I feel that physical education should be part of all education systems because it helps students become well-rounded and healthy individuals. It has been proven that those students who are healthier and more active score higher on standardized testing than those students who are more sedentary. It seems to me that physical education is important not only to improve the health of students but also to improve cognitive function and provide a structured “break” for students from the typical classroom setting. Physical education helps students to form healthy exercise habits, as well as develop critical locomotor and manipulative skills, and therefore should be a part of every quality educational system.
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Standards/Objectives

The Indiana Department of Education has identified six standards for physical education in public school systems. These standards cover all aspects of a child’s development: psychomotor, cognitive and affective. They can be categorized in the following way:

Psychomotor:
- **Standard 1: Motor Skills and Movement Patterns**: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
  
  **K.1.1 Objective**: The student will walk looking forward and using proper form when prompted to in class with 100% accuracy.
- **Standard 3: Physical Activity**: Students participate regularly in physical activity.
- **Standard 4: Health-Enhancing Physical Fitness**: Students achieve and maintain a health-enhancing level of physical fitness.

Cognitive:
- **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.
  
  **K.2.2 Objective**: Given verbal cues of direction, the student will be able to alternate walking backwards and forwards.

Affective:
- **Standard 5: Responsible Personal and Social Behavior**: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.
  
  **K.5.2 Objective**: The student will respond correctly and safely to the teacher’s verbal directions with 100% accuracy.
- **Standard 6: Value of Physical Activity**: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
**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).
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 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 cardiorespiratory 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 and 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 and 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 cardiorespiratory 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 cardiorespiratory 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 leadup 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 cardiorespiratory improvement and 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 and 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 leadup game; while walking, toss and catch a beanbag on a racquet or 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 and 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 leadup game played with four high density 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 cardiorespiratory 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 cardiorespiratory endurance.

   Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and running as a high intensity activity for developing cardiorespiratory 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 involve 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 cardiorespiratory improvement and 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 and progressing to a 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 as a result 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 tininking 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 cardiorespiratory 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 cardiorespiratory 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 and 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 school’s 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) these 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 leadup activities.

Example: Engage in leadup 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 of time. 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 cardiorespiratory 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 attempt.

6.2.3 Describe basic strategies for offense and defense in simple leadup 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 cardiorespiratory endurance and/or muscular strength and endurance, as well as other components of health-related physical fitness, and 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, Tinikling (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.
Fundamental Movements

Fundamental Locomotor Skills Task Analysis

1. Walking—each foot moves alternately, with one foot always touching the ground/floor.
   
   **Instructional Cues:**
   - Head up, eyes forward.
   - Point toes straight ahead.
   - Nice, easy, relaxed arm swing.
   - Walk quietly.
   - Hold tummy in, chest up.
   - Push off from the floor with the toes.

2. Running—feet move alternately, moving so fast that both feet briefly leave the ground.

   **Instructional Cues:**
   - Run on the balls of the feet when sprinting.
   - Head up, eyes forward.
   - Bend your knees.
   - Relax your upper and swing the arms forward and backward, not sideways.
   - Breathe naturally.

3. Leaping—elongated steps used to cover distance or move over obstacles.

   **Instructional Cues:**
   - Push off and reach.
   - Up and over, landing lightly.
   - Use your arms to help you gain height.

4. Jumping—taking off with both feet and landing with both feet.

   **Instructional Cues:**
   - Swing your arms forward as fast as possible.
   - Bend your knees.
   - On your toes.
   - Land lightly with bent knees.
   - Jump up and try to touch the ceilings.
5. Hopping—propelling the body up and down on the same foot.

**Instructional Cues:**
- Hop with good forward motion.
- Stay on your toes.
- Use your arms for balance.
- Reach for the sky when you hop.
- Land lightly.

6. Galloping—similar to sliding, but the body faces forward and has more upward motion; one foot leads and the other moves rapidly towards it.

**Instructional Cues:**
- Keep one foot in front of the other.
- Now lead with the other foot.
- Make high gallops.

7. Sliding—similar to gallop, but s done with the body moving in a 1-count movement; the leading foot steps to the side, and the other foot follows quickly.

**Instructional Cues:**
- Move sideways.
- Do not bounce.
- Slide your feet.


**Instructional Cues:**
- Step-hop.
- Swing your arms.
- Skip smoothly.
- On your toes.
Fundamental Manipulative Skills Task Analysis

1. Overhand throw— an object is thrust into space and accelerated using arm movement and total body coordination to generate force.
   
   **Stress Points**
   - Stand with the nonthrowing side of the body facing the target. The throwing arm side of the body is away from the target.
   - Step toward the target with the leg opposite the throwing arm.
   - Rotate the hips as the throwing arm moves forward.
   - Bend the arm at the elbow. The elbow leads the forward movement of the arm.
   - Body weight remains on the rear foot (away from the target) during early phases of the throw. Just before moving the arm forward, shift weight from rear leg to the forward leg (near the target).

2. Catch— uses the hands to stop and control a moving object.
   
   **Stress Points**
   - Maintain visual contact with the projectile.
   - 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 bounce out of the hands.
   - Place the feet in a stride position rather than a straddle position. A fast-moving object can cause a loss of balance if feet are in the straddle position.
   - Align the body with the object rather than reaching to the side of the body to make a catch.

3. Kick— a striking action made with the feet.
   
   **Stress Points**
   - Students need to step forward with the nonkicking leg. Have them stand behind and slightly to the side of the ball. Keep the eyes on the ball (heads down) throughout the kick.
   - Practice kicking with both feet.
   - Use objects that will not hurt children. For example, regulation soccer balls, which are heavy and hard, hurt young children’s feet. Foam balls and beach balls are excellent objects for kicking practice.
- Encourage kickers to move their leg backward in preparing for the kick. Beginners often fail to move the leg backward, making it difficult for them to generate kicking food.
- Arms move in opposition to the legs during the kick.
- After children develop kick speed and velocity, focus on altering the force of the kick. Many children learn to only kick with velocity; activities like soccer demand both soft “touch” kicks and kicks of maximum velocity.

