

ELEMENTARY SCHOOL PHYSICAL EDUCATION CURRICULUM GUIDE

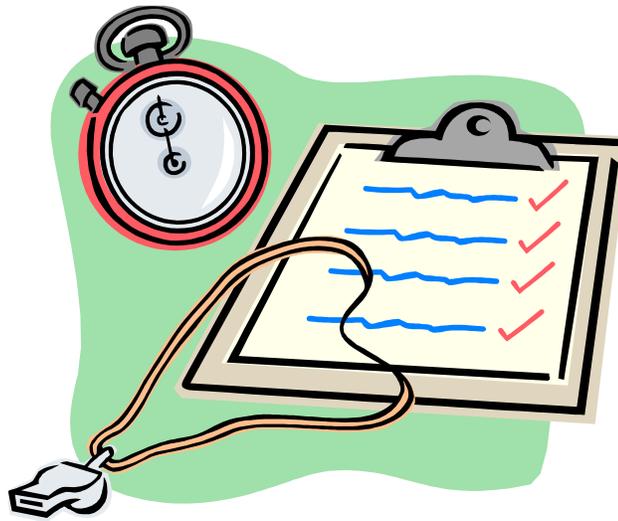


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Brevard County Physical Education Mission Statement:

“To Actively Educate all Students to Attain Lifelong Personal Wellness and Exceptional Health.”

Brevard County Schools Mission Statement:

“To Serve Every Student with Excellence as the Standard”

PHILOSOPHY AND BELIEFS

The goal of physical education in Brevard Public Schools is to provide students with a standards based, balanced, sequential and progressive educational activity program. The program aimed at primary students includes activities that teach movement concepts and skill themes that are age and developmentally appropriate. Students at the intermediate level focus on learning advanced movement concepts including sports skills as well as developing health and skill related fitness.

Sports, activities and games become ways through which students can practice, refine, and develop competence in their skills. The desired outcome is the development of a solid foundation of fundamental movement skills and concepts that can be built on as students advance in school. A focus on the development of skill competence and confidence necessitates an understanding of the principles of motor learning and professional practice best suited to skill development.

Skills and knowledge should be continually assessed to ensure understanding, advancement and proper progression is taking place. Through their elementary school years students should gain proficiency and confidence while working toward mastery of the standards and prepare to be life-long participants in physical activity.

STAKEHOLDER RESPONSIBILITIES



Teacher Responsibilities

The physical education teacher will:

- Prepare instructional units to meet the standards aligned to each course/grade level taught.
- Provide for proper care of equipment and facilities by inspecting them on a regular basis and reporting and documenting unsafe conditions.
- Coordinate with classroom teachers to create interdisciplinary opportunities for learning.
- Make accommodations to meet the needs of students with Individual Education Plans (IEP).
- Establish a file of student health concerns and communicate with the school nurse to meet the health needs of all students.
- Document all emergencies and health concerns that occur during the course of a physical education class and retain a copy for the teacher's records.
- Communicate student successes and/or areas of concern to parents and classroom teachers.
- Provide opportunities for hydration including water fountain breaks and access to student water bottles.
- Create and maintain good rapport with parents and community.
- Participate in multiple opportunities for professional development including district in-services, regional, state and national conferences.
- Evaluate program effectiveness (i.e. Brevard's EPEA criteria, PECAT from CDC).
- Instruct and supervise students to ensure safety in all aspects of physical education.
- Develop a comprehensive emergency substitute plan in case of an unplanned absence.
- Be an advocate for your program by talking to parents on a regular basis, offering parent/student events and creating a physical education website.

Student responsibilities

The student should:

- Fully participate during physical education classes in an active, cooperative and safe manner.
- Adhere to specific physical education rules and regulations as well as, follow all safety rules.
- Provide the physical education teacher with written notification regarding limitations in activities.
- Respect the rights of others.
- Inform the physical education teacher of any injury sustained during physical education class.
- Assume responsibility for personal property.
- Wear appropriate shoes and clothing for physical education class as outlined in Elementary Student/Parent Handbook.
- Use all physical education facilities and equipment properly and with care.

Parent responsibilities

The parent should:

- Recognize the need for physical activity and motor development.
- See that the student is properly outfitted for physical activity on a daily basis.
- Update your child's medical restrictions/limitations each year.
- Notify the physical education teacher in writing if temporary excusal from activity is required.
- Notify the physical education teacher in writing of temporary disabilities and provide a written doctor's statement for long-term disabilities.
- Provide a written statement from a doctor when your child is ready for reentry into physical education after long-term illness or injury.

