<td>1. Preparation phase where elbows are flexed and hands are in front of body</td>
<td></td>
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<td></td>
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<td></td>
<td>2. Arms extend in preparation for ball contact</td>
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<td></td>
<td></td>
<td></td>
<td>3. Ball is caught and controlled by hands only</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>4. Elbows bend to absorb force</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KICK</td>
<td>8-10 inch plastic or slightly deflated playground ball, 30 feet of clear space, tape or other marking device</td>
<td>Mark off one line 30 feet away from a wall and one that is 20 feet from the wall. Place the ball on the line nearest the wall and tell the student to stand on the other line. Tell the student to kick the ball “hard” toward the wall.</td>
<td>1. Rapid continuous approach to the ball</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2. The truck is inclined backward during ball contact</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>3. Forward swing of the arm opposite kicking leg</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>4. Following through by hopping on nonkicking foot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERHAND THROW</td>
<td>3 tennis balls, a wall, 25 feet of clear space</td>
<td>Tell student to throw the ball “hard” at the wall</td>
<td>1. A downward arc of the throwing arm initiates the windup</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Rotation of hip and shoulder to a point where the nondominant side faces an imaginary target</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Weight is transferred by stepping with the foot opposite the throwing hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Following through beyond ball release diagonally across body toward side opposite throwing arm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OBJECT CONTROL SKILLS SUBTEST SCORE
<table>
<thead>
<tr>
<th>Movement Pattern</th>
<th>Selected Abilities</th>
<th>Approximate Age of Onset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>Rudimentary upright undaided gait</td>
<td>13 months</td>
</tr>
<tr>
<td></td>
<td>Walks sideways</td>
<td>16 months</td>
</tr>
<tr>
<td></td>
<td>Walks backward</td>
<td>17 months</td>
</tr>
<tr>
<td></td>
<td>Walks upstairs with help</td>
<td>18 months</td>
</tr>
<tr>
<td></td>
<td>Walks upstairs alone—follow step</td>
<td>20 months</td>
</tr>
<tr>
<td></td>
<td>Walks downstairs alone—follow step</td>
<td>21 months</td>
</tr>
<tr>
<td>Running</td>
<td>Hurried walk (maintains contact)</td>
<td>18 months</td>
</tr>
<tr>
<td></td>
<td>First true run (non-support phase)</td>
<td>2-3 years</td>
</tr>
<tr>
<td></td>
<td>Efficient and refined run</td>
<td>4-5 years</td>
</tr>
<tr>
<td></td>
<td>Speed of run increases (mature run*)</td>
<td>5 years</td>
</tr>
<tr>
<td>Jumping</td>
<td>Steps down from low objects</td>
<td>13 months</td>
</tr>
<tr>
<td></td>
<td>Jumps down from object with one-foot lead</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Jumps off floor with both feet</td>
<td>28 months</td>
</tr>
<tr>
<td></td>
<td>Jumps for distance (about 3 to 1 m)</td>
<td>5 years</td>
</tr>
<tr>
<td></td>
<td>Jumps for height (about 1 ft/30 cm)</td>
<td>5 years</td>
</tr>
<tr>
<td></td>
<td>Mature jumping pattern*</td>
<td>6 years</td>
</tr>
<tr>
<td>Hopping</td>
<td>Hops up to 3 times on preferred foot</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Hops from 4 to 6 times on same foot</td>
<td>4 years</td>
</tr>
<tr>
<td></td>
<td>Hops from 8 to 10 times on same foot</td>
<td>5 years</td>
</tr>
<tr>
<td></td>
<td>Hops distance of 15 feet (15 m) in about 11 seconds</td>
<td>5 years</td>
</tr>
<tr>
<td></td>
<td>Hops skillfully with rhythmical alteration, mature pattern*</td>
<td>6 years</td>
</tr>
<tr>
<td>Galloping</td>
<td>Basic but inefficient gallop</td>
<td>4 years</td>
</tr>
<tr>
<td></td>
<td>Gallopes skillfully, mature pattern*</td>
<td>4 years</td>
</tr>
<tr>
<td>Skipping</td>
<td>One-footed skip</td>
<td>4 years</td>
</tr>
<tr>
<td></td>
<td>Skillful skipping (about 20 percent)</td>
<td>5 years</td>
</tr>
<tr>
<td></td>
<td>Skillful skipping for most*</td>
<td>6 years</td>
</tr>
</tbody>
</table>