4. **Strike**— hitting an object with an implement.

**Stress Points**
- Track the ball as soon as possible, and keep tracking until it is hit. (it is impossible to see the racket hit the ball, is an excellent teaching hint.)
- Grip the bat with the hands together. For right-handed hitters, the left hand is on the bottom (near the small end of the bat).
- Keep the elbows away from the body. Emphasis is on making a large swing and extending the elbows as the ball is hit.
- Swing the bat in a horizontal (parallel to the ground) plane. Beginners tend to strike downward in a chopping motion.
**Subject Area Specific Lesson Ideas**

**Art**

Name of Activity: Life Imitating Art & Art Imitating Life Dance Unit

**Purpose of Activity:** Through participation in this unit, students will explore science, history, english, and art through dance and movement concepts. It is a great unit for interdisciplinary reinforcement for core subject testing.

**Suggested Grade Level:** 9-12

**Materials Needed:** Resource books on body systems, Resource books on history, Resource books on art, Literature books, Camera

**Description of Idea**

This is a five part dance and movement unit that explores the elements of dance through science, history, english, and art.

1. Elements of Dance - On the first day of this unit, students are introduced to the five components of dance: space, movement, body, time, energy. (See suggested handout under Teaching Suggestions/Tips) They explore within these components movements related to locomotor/nonlocomotor skills, open/closed focus, strong/light energy, etc. In this class, a variety of music is played, and students are cued in the ways they should move. Frequently recognize students who are doing an exceptional job…

… 5. Art - This has been the students favorite part of the unit!!! One element of dance is time, but where there is also fast, medium, and slow time, there is also no time. Discuss with students how frozen poses can communicate sometimes as much as a movement piece ("A Picture is Worth a thousand words). Have students in pairs or groups of three and have them look through art books to pick two or three works of art that appeal to them. (I always make them pick at least one abstract piece.) They should recreate that piece, or their interpretation of that piece. Pick the art one day, and present the next day, encouraging them to dress to reflect their art. On performance day, photograph them to later display beside the original art pieces.

**My students have loved this unit and have asked to do more art and history pieces!**
Art

Title - Let's Make Body Shapes
By - Kathryn Chiavetta
Primary Subject - Health / Physical Education
Secondary Subjects - Language Arts
Grade Level - K-2

Rationale: the goal of this lesson is to focus on shapes using our bodies. We will remember our levels (high, medium, and low), as well as the different ways we can move in these levels (low, medium, and fast) (straight, curved and zigzagged).

Performance Objectives: The learner will...

Psychomotor: demonstrate the ways of making different shapes with their body and with friends. With more people, can you make a better shape or is it harder to make a shape?
Cues in Learnable Pieces:
1. wide
2. narrow

Cognitive: think of their own shape to make
Cues in Learnable Pieces:
1. shapes
2. body awareness

Social: behavior - work well as a team with partner

First, I am going to begin by passing out a piece a paper to everyone. When you get your paper, you will see a shape on it. You need to stay in your own personal space, and make the shape that is on your card. Once you make that shape, please ask a friend if they would like to trade. Be sure you trade for a different shape. Once you have traded four times, we will move on to other shapes.

Now let's have the taller of the two partners return the shapes to me and go back to your partner. Now we are going to see who can make the most creative shapes with their partners. You can make a shape and hold it for 5 seconds and then make a new shape.
Name of Activity: USA Shoot-out

Academic content: Social Studies

Purpose of Activity: To give students practice at shooting at targets while reviewing the state shapes, locations and other relevant information.

Prerequisites: Students need to be taught the proper way to shoot a ball. Students need to have studied the states and regions of the USA.

Suggested Grade Level: 3-5

Materials Needed: poly spots with each of the states outlined, different types of balls for shooting at each basket, large regional maps of the United States, pencils

Physical activity: Shooting a ball

Description of Idea

Designate 4 baskets (or targets to shoot into) as regions of the USA. Tape a map of each region selected to the wall near each basket. Poly spots (with the state outline) for each of the states are placed around the shooting targets at different positions from easy to more difficult, according to the particular grade level.

Students are allowed to choose the type of ball that they prefer to shoot with at the target/basket (include basketballs, volleyballs, Nerf balls, kickballs, etc.). Students attempt to make a basket from each poly spot. After each shot, they must attempt to answer questions about each state on a worksheet prepared by the teacher.

Questions should include the name of the state, the region where it is located, time zone, weather, important landmarks or any other pertinent information covered at that grade level. While one student is answering the questions, other students can take their turn at shooting from the different areas. It would be possible to have two students shooting and two working on the questions at each station. After a student makes a basket from all the states in their region, they move on to a different region.

Variations:

Students can shoot more than once if they miss their first shot. Vary the type of shots that can be made by using overhand, underhand, free throws, etc.
Name of Activity: Bordering States

Academic content: Social Studies

Purpose of Activity: The purpose of this activity is to learn the names and location of the states that border where you live using various skills.

Prerequisites: Students need to review the activities and the bordering states in each area.

Suggested Grade Level: 3-5

Materials Needed: A map of the USA labeled on the floor or playground. Floor marking tape can also be used on the gym floor. Use grid lines over a printed map of your specific state and place cones or rubber circles on the floor to match the grids on the paper. Use jump ropes to outline the state. You can follow the ropes using a tape roller to make the map. Use additional tape to mark the surrounding states. Identify the surrounding states with large initials (KY TN NC MD WV) and dashes representing borders. After completing the map, outline details of the regions in your state. Example for the state of VA: Appalachian Plateau has blue rectangle shapes, Valley and Ridge has red swivels, Blue Ridge mountains have blue triangles, Piedmont has yellow feet, and Coastal Plain or Tidewater has wave shapes. The major rivers can also be marked. Use an upbeat music CD that is divided into 35 second sections with a 5 second intervals in-between. Have various pieces of equipment ready on the side of the gym, so that the first group at that state can get to it quickly.