SAFETY_ LEGAL

LIABILITY_ PROCEDURES



PHYSICAL EDUCATION TEACHER DUTIES

The physical education teacher is expected to provide the leadership, professional knowledge, experiences, and an atmosphere of learning that will optimally carry on the goals and the objectives of this program. The physical education teacher should:

- Develop unit and daily lesson plans that include safety precautions, meet state standards and follow district guidelines.
- Provide instruction to meet each student's needs (differentiation and accommodations).
- Check physical education facilities for safety hazards and notify appropriate personnel if corrective action is needed.
- Maintain and care for equipment.
- Dress appropriately for activity.
- Know the safety and security procedures for your school.
- Actively monitor students at all times, including the locker room, gym, court and field areas.

Physical educators have a moral obligation to conduct their programs in such a way as to protect the welfare of the students and to ensure their health and safety.

LEGAL LIABILITY AND SAFETY

Physical education by its very nature is susceptible to accidents. Physical activity is vital to the growth and development of every student and teachers should not eliminate activities from their program solely based on fear of accidents. Teachers should address safety concerns in every lesson and use professional judgment, wisdom and prudence in the selection, instruction and supervision of the activities utilized in their physical education program.

Accidents occur in physical education classes that potentially have severe implications for physical educators. Teachers may be personally liable for their own negligent behavior when it results in injury to someone else. Physical educators have a moral obligation to conduct their programs in such a way as to protect the welfare of the students.

DEFINITIONS

The following will give you a brief summary on legal liability and safety as it pertains to physical education.

Liability- According to the Merriam-Webster Dictionary, liability is: the state of being legally responsible for something; someone or something that causes problems.

Liability of the School or Board of Education – At the present time the Board of Education is subject to suits for acts of simple negligence or unintentional torts.

Liability of the School Personnel – Any school employee (teacher, principal, etc.) can be held personally responsible for his/her actions. When a teacher is not negligent, however, there is no liability, regardless of the seriousness of the injury.

Tort – A tort is a legal wrong, which results in direct or indirect injury to an individual or to property.

Negligence – The failure to act as a reasonably prudent and careful person would have acted under similar circumstances.

Acts of Omission - The failure to take action, which is necessary to protect another when one is under legal duty to do so.

Acts of Commission – Acts, which a prudent person should realize, involve an unreasonable risk of injury to others.

In Loco Parentis – The teacher, in his/her performance of his/her duties, is acting in loco parentis or in the place of the parents and thus must watch out for the safety of the student as if he/she were his/her own

SOURCES OF TEACHER NEGLIGENCE

The following are the most common sources of teacher negligence in physical education.

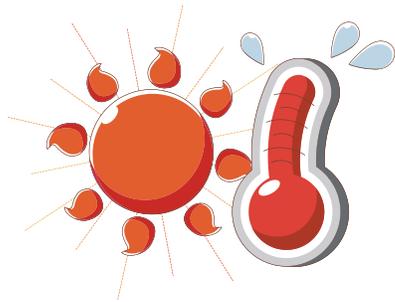
1. **Poor Supervision**- The teacher on duty during classes, noon hour and/or other specified times is responsible for the student at that time. He/she must be able to foresee possible injury as a result of dangerous play, etc. If the teacher is not present, foreseeability is impossible.
2. **Poor Instruction** – The teacher is responsible for instructing students prior to their participation in physical education activities. If a student is injured in an activity, in which he/she had no instruction, lack of foreseeability can again be shown on the part of the teacher. Written lesson plans are a written record of foreseeability protection.
3. **Failure to Warn** – Always share with students the possibility of injury related to specific activities. Making students aware of potential danger is many times prevention to an accident.
4. **Leaving Assigned Class** – Teachers who leave their assigned class, even temporarily, to get a drink or go to the restroom are placing themselves in a position which would constitute negligence.
5. **Unsafe Facilities and Poor Equipment** – Holes in the play area, protruding objects in play areas, faulty apparatus, etc., are examples. The teacher should check facilities and equipment in order to foresee possible injuries.
6. **Skill Level and Over-Matching**- Teachers should not ask students to perform activities beyond their skill level or over-match students in games and activities where size, strength, previous knowledge, etc., would cause an injury.
7. **Negligence from Others** – Injuries caused by the negligence of another student must be foreseeable. All teachers should know what to expect from each student in behavior as well as performance. Activities should be structured so as to alleviate any problems which might arise.
8. **Poor Protective Measures**- The teacher must provide for proper protection measures.
9. **Liability of Equipment** – No teacher is allowed to use equipment in any manner except what the manufacture designed it for and will assume responsibility for its use. Doing otherwise places the district and possibly the teacher in a position of liability.
10. **Altering Equipment** – No teacher is allowed to alter equipment or the intended use of the equipment. Doing otherwise places the district, and possibly the teacher in a position of liability.
11. **Installing Equipment** – Any equipment that is to be installed on a permanent basis should be handled through a county or school work order.