*The child has the developmental "potential" to be at the mature stage. Actual attainment will depend on factors within and outside the child's environment.

### Sequence of Emergence of Selected Manipulative Abilities

<table>
<thead>
<tr>
<th>Movement Pattern</th>
<th>Selected Abilities</th>
<th>Approximate Age of Onset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach, Grasp, Release</td>
<td>Primitive reaching behaviors, older child can stabilize object</td>
<td>2-4 months</td>
</tr>
<tr>
<td>Reaching, grasping, and releasing</td>
<td>Control of objects, primitive pincer grasp, control of repositioning</td>
<td>3-5 months</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-4 months, 6-10 months, 12-14 months</td>
</tr>
<tr>
<td>Throwing</td>
<td>Body faces target, feet remain stationary, ball thrown with forearm extension only</td>
<td>2-3 years</td>
</tr>
<tr>
<td></td>
<td>Same as above but with body rotation added</td>
<td>3-5 years</td>
</tr>
<tr>
<td></td>
<td>Stabs forward with leg on same side as the throwing arm</td>
<td>4-5 years</td>
</tr>
<tr>
<td></td>
<td>Boys exhibit more mature patterns than girls</td>
<td>5 years and over</td>
</tr>
<tr>
<td></td>
<td>Mature throwing pattern*</td>
<td>6 years</td>
</tr>
<tr>
<td>Catching</td>
<td>Chases ball does not respond to serial ball</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td>Responds to serial ball with delayed arm movements</td>
<td>2-3 years</td>
</tr>
<tr>
<td></td>
<td>Needs to be told how to position arms</td>
<td>2-3 years, 3-4 years</td>
</tr>
<tr>
<td></td>
<td>Fear reaction (turns head away)</td>
<td>3-4 years</td>
</tr>
<tr>
<td></td>
<td>Basic catch using the body</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Catches using hands only with a small ball</td>
<td>5 years</td>
</tr>
<tr>
<td></td>
<td>Mature catching pattern*</td>
<td>6 years</td>
</tr>
<tr>
<td>Kicking</td>
<td>Pushes against ball, does not actually kick it</td>
<td>16 months</td>
</tr>
<tr>
<td></td>
<td>Kicks with leg straight and little body movement (kicks at the ball)</td>
<td>2-3 years</td>
</tr>
<tr>
<td></td>
<td>Flexes lower leg on backward lift</td>
<td>3-4 years</td>
</tr>
<tr>
<td></td>
<td>Greater backward and forward swing with definite arm opposition</td>
<td>4-5 years</td>
</tr>
<tr>
<td></td>
<td>Mature pattern (kicks through the ball)*</td>
<td>5-6 years</td>
</tr>
<tr>
<td>Striking</td>
<td>Faces object and swings in a vertical plane</td>
<td>2-3 years</td>
</tr>
<tr>
<td></td>
<td>Swings in a horizontal plane and stands by side of object</td>
<td>4-5 years</td>
</tr>
<tr>
<td></td>
<td>Rotates the trunk and hips and shifts body weight forward</td>
<td>5 years</td>
</tr>
<tr>
<td></td>
<td>Mature horizontal pattern with stationary ball*</td>
<td>6-7 years</td>
</tr>
</tbody>
</table>

*The child has the developmental "permission" to be at the measure stage. Actual attainment will depend on factors within the task, individual, and environment.
Referencing Interdisciplinary Materials