Physical activity: Various Activities

Description of Idea

Using the map marked on the floor, students are divided into small groups. Each group goes to a particular state to start the activity. Students will be given short instructions if they don't know how to do a certain activity. Change the activities frequently and write them on a large dry erase board, if possible. Here is a sample of activities for the state of VA: MD - Hula Hoops, WV - Jump Rope, KY - Pushups or simply walk the plank, TN - Wall chairs, NC - Border jumps (in and out of the state). Add scooter boards in the Chesapeake Bay/Atlantic ocean area. When the music stops and changes songs, that is the children's cue to rotate to next state or region.

Variations:

- Use the 5 regions of the state for activities.
- Make activities easier for younger students by modifying them.
- Use as stations for a specific skill such as underhand tossing, balance, volleying etc..
Assessment Ideas:

- Observation and asking questions about what state they are in or going to next
- Classroom teacher written assessment
- If using as specific skill stations, choose one to do a skills test as students rotate like sit-ups.

Adaptations for Students with Disabilities:

Have a buddy move with a student who has difficulty and assist.
Health

Name of Activity: Nutrition (Low Fat/High Fat Foods)

Academic content: Health

Purpose of Activity: Eating foods low in fat is an important concept for students to understand. Hopefully by starting them on the road to a low fat diet, accompanied by being physically active, will help them live longer and healthier lives.

Suggested Grade Level: 2nd and Up

Materials Needed: Pictures of food dishes mounted on heavy poster board (about 5” X 5” in size), cones for general space

Physical activity: Locomotor patterns

Description of Idea

Place pictures of different food dishes around the playing area. Make sure they are on fairly heavy paper so they don't blow around. The students begin to move around general space using any locomotor pattern. When the children hear the signal they are to pick up a picture closest to them. After looking at it they need to determine whether or not it is a high or low fat food. After making that decision they are to move through the room in a predetermined locomotor pattern (e.g., high fat means to slide sideways, low fat means to skip forward). They hold their picture above their heads while moving so you can see them.

On your signal they put the picture down, continue to move freely through the general space, and pick up a new picture on your signal.

This is a great way for you to check for nutritional understanding of your students.
Health

Name of Activity: The Feelings Hop

Academic content: Health

Purpose of Activity: To allow the students to express their emotions. To allow the students to explore the feelings associated with different real-life situations. To allow the students to practice the skill of hopping.

Activity cues: See cues for hopping in PE Central activity area.

Prerequisites: Directions for Making a Feelings Board: A Feeling Board is easily made by drawing a line down the middle of one side of poster board or large piece of paper. Draw or glue a smiley face on one side of the board and a frown on the other side. It is strongly recommended that the boards be laminated for durability. The only prerequisite for this activity is that the students know that a smiley face symbolizes happiness, whereas a frown symbolizes sadness. The students should review the basic cues in the skill of hopping.

Suggested Grade Level: K-2

Materials Needed: A "Feelings Board" for each student in the class (see directions on how to make a "Feelings Board").

Physical activity: Hopping

Description of Idea

Have each student find their own space. Remind them that they must remain in their own personal space throughout the activity.

Give each student a Feelings Board. Review the skill of hopping.

Call out an event such as "I am having a birthday party!". Have the students hop in different ways on the face which shows the feelings they would have if they were having a birthday party. Continue giving different situations and have the students hop to whichever face symbolizes how they would feel in that situation. Different types of hops can include hopping on the right/left foot, hopping at a high, medium, or low level, hopping hard/soft, fast/slow, etc... Use other movement concepts to express emotion, i.e., Sad would be hopping slowly at a low level, Happy might be hopping quickly and lightly, Mad might be hopping in a zigzag pathway with strong force, while still traveling toward one of the smiley faces.

End the activity by discussing the importance of expressing their feelings.
Variations:

For older students, make a more in-depth Feelings Board. Feelings could include happiness, sadness, fear, surprise, or confusion.

Assessment Ideas:

Have the students list different situations that make them happy and different situations that make them sad.

Have the students discuss how hopping is used in different games and activities.

Adaptations for Students with Disabilities:

For students with disabilities, the physical skill could be changed from the locomotor skill of hopping to the nonlocomotor skill of stretching.
History

Name of Activity: Columbus' Voyage to the New World

Academic content: Social Studies

Purpose of Activity: To develop cooperation skills and to teach rules and how to follow them.

Suggested Grade Level: 3-5

Materials Needed: 30 cones, voyage cards (the classroom teacher had my students create these), one jump rope for each group and magic markers.

Physical activity: Cooperation

Description of Idea

PREPARATION:

1. Have students create voyage cards. In the classroom they should discuss and decide on some situations that may have or did occur to the crew during Columbus voyage to the new world. A group of 4-5 students can then create a situation and write it out on an index card. If they have read Pedro’s Journal or any other historical information, they should try and relate some real life situations from the book.

The voyage card must include:

1. The name of the item found under the cone.
2. What it represents or stands for.
3. What the group needs to do.
4. How many circles they get to fill in on their map (good luck items, such as steady winds should move them forward more circles than bad luck items such as calm winds or pirates.)

EXAMPLE 1:

1. Stop watch and black marker
2. Calm winds
3. You must stay here for 30 seconds because you have no wind to continue your voyage! Place the stopwatch back under the cone when you are done timing yourselves as you blow out your mouth for 30 seconds.
4. Fill in one circle with the black marker.

EXAMPLE 2:

1. A bag of rice
2. Dinner time
3. You eat a dinner of rice, salted meat and water. Rub your stomach and pat your head at the same time 10 times in a row.
4. Fill in two circles with the red marker.

2. Create a map that represents Columbus' voyage. Include 10 to 20 circles along the ships pathway for the students to fill in as they sail cross the ocean. On the map, dictate the way that students are to travel from one color station to the next...i.e., jump backwards, gallop forwards, crawl at a low level, roll sideways.

3. Dress up as a sailor or explorer just for fun!

**SET UP:**

1. Spread cones throughout the gymnasium and place 1 voyage card, it's related item, and 1 marker under some of the cones. You want to have plenty of "empty cones" too!
2. Have map and key ready.