SAFETY RULES AND PROCEDURES

The following rules and procedures can help eliminate or reduce accidents thus preventing legal negligence.

1. In case of an accident or emergency the teacher will follow the emergency action plan documented by each individual school.
2. **Always be there.** Teachers should **never** leave their classes and should always have all **students in sight** when on the job. Teachers must be actively aware of class happenings. This may require the teacher to frequently change positions in viewing the play area.
3. **Be aware and knowledgeable of students' medical concerns, needs and requirements.** Communicate on an ongoing basis with students, parents, classroom teacher, school nurse, and administrators to be sure to keep up-to-date with students' medical needs. Share information with all appropriate personnel (i.e. assistants, substitute teachers).
4. **Periodically check facilities and equipment.** If there is a dangerous piece of equipment on the play area, **put it in writing and give it to the principal with a copy for your files.** Keep students off the equipment or out of the area until repairs are made. If the equipment cannot be repaired, get it off the play area and destroy it as soon as possible.
5. **Accentuate the positive in teaching safety.** Avoid using "don't" as much as possible. Stress the correct way of doing things. Tell the students specifically what they should do.
6. **Introduce activities that are appropriate to the skill level of the student.** Never require a student to perform a stunt or skill beyond his/her capacity. Do not over-match students in games or activities. Keep in mind his/her ability, previous experience, height, weight and attitude.
7. **Designate safety zones around apparatus (golf, archery, etc.).** Maintain soft surfaces under apparatus that involves jumping or landing. See that playing areas are free of broken glass, rocks, or other safety hazards. If repairs are needed, put it in writing to the school principal with a copy for your files.
8. **Have sufficient space between playing groups and around equipment.**
9. **Teach students to keep their eyes on the ball in a game even though they may not be involved in the play.** Refrain from throwing a ball to a student who is not watching.
10. **See that shoelaces are tied, jewelry is removed and hair is protected in a safe manner.**

WEATHER SAFETY



INTRODUCTION

All students participating in a physical education program in Florida are placed under the environmental stresses of heat and humidity. In addition, severe weather pops up very quickly and can pose risks for our students.

Performing in the heat can result in problems that can be more serious than the immediate discomfort felt by the student. Dehydration, muscle cramps, heat exhaustion, and heat stroke are all possible outcomes of students performing under conditions of extreme radiant heat.

Making available sufficient amounts of water, adjusting the intensity of activities, acclimating to the heat, and participating with the proper amount of clothing may reduce heat disorders. Additionally, a sufficient amount of time is recommended to cool down after outdoor activity.

LIGHTNING SAFETY AND OUTDOOR ACTIVITIES School Board Policy 8420.01

The board recognizes that Brevard County is in the geographic area with the highest risk of lightning strikes in the United States and lightning-related casualty rates associated with outdoor sports and recreation activities are on the rise. As such, it is critical that common sense and prudent practice guide decisions regarding lightning and outdoor activities.

The Board directs the Superintendent to develop and implement procedures in planning for and responding to the threat of lightning during outdoor activities.

All teachers, coaches, and administrators responsible for district-sponsored or otherwise authorized outdoor activities, including, but not limited to, recess, classes, field trips, marching band and athletic practices, and contests shall comply with the following procedures in planning for and responding to the threat of lightning:

- A. An alternate, safe location for sheltering participants shall be identified prior to scheduling any outdoor activities so that it can be provided for participants in the event of severe weather. Prior to the beginning of each school year, shelter locations shall be established for all reoccurring outdoor activities.
 - a. *The best shelter commonly available against lightning is a fully enclosed building with plumbing and wiring. When sheltering in buildings, move to central areas away from windows, if possible. Stay away from plumbing fixtures, electrical wiring and appliances, and corded telephones. If a fully enclosed building is not available, a vehicle with a solid metal roof and metal sides (e.g., school bus, van, car), with the windows rolled up is the next best option.*
- B. To avoid the potential threat of lightning, weather forecasts and knowledge of local weather patterns should be considered before scheduling outdoor activities.
- C. Each morning prior to the commencement of outdoor activities and periodically thereafter, if appropriate, available resources (e.g., Weather Channel, NOAA weather radio, local TV/radio) shall be used to determine if severe weather is forecast for the area.
- D. If severe weather is forecast, approaching or present, the following codes will apply:
 - a. **Weather Code 1** - Severe weather is forecast. *Issue alert notice.*
 - b. **Weather Code 2** - Severe weather is approaching. *Notify staff, students, and visitors. Move students to safe shelter.*
 - c. **Weather Code 3** - Severe weather is fast approaching, possibly a tornado. *Notify staff, students, and visitors. Move students away from windows.*
 - d. **Weather Code 4** - Severe weather is rapidly approaching or present. Tornadoes have been sighted in the area. *Direct students and staff to get into the "tornado position" immediately.*
- E. **Conservative decisions will be made whenever severe weather is forecast or observed, with highest priority given to the safety of students.** If there is any question concerning the safe conduct of an outdoor activity, it shall be delayed, suspended, or postponed.
- F. **If severe weather is forecast or observed, a Lightning Monitor must be designated and shall use the "30-30 Rule"**, other available resources and observations in order to provide prompt notification to persons outdoors should sheltering be appropriate.

- a. Use of the "30-30 Rule" is mandatory where data from District-provided lightning prediction and warning systems are not available.
 - i. If the time between seeing lightning and hearing thunder is **thirty (30) seconds or less**, the outdoor activity shall not begin or if it is already in progress, the activity shall be suspended immediately. Persons outdoors shall be notified to seek proper shelter and students and staff shall move there immediately. *If the lightning can't be seen, just hearing thunder means the thunderstorm is close.*
 - ii. The person(s) responsible for the outdoor activity shall wait **thirty (30) minutes or more** after thunder is last heard before allowing students and staff to leave proper shelter.
 - iii. Use of lightning prediction and warning systems, where provided by the District, is mandatory.
 - b. The Office of Plant Operations and Maintenance (PO&M) is responsible for annual service/preventative maintenance of the systems and on-call customer service, including technical assistance by phone and/or on-site response to suspected system anomalies.
 - c. The principal or his/her designee shall ensure basic maintenance of the system (e.g., ensuring sensor assembly is free from dirt, oil, pollen, cobwebs, and bird nests), configuration and operation of the system in accordance with District standards, and notification of PO&M in the event of a system failure or need for District-level support.
 - d. Teachers, coaches, and administrators shall require that students and staff under their supervision obey warning horns/strobes by evacuating those under their supervision to shelter and requiring they remain there until the "all clear" signal is sounded or received. *These requirements may only be overridden with the concurrence of the principal or his/her designee AND a designated PO&M representative.* Teachers, coaches, and administrators shall require that students and staff under their supervision obey warning horns/strobes by evacuating those under their supervision to shelter and requiring they remain there until the "all clear" signal is sounded or received. *These requirements may only be overridden with the concurrence of the principal or his/her designee AND a designated PO&M representative.*
 - e. *Information from hand-held lightning detectors shall not be substituted for use of the "30-30 Rule" or a lightning prediction and warning system in making a decision to begin or suspend an outdoor activity. Because the performance of some commercially-available detectors may not be designed, manufactured, tested, maintained or used properly, they may only be used as an adjunct to, not a replacement for, compliance with the "30-30 Rule". While hand-held lightning detectors are not being recommended, use of both the "30-30 Rule" and a hand-held detector may provide added assurance that a correct decision is being made.*
- G. If a thunderstorm or electrical storm occurs in the area prior to the start of or during any outdoor athletic contest, the principal or his/her designee of the school involved in the contest shall request that the official interrupt or postpone the contest if the "30-30 Rule" or other information suggests that a lightning hazard exists. It is the responsibility of the host school principal or his/her designee to notify persons outdoors to seek proper shelter. Sufficient time must be afforded for the evacuation, which will depend on the location of the event, the number of persons involved, the distance to suitable shelter, the behavior of the storm, etc.
- a. *Policy 34 - Florida High School Athletic Association Handbook (2006-07): (1) If a thunderstorm or electrical storm occurs in the area prior to the start of or during any outdoor contest, the officials must immediately contact the principal or his/her designee of each school involved in the contest to determine if the contest should be played as scheduled, delayed, suspended, or postponed. If the principal or his/her designee of either of the schools involved requests that the contest be interrupted or postponed, the officials must immediately honor such request. If the principal or his/her designee of only one of the competing schools is available, his/her request must be honored. (2) The safety and welfare of all concerned is of paramount importance. In no case may an official deny a request by a principal or his/her designee to delay, suspend, or postpone an outdoor contest due to inclement weather or imply that the contest will be forfeited as a result of such a request. (3) A suspended contest shall be resumed from the point of interruption. Otherwise, National Federation Rules regarding the resumption of suspended contests will apply.*