**HOW TO PLAY:**

1. Divide class into their groups of 5 or 6 and have them decide on who will will represent which member of the crew (see below). The cones are already spread out in the gym with voyage cards and markers underneath them. The sailors stand in line holding onto the jumprope. Each line represents a ship. Now we are ready to sail!

**JOBS:**

**COLUMBUS:** Advises team as to where they should sail next (what cone to go to next) - must have a good memory to remember previous locations.

**NAVIGATOR:** Holds the map during the voyage.

**CLERK:** Marks the paper with the marker.

**CAPTAIN:** This is the only team member to touch the cone and tip it so all their shipmates can see what is under it.

**INTERPRETER:** Picks up the voyage card and reads the card out loud to the group.

**SHIP'S BOY/GIRL:** Advises Columbus as to where they think they should go next - helps Columbus remember where they have been and helps to decide where to go next.

3. To sail our ships, we must travel as a group, holding hands from cone to cone until we find our respective item. If the students get in a hurry and break their hold on the rope, they yell "sailor overboard" and the whole group must return to the "harbor" (a place designated by the teacher),
regroup and start again. They must hang on to the jump rope at all time and they can't travel sideways or tug on the rope.

4. The teacher is the QUEEN ISABELLA or KING FERDINAND and each group will get their assignment from her or him. By looking at the code sheet (see below), the Queen/King will tell each group what object they are looking for first.

5. Each ship (group of students holding hands) must find their designated item, the interpreter reads the voyage card and then they complete the activity and the clerk fills in the circles on the map. Give praise and encouragement to those groups that are performing their roles well and not doing other people's jobs! Report back to the Queen or King to find out which object to search for next.

6. When the team has successfully crossed the ocean (completed the map) and reached their island in the Bahama Island, they report back to the Queen for their reward (You decide!).

IDEAS FOR VOYAGE CARDS

STOP WATCH and BLACK MARKER: You are sailing in very calm winds. You must stay here for 30 seconds and wait for the winds in order to continue the voyage. Place the stopwatch back under the cone when you are done timing yourselves as you blow out onto the back of the captain for 30 seconds. Fill in one circle with the black marker.

A BAG OF RICE: It's dinner time! You eat a hearty meal of rice, salted meat and water. It is still early in the voyage. Rub your stomach and pat your head at the same time 10 times in a row. Fill in two circles with the yellow marker.

ROCK: You've just hit a large submerged rock! Stop to make minor repairs. Have your crew stand in a line and pass the rock down your line and back again before you can continue. Place the rock back under the cone and fill in one circle with the brown marker.

A FAN: Steady winds are blowing! Have each person fan another sailor 5 times. Fill in three circles with the blue and continue on your journey.

DICE: The die represents good luck that all explorers need! Roll it and find out how many circles you get to fill in with the purple marker. Place the die back under the cone.

GREEN CREPE PAPER: You have entered the Sargasso Sea. Form a circle with your group and have the ships boy/girl run around the circle 3 times while waving the green crepe paper in the air. Fill in two circles with the green marker.

Here are some other items I have in the gym.

CHICKEN, DECK TENNIS RING, PENCIL, CUP, PAPER

KEY:
This is a key with six colors. You can add as many as you want depending on the amount of time you have.

**Group 1:** red, purple, black, orange, blue, green
**Group 2:** green, black, red, purple, orange, blue
**Group 3:** blue, red, green, black, purple, orange
**Group 4:** orange, green, blue, red, black, purple
**Group 5:** purple, blue, orange, green, red, black
**Group 6:** black, orange, purple, blue, green, red.

**Variations:**

Use the adventure of the Oregon Trail, Lewis and Clark expedition.
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!
Language Arts

Name of Activity: Bounce to Spell

Academic content: Language Arts

Purpose of Activity: Working on eye-hand coordination, cooperation and spelling skills.

Prerequisites: Basic work with dribbling, passing and catching, list of current spelling words from the classroom teacher.

Suggested Grade Level: 1-2

Materials Needed: Variety of different size playground balls (one/two students).

Physical activity: Dribbling, Passing, and Catching a Ball

Description of Idea

Students are in their own personal space with a playground ball and a partner. Students are given a spelling word from their classroom or school wide list. They bounce the ball to their partner saying a letter as they pass the ball. The partner says another letter as they catch the ball as they ultimately try to successfully spell out the complete word.

Variations:

To challenge the students, the teacher can suggest different types of passes....i.e. pass the ball at a low level, pass the ball quickly, pass the ball under a particular body part, pass the ball facing sideways toward your partner.

Assessment Ideas:

Ask students the following questions: Where does the ball need to bounce between you and your partner for him/her to successfully catch the ball? What type of force (strong, light) is needed as you pass the ball? What was the easiest way to catch the ball?
Language Arts

Name of Activity: Friendly Letter Body Language

Academic content: Language Arts

Purpose of Activity: To review the parts of a friendly letter while incorporating various manipulative skills.

Prerequisites: The class needs to be familiar with the parts of a friendly letter and basic cues for throwing and catching.

Suggested Grade Level: 3-4

Materials Needed: A display chart modeling a friendly letter labeled with a date, heading, body, closing, signature, and beanbags (1 per student).

Physical activity: Throwing and Catching

Description of Idea

Review the different parts of a friendly letter (see below). The teacher will explain the rules of Friendly Letter Body Language. The students will practice throwing and catching a beanbag with themselves, until the teacher calls out a part of a letter. (e.g. “date” which in this case, each student would find a partner and throw/catch with them). The positions for each part of the letter are as follows:

1 - Date = throw and catch with a partner
2 - Heading = each student balances their beanbag on his/her head while walking around in the personal space
3 - Body = students get in groups of 4 and balance the beanbag on different parts of their bodies while walking around in a circle (i.e. shoulder, arm, foot, back)
4 - Closing = students will jump in personal space with the beanbag between their feet
5 - Signature = students sit in their “signature” personal space

The students will perform the above activities as the teacher calls them out. The teacher may feel free to mix the order up, but at the end of the activity students should be asked to give the order of how to write a friendly letter.

Variations:

The activity positions can be substituted for bigger sized groups depending on the class size, or made for the student to perform alone in their personal space. Beanbags can also be substituted with large foam balls, or tennis balls depending on the skill levels of the class.
Assessment Ideas:

The teacher will have a review at the end of the activity and have the class be able to describe the different parts of a friendly letter in the correct order.

Recite and perform the parts of a friendly letter in order at the end of the activity.

Adaptations for Students with Disabilities:

Students with disabilities will be allowed to use other forms of movement or ways of handling the beanbags. They may also “tag team” and move around with the help of a partner.
Mathematics

Name of Activity: Running Away With the Answer!

Academic content: math

Purpose of Activity: This activity allows for children to see all the different combination of numbers that can be used to equal a sum.

Prerequisites: knowledge of simple addition problems and the skill of jumping jacks, sit-ups, push-ups, and jumping rope

Suggested Grade Level: 3-5

Materials Needed: index cards (8 Sets of cards 1-20), chalkboard/wipe-off board, 8 hula hoops, jump ropes (1 for each student), scratch paper and pencil, a cone for each group

Physical activity: various locomotor skills & fitness activities

Description of Idea

The students will be assigned to groups of 3-4 and will perform an activity in which they will collect a certain number of cards that total a specific number. The students, one at a time, will place those cards in a hula hoop from a larger number to a smaller number. (i.e., 15, 11, 5, 4). A physical activity will be performed upon completion of this task. Student groups will be standing behind an assigned cone - around the perimeter of the room.

The teacher will scatter the index cards in the center of the gym. Before the teacher gives the "goal number," (s)he will tell the students how many cards they have to collect to form the "goal number" and their ending activity. For example, the teacher will tell the students each group will need to collect four cards and they will be performing push-ups. (The physical activity task would be four push-ups.) The teacher will announce the goal number of 35 and they will have to collect 4 cards that total a sum of 35 (i.e, 15, 11, 5, 4 is one possible solution).

Upon direction from the teacher, each team member, one at a time, will run to the middle to collect a card. When the group has collected the assigned number of cards which total the goal number, they place those cards in the hula hoop from largest to smallest and perform the physical activity task. When the teacher observes a group performing a task, (s)he goes to that group, and upon completion of the task, assigns them a new problem to perform. Additionally, (s)he takes the group's index cards and places them in the middle of the room.

This is a continuous activity.
Possible Problems:

Goal Number: 34 / 5 Cards / Ending Activity: 5 Push-ups / Possible Answer: 15, 10, 4, 3, 2

25 / 6 Cards / Ending Activity: 6 Sit-ups / Possible Answer: 10, 5, 4, 3, 2, 1

40 / 6 Cards / Ending Activity: 6 Jumping Jacks / Possible Answer: 20, 7, 5, 4, 3, 1

20 / 5 Cards / Ending Activity: 5x's Jumping Rope / Possible Answer: 9, 5, 3, 2, 1

Variations:

For younger children, make the number smaller.
Mathematics

Name of Activity: Math Dance (Obtuse, Acute, Straight and Right)

Academic content: Math

Purpose of Activity: To reinforce obtuse, acute, straight and right angles learned during math activity -- using rhythm and rhyme.

Prerequisites: Knowledge about the characteristics of obtuse, acute, straight and right angles.

Suggested Grade Level: 3-5

Materials Needed: a poster with the word "Obtuse," along with a picture depicting an obtuse angle; a second poster with the word "Acute," along with a picture depicting an acute angle; a third poster with the word "Straight," along with a picture depicting a straight angle; a fourth poster with the word "Right," along with a picture depicting a right angle; a fifth poster with the lyrics to the song (explained below)

Physical activity: Dance

Description of Idea

Begin the class by discussing the pictures on each poster and the characteristics of each picture. Review the song that was learned in the math class about angles. This song is sung to the tune of "Twinkle, Twinkle Little Star."

Acute, obtuse, straight and right
I measure your opening, not your height.

Obtuse, you are a gigantic thing.
More than 90 degrees you swing.
Acute, you are really small.
Less than 90 degrees you fall.

Acute, obtuse, straight and right
I measure your opening, not your height.

Straight, you are open all the way.
180 degrees you stay.
Right, you are like the “t” in test,
90 degrees, no more, no less.

Acute, obtuse, straight and right
I measure your opening, not your height.
Divide the class into small groups of 3-4 students. Each group will create a dance to go along with the song. The dance moves should look like lines, rays and angles. Students should be given five minutes to create the dance and five minutes to practice the dance. Everyone will perform the dance at the same time while the class sings the song together.

**Variations:**

Require specific movement concepts be included, i.e., different levels, symmetrical/asymmetrical movements, fast/slow.

**Assessment Ideas:**

Have the class demonstrate what an obtuse, acute, straight and right angle looks like and write out the meaning of each term.
Name of Activity: Rhythmic Dance - Learning a 4 Count Beat with DDR

Purpose of Activity: As a result of this lesson students will be able to recognize a 4 count beat to music.

Suggested Grade Level: 3-5

Materials Needed: Dance Dance Revolution game and practice pads (practice pads can be self made).

Description of Idea

Introduction:

Today we are going to be using the DDR game and pads to learn what a 4 count beat is in dance. Who can tell me what the word rhythm means and why is it important in dance? Rhythm is the most important element in music. It is the beat to music or to a song. Today rhythm is going to be soft or gentle so when we are dancing we need to focus on “tapping the pad” not stomping with force. Who can tell me or show me what a “4 count” beat is in music? A 4 count beat looks and sounds like this: (Demonstrate this verbally and while clapping, stepping, or using a drum) 1 2 3 4, 1 2 3 4…Today we will be dancing to the music of a Video Dance Game product entitled Dance Dance Revolution or DDR. We will will be counting and stepping to a 4 count beat.