- H. If outdoors, thunderstorms are in the area, and appropriate shelter is not available, avoid dangerous locations/activities (e.g., elevated places, open areas, tall isolated objects, water activities). Do **NOT** permit students to go under trees to stay dry in thunderstorms.
- I. If outdoors, the threat of lightning is imminent, and appropriate shelter is not available, use the "lightning crouch" as a last resort.
 - a. If in a group, individuals should spread out, with several body lengths between each person. If one (1) person is struck, others may not be hurt and can give first aid.
 - b. Each person should put their feet together, squat down, tuck their head, and cover their ears.
- J. If a person is struck by lightning, provide first aid. Start CPR or rescue breathing, as appropriate. Have someone call 911. Use an Automatic External Defibrillator (AED) if available and appropriate. (Use of an AED is governed by Policy [8452](#) and AP [8452](#).)
- K. Schools shall educate students and staff on lightning safety and can facilitate public lightning safety education by sponsoring outreach events in conjunction with local authorities.

Heat-Related Illness/Heat Index Guidelines

Normally, the body has ways of keeping itself cool, by letting heat escape through the skin, and by evaporating sweat (perspiration). If the body does not cool properly or does not cool enough, the victim may suffer a heat-related illness. Anyone can be susceptible although the very young and very old are at greater risk. Heat-related illnesses can become serious or even deadly if unattended.

Preventing Heat-Related Illness

- **Dress for the heat.** Wear lightweight, light-colored clothing. Light colors will reflect away some of the sun's energy. It is also a good idea to wear hats or to use an umbrella.
- **Drink water.** Carry water with you and drink continuously even if you do not feel thirsty. Avoid alcohol and caffeine, which dehydrate the body.
- **Eat small meals and eat more often.** Avoid foods that are high in protein which increase metabolic heat.
- **Avoid using salt tablets unless directed to do so by a physician.**
- **Slow down.** Avoid strenuous activity. If you must do strenuous activity, do it during the coolest part of the day.
- **Stay indoors when possible.**
- **Take regular breaks** when engaged in physical activity on warm days. Take time out to find a cool place. If you recognize that you, or someone else, are showing the signals of a heat-related illness, stop activity and find a cool place. Remember, have fun, but stay cool!

Know What These Heat-Related Terms Mean

- **Heat Wave:** More than 48 hours of high heat (90°F or higher) and high humidity (80 percent relative humidity or higher) are expected.
- **Heat Index:** A number in degrees Fahrenheit that tells how hot it really feels with the heat and humidity. Exposure to full sunshine can increase the heat index by 15° F.
- **Heat cramps:** Heat cramps are muscular pains and spasms due to heavy exertion. They usually involve the abdominal muscles or the legs. It is generally thought that the loss of water and salt from heavy sweating causes the cramps.
- **Heat Exhaustion:** Heat exhaustion is less dangerous than heat stroke. It typically occurs when people exercise heavily or work in a warm, humid place where body fluids are lost through heavy sweating. Fluid loss causes blood flow to decrease in the vital organs, resulting in a form of shock. With heat exhaustion, sweat does not evaporate as it should, possibly because of high humidity or too many layers of clothing. As a result, the body is not cooled properly. Signals include cool, moist, pale, flushed or red skin; heavy sweating; headache; nausea or vomiting; dizziness; and exhaustion. Body temperature will be near normal.

- **Heat Stroke:** Also known as sunstroke, heat stroke is life-threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly. Signals include hot, red and dry skin; changes in consciousness; rapid, weak pulse; and rapid, shallow breathing. Body temperature can be very high--sometimes as high as 105°F.