Cues: “Count the Beat”; “Tap the Pad”

Activity:

Break the class into two groups: One group will use the first player pad and practice pads and the second group will use the second player pad and practice pads (See provided diagram). Have the students begin by selecting the Lesson Plan Mode then selecting the Beginner Mode; explain that each song will have 32 counts and 4 counts for each step sequence. Play the first song by selecting Section 1 and have the class “count the beat” with you as you say 1 2 3 4, 1 2 3 4. Then demonstrate using the first song how each step falls on a number in the 4 count beat. ex: step 2 3 4, step 2 3 4, step 2 3 4….The class will then practice the first four sections of this beginner mode as they count out the beats in the song. Remind the class to “Tap the Pad” not stomp. Each song should be attempted two consecutive times; however, students will rotate to the next pad after each song is completed. If students are successful with stepping and counting to the 4 count beat, have the class begin to count the beats silently. The class can then complete the remaining sections of the beginner mode (8 sections for a total of 16 rotations). Additional class sessions may be needed to complete the beginner lesson plan section.

Closure/Assessment:
Check for understanding by having students demonstrate this rhythm while verbalizing a 4 count beat. Ask the students why rhythm is important, how it is relevant, and ask what made this activity easy or hard to recognize the 4 count beat.

Variations:

(Harder): Have students clap while stepping and counting the 4 count beat or add movement concepts such as high and low levels while stepping to the music.

(Easier): Have students follow the steps of a more skilled peer or follow the teacher’s lead and verbal count.
Music

Title - Body Rhythm
By - Kathleen Yager
Subject - Music
Grade Level - K-1

This lesson is perfect for teaching primary grades about the value of ti, tah and toh before they are ready to read.

1. Have your students stand.
2. Have them step to a slow beat saying "toh, toh" several times. This should be the value of a half note.
3. Next, they should tap their thighs to what should equal a quarter note, and say "tah, tah, tah, tah".
4. Finally, have them clap their hands to "ti, ti, ti, ti" at what should be the speed of an eighth note.
5. Mix and match patterns of eighths, quarters and half notes with the appropriate step, tap or clap. For example: step- step-tap-tap-tap-tap, clap-clap-clap-clap is half-half-quarter-quarter-quarter-quarter-eighth-eighth-eighth-eighth.

By the time my students are ready to read the rhythms, they are familiar with the patterns and the length of time each note is held.

Evaluation occurs as you notice how well each student is doing keeping a steady beat and following my lead. I often preface each set with "Simon Says..." and it sets the tempo and makes the game flow more easily. My younger students love it and the older ones occasionally want to play it. We move at faster tempos and as they gain in expertise, I occasionally let a student be the "leader" and observe.

This game can be adapted to special needs students by using whatever body parts they are able to move. It could be blinking to a beat or clicking their tongues to a beat. Get creative and have fun!
Science

Name of Activity: Body Made Simple

Academic content: Science

Purpose of Activity: To gain an understanding of the different simple machines in the human body, how they work and what they can do.

Prerequisites: Knowledge of the simple machine - lever, what is involved with the fulcrum, force and load.

Suggested Grade Level: 3-5

Materials Needed: jump ropes, small dumbbells/hand weights (3-5 lbs.), soccer/playground balls, small soccer goals, carrots, basketballs, basketball goals/hoops, poster board, markers, science journals, pencils, radio/music

Physical activity: practice with manipulative and non-manipulative skills

Description of Idea

* Set up stations before the students enter the classroom.

* Stations are as follows:

Station 1: "These levers are so cool, they make ropes turn!"
Pick a jump rope and start jumping! Pay attention to the lever(s) you use to turn the jump rope! Name the body part that represents the lever, along with the fulcrum, the load and the force on the lever.

Station 2: "These levers are kicking!"
Grab a ball and a partner and start kicking! Pass and receive the ball ten times with your partner, then make a line and take turns shooting goals! Check out the levers that help you kick and record the fulcrum, load and force in your science journal.

Station 3: "Take a bite out of levers!"
Take a carrot from the bag. Chew hard and think about the lever used to chew the carrot and list the fulcrum, load and force in your science journal. (Hint: Teeth aren't levers, but they are another type of simple machine. Tell me what simple machine they are for extra points!)

Station 4: "Load lifting levers!"
Grab a weight and start lifting. Curl the weights five times with your left arm, then five times with your right arm. What body part is acting as the lever? Record the fulcrum, load and force in your science journal.
Station 5: "Unbe-lever-ble sit-ups!"
You need simple machines to do any exercises! What’s the lever that helps you perform sit-ups? Do ten sit-ups and think about the body part that acts as the lever to help you. Thereafter, record the fulcrum, load and force in your science journal.

Station 6: "Take a shot at naming that lever!"
Pick up a ball and start shooting! Shoot the basketball ten times and think about the levers that help you shoot the ball each time and record the fulcrum, force and load in your science journal. You may continue to shoot the basketball, if time permits.

Station 7: "Squat and think about levers!"
Do five deep squats (your knees should make ninety-degree angles), using the wall for support, as needed. Think about the levers that help you squat and record the fulcrum, force and load in your science journal.

* Explain each station, reading the instructions and demonstrating the activity. Split students into seven groups and assign a starter station for each group.

* Students will begin their first station when the music starts.

* When the music stops, have the students wrap up the activity, record their answers, and move to the next station. When the music starts again, students will begin the activity at their next station. (1 to 2, 2 to 3, etc.)

* Review answers students give and explain any misunderstandings or questions about the activity.

**Assessment Ideas:**

Reading their journal entries and assessing/commenting on their experiences

**Adaptations for Students with Disabilities:**

This activity addresses diversity as it incorporates written, verbal and example instructions, addressing all three diverse learning styles as well as compensating for any disabilities in these areas. To further address any issues, you could have alternate activities for students with physical disabilities or have students who cannot perform the actions observe and answer questions based on actions of group members.
Science

Name of Activity: Water Cycle Dance

Academic content: Science

Purpose of Activity: The students will use a variety of skills with the ribbon sticks to create a unique dance relating five parts of the water cycle.

Prerequisites: Knowledge of the water cycle from classroom; levels; together/apart; left/right, skills with ribbon sticks such as zig zags, circles, stir the pot, helicopter, snakes, zingers, floor snakes, propellor.

Suggested Grade Level: 3-5

Materials Needed: Ribbon sticks, picture or diagram of the water cycle illustrating EVAPORATION, CONDENSATION, PRECIPITATION, RUN-OFF, COLLECTION, poster of descriptions of the ribbon wand skills required for each part of the water cycle, and music resembling the water cycle (I used music from Garage Band on imac)

Physical activity: Dance with ribbon sticks

Description of Idea

Using the teacher's specifications as a guide, the students will dance the water cycle. The teacher shows the class a diagram of the water cycle which includes EVAPORATION, CONDENSATION, PRECIPITATION, RUN-OFF, and COLLECTION. As a group, the teacher and class walk through the general space following the water cycle (for example, EVAPORATION on the diagram begins on the right side of the diagram. I would start with the class at the left side of the room {stage left} as if to perform for an audience. CONDENSATION takes place at the top of the diagram, so we would walk from the left side of the room {stage left} to the back of the room {upstage center}. PRECIPITATION occurs of the left side of the diagram, so we then walk to the right side of the room {stage right}, RUN-OFF happens along the bottom of the diagram, so then we'd walk along the front of the room {down stage}, and then COLLECTION occurs about where evaporation began, so we'd keep walking to about where we started at the beginning {stage left, front}. I'm used to performing on a stage, so I use stage directions and an imaginary audience. Adjust your starting position in the room to fit how you see the water cycle. Just keep the steps of the water cycle in the correct order.) Walking through the pattern of the water cycle gives the students a better idea of basically how to be a raindrop.

After walking through the space and reviewing 5 parts of the water cycle, the teacher will display the poster of the requirements that the students must dance with the ribbon wands for each part of the cycle. (For example, in EVAPORATION the students must show LEVELS and ZIG ZAGS, etc.) After going through the requirements expected for each part of the water cycle, the teacher will play the music. While the music is playing the teacher is using the poster as a reminder of what the students could do during that portion of the music, reminding them visually
with the poster and auditorily by speaking, "don't forget to show the LEVELS here." After listening to the music, the class gets their wands and begins at the EVAPORATION stage at the beginning of the dance. No music is played yet. Have the students dance out their criteria as written on the poster with verbal reminders from the teacher. After dancing through the water cycle, dance it with the music. Modifications and addition can always be added and then dance it again. My guidelines: EVAPORATION: levels and zig zags, CONDENSATION: circles, stir the pot, helicopter, together/apart, PRECIPITATION: levels and snakes, RUN-OFF: left/right, zingers, floor snakes, propellor, COLLECTION: student choice.

**Variations:**

If the class is large, divide the class into 5 groups and assign each group a different part of the water cycle. The dance can go from group 1 to group 2 to group 3, etc.

Students may also create their own guidelines of what is expected to happen with the ribbon wands for each part of the water cycle.

I chose 5 steps of the water cycle. Some schools only teach 4, some teach 6. Use the stages of the water cycle that your students know.

**Assessment Ideas:**

This is a great review of knowledge that is previously taught (the water cycle and the ribbon wand skills). Assessment may include: watching to see if the students remember the difference between stir the pot and helicopters, asking the students to recite 5 steps of the water cycle, asking the students if they could have created their own guidelines and if so, what would they choose for the requirements for each step of the water cycle.

**Adaptations for Students with Disabilities:**

Students in wheelchairs may still be able to use a ribbon wand; they can move from one part of the water cycle to another. Students with muscular dystrophy who can't stand for long periods of time can sit in a chair at a certain part of the water cycle and use the wand.

Students with ADHD may turn quickly in the middle of condensation (cloud) while the others turn slowly.

Students with hearing loss can follow the group.

Students with limited sight can listen to the music and be assigned a buddy to help them move from one step to the other.
Assessment

The following documents show that I am able to plan a variety of assessments to effectively and adequately gauge the learning and skill levels of my students in a physical education setting. The TGMD (Test of Gross Motor Development) was a test that was completed during class on a seven year old student and shows how I can accurately gauge what level of locomotor and manipulative skills that the student possesses. It also shows that I can reflect on the test results and plan future instruction based on the results of such assessments. The written test is a test that I constructed myself and is gauged for fourth grade students. It is meant to assess their understanding of the fundamental locomotor skills and their development of the skills.
### TESTING INFORMATION

<table>
<thead>
<tr>
<th>1ST TESTING</th>
<th>2ND TESTING</th>
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<tr>
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<td>Date Tested</td>
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<tr>
<td><strong>Date of Birth</strong></td>
<td>Date of Birth</td>
</tr>
<tr>
<td><strong>Chronological Age</strong></td>
<td>Chronological Age</td>
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</tbody>
</table>

**Examiner's Name**
Abigail Schwenderman

**Examiner's Title**
Elementary Teacher Candidate

**Purpose of Testing**
Evaluate fundamental motor skills

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### RECORD OF SCORES

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<td>Object Control Skills</td>
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**Raw Scores**

**%iles**

**Std. Scores**

**Sum of Standard Scores**

**Gross Motor Development Quotient (GMDQ)**

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### COMMENTS/RECOMMENDATIONS

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Additional copies of this form (GMDQ) may be purchased from PRO-ED, 8700 Shoal Creek Blvd., Austin, Texas 78759, 512/451-0246
<table>
<thead>
<tr>
<th>Skill</th>
<th>Equipment</th>
<th>Directions</th>
<th>Performance Criteria</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
</table>
| RUN         | 50 feet of clear space, colored tape, chalk or other marking device | Mark off two lines 50 feet apart   
Instruct student to “run fast” from one line to the other | 1. Brief period where both feet are off the ground  
2. Arms in opposition to legs, elbows bent  
3. Foot placement near or on a line (not flat footed)  
4. Non-support leg bent approximately 90 degrees (close to buttocks) |     |     |
| GALLOP      | A minimum of 30 feet of clear space | Mark off two lines 30 feet apart   
Tell student to gallop from one line to the other three times  
Tell student to gallop leading with one foot and then the other | 1. A step forward with the lead foot followed by a step with the trailing foot to a position adjacent to or behind the lead foot  
2. Brief period where both feet are off the ground  
3. Arms bent and lifted to waist level  
4. Able to lead with the right and left foot |     |     |
| HOP         | A minimum of 15 feet of clear space | Ask student to hop 3 times, first on one foot and then on the other | 1. Foot of non-support leg is bent and carried in back of the body  
2. Non-support leg swings in pendular fashion to produce force  
3. Arms bent at elbows and swing forward on take off  
4. Able to hop on the right and left foot |     |     |
| LEAP        | A minimum of 30 feet of clear space | Ask student to leap  
Tell him/her to take large steps leaping from one foot to the other | 1. Take off on one foot and land on the opposite foot  
2. A period where both feet are off the ground (longer than running)  
3. Forward reach with arm opposite the lead foot |     |     |
| HORIZONTAL JUMP | 10 feet of clear space, tape or other marking devices | Mark off a starting line on the floor, mat, or carpet  
Have the student start behind the line  
Tell the student to “jump far” | 1. Preparatory movement includes flexion of both knees with arms extended behind the body  
2. Arms extend forcefully forward and upward, reaching full extension above head  
3. Take off and land on both feet simultaneously  
4. Arms are brought downward during landing |     |     |
### LOCOMOTOR SKILLS

<table>
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<th>Skill</th>
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<th>Directions</th>
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</tr>
</thead>
<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 from one line to the other three times</td>
<td>1. A rhythmical repetition of the step-hop on alternate feet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tell the student to skip</td>
<td>2. Foot of nonsupport leg carried near surface during hop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Arms alternately moving in opposition to legs at about waist level</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 from one line to the other three times facing the same direction</td>
<td>1. Body turned sideways to desired direction of travel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tell the student to slide from one line to the other three times facing the same direction</td>
<td>2. A step sideways followed by a slide of the trailing foot to a point next to the lead foot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. A short period where both feet are off the floor</td>
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<td></td>
<td></td>
<td></td>
<td>4. Able to slide to the right and to the left side</td>
</tr>
</tbody>
</table>

### LOCOMOTOR SKILLS SUBTEST SCORE

34

### OBJECT CONTROL SKILLS

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>TWO-HAND STRIKE</td>
<td>44-inch lightweight 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>
</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>
</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>
</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>
</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>
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<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 hand being used</td>
</tr>
</tbody>
</table>
## OBJECT CONTROL SKILLS

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>CATCH</td>
<td>6-8 inch sponge ball, 15 feet odor 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>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Arms extend in preparation for ball contact</td>
<td>1.</td>
<td>1.</td>
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<td></td>
<td></td>
<td>3. Ball is caught and controlled by hands only</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Elbows bend to absorb force</td>
<td>1.</td>
<td>1.</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>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The truck is inclined backward during ball contact</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td></td>
<td></td>
<td>3. Forward swing of the arm opposite kicking leg</td>
<td>1.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>4. Following-through by hopping on nonkicking foot</td>
<td>1.</td>
<td>1.</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>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Rotation of hip and shoulder to a point where the nondominant side faces an imaginary target</td>
<td>1.</td>
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</tr>
<tr>
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<td></td>
<td>3. Weight is transferred by stepping with the foot opposite the throwing hand</td>
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<td>1.</td>
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<tr>
<td></td>
<td></td>
<td>4. Following-through beyond ball release diagonally across body toward side opposite throwing arm</td>
<td>1.</td>
<td>1.</td>
</tr>
</tbody>
</table>

## OBJECT CONTROL SKILLS SUBTEST SCORE

19
TGMD Results and Reflection

1. **Summarize the locomotor skills the student could demonstrate correctly.**

I felt that Jason could complete the following skills correctly:

- Hop
- Horizontal jump
- Skip
- Slide

2. **List and discuss the locomotor skills the student did not perform to criteria. Be sensitive to the student's age and the approximate age of the skill's onset.**

While he completed most locomotor skills correctly, I saw two skills that could have been performed better to meet the given criteria:

- Run—When observing Jason run, he tended to keep his legs straighter than they should be. His non-supportive leg was not bent approximately 90 degrees behind him.
- Leap—When observing Jason leap, he did not use his arms for momentum. The criteria that he did not meet read as follows: “Forward reach with arm opposite to the lead foot.”

3. **Summarize the manipulative skills the student could demonstrate correctly.**

I felt that Jason could complete the following skills correctly:

- Two-hand strike
- Stationary bounce
- Catch
- Kick
- Overhand throw

These were all of the manipulative skills that were tested.

4. **List and discuss the manipulative skills the student did not perform to criteria. Be sensitive to the student's age and the approximate age of the skill's onset.**

I feel that Jason completed all manipulative skills satisfactorily based on the criteria that we were given.
5. Describe some developmentally appropriate physical activities that the student could become involved with to strengthen his/her fundamental movement development.

To help him bend his legs while running, Jason’s teacher could have him do a “high knees” exercise, in which he had to lift his knees as high as possible, causing him to instinctively bend his legs. Having him also try to kick his bottom while he is running would help him, in stressing the bending of the back, non-supportive leg. “Tag” could be a fun game for him to play with peers that would also improve his form, because to be successful in playing tag and to be a fast runner, he needs to have proper running form.

To help improve his leaping skills, Jason’s teacher could place items on the floor and ask Jason to leap over them. The criterion that needs to be stressed with Jason is leading with your opposite arm. Maybe having him pretend to grab something as he was leaping would help with this problem. There was an activity listed in the book called “Leap Across the Brook”
Fundamental Locomotor Skills
Written Test

DIRECTIONS: Read each statement and determine whether it is true or false. Circle “T” for true statements and “F” for false statements.

T or F Your arms should not move at all from your sides when you walk.
T or F You should always reach for the sky when you hop.
T or F Legs should remain straight when jumping.
T or F When running, you should keep your eyes on your feet at all times to make sure that you do not trip.
T or F Leaping can be defined as: “elongated steps used to cover distance or move over obstacles.”

DIRECTIONS: Put the locomotor skills (found in the word bank) in order of how most children develop and master the skills.

WORD BANK:

Walking Skipping Jumping Running Galloping

1: ________________________________
2: ________________________________
3: ________________________________
4: ________________________________
5: ________________________________

Works Cited