Stages of Heat-Related Illness

Heat-related illness usually comes in stages. The signal of the first stage is heat cramps in muscles. These cramps can be very painful. If you are caring for a person who has heat cramps, have him or her stop activity and rest. If the person is fully awake and alert, have him or her drink small amounts of cool water or a commercial sports drink. Gently stretch the cramped muscle and hold the stretch for about 20 seconds, then gently massage the muscle. Repeat these steps if necessary. If the victim has no other signals of heat-related illness, the person may resume activity after the cramps stop.

The signals of the next, more serious stage of a heat-related illness (often called **heat exhaustion**) include:

- Cool, moist, pale skin (the skin may be red right after physical activity).
- Headache.
- Dizziness and weakness or exhaustion.
- Nausea.
- The skin may or may not feel hot.

The signals of the late stage of a heat-related illness (often called **heat stroke**) include:

- Vomiting.
- Decreased alertness level or complete loss of consciousness.
- High body temperature (sometimes as high as 105°F).
- Skin may still be moist or the victim may stop sweating and the skin may be red, hot and dry.
- Rapid, weak pulse.
- Rapid, shallow breathing.

This late stage of a heat-related illness is life threatening. Call 911 or the local emergency number.

General Care for Heat Emergencies

1. **Cool the body.**
2. **Give fluids.**
3. **Minimize shock.**

For heat cramps or heat exhaustion: Get the person to a cooler place and have him or her rest in a comfortable position. If the person is fully awake and alert, give a half glass of cool water every 15 minutes. Do not let him or her drink too quickly. Do not give liquids with alcohol or caffeine in them, as they can make conditions worse. Remove or loosen tight clothing and apply cool, wet cloths such as towels or wet sheets. Call 911 or the local emergency number if the person refuses water, vomits or loses consciousness.

For heat stroke: Heat stroke is a life-threatening situation! Help is needed fast. Call 911 or your local EMS number. Move the person to a cooler place. Quickly cool the body. Wrap wet sheets around the body and fan it. If you have ice packs or cold packs, wrap them in a cloth and place them on each of the victim's wrists and ankles, in the armpits and on the neck to cool the large blood vessels. (Do not use rubbing alcohol because it closes the skin's pores and prevents heat loss.) Watch for signals of breathing problems and make sure the airway is clear. Keep the person lying down.

Guidelines for determining Heat Index (Work with your Administration)

Temperature and humidity data may be obtained from weather.com. Details specific to the school should be accessed as follows:

- Enter school zip code (district office zip code will be used).
- Highest estimated temperature and humidity during school hours should be used to calculate HEAT INDEX from the chart below. Limit activities according to second chart.

		% RELATIVE HUMIDITY																			
		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
T E M P E R A T U R E	85	79	80	81	82	83	84	85	86	87	88	89	90	91	93	95	97	99	102	105	108
	90	84	85	86	87	88	90	91	93	95	96	98	100	102	106	109	113	117	122		
	95	88	90	91	93	94	96	98	101	104	107	110	114	119	124	130	136				
	100	93	95	97	99	101	104	107	110	115	120	126	132	138	144						
	105	97	100	102	105	109	113	118	123	129	135	142	149								
	110	102	105	108	112	117	123	130	137	143	150										
	115	107	111	115	120	127	135	143	151												
	120	111	116	123	130	139	148														
	125	116	123	131	141																
	130	122	131																		

Heat Index	Category	Activity Limitations
<80		No limitations
80 to 89	Caution	75% vigorous activity/25% light activity or rest. Encourage hydration.
90 to 104	Extreme Caution	50% vigorous activity/50% light activity or rest. Enforce hydration. Sunstroke, heat cramps and heat exhaustion possible.
105 to 129	Danger	25% vigorous activity/75% light activity or rest. Enforce hydration. Sunstroke, heat cramps and heat exhaustion likely. Heat stroke possible
130+	Extreme Danger	All nonessential outdoor activities will be cancelled.

MOVEMENT CONCEPTS

AND

SKILL THEMES



MOVEMENT CONCEPTS AND SKILL THEMES

At the primary (K-2) level, movement concepts are taught as themes. Children learn the vocabulary that describes movement and execute movements that express an understanding of each of the movement concepts. Movement concepts include:

Body awareness: Knowledge/awareness of the body, how it is controlled and moved. Concepts that are included in body awareness are shapes that body can make (wide, narrow, stretched, curled, twisted), on what body parts the body can balance, and how weight is transferred from one body part to the next.

Space awareness: Where the body moves in the surrounding space. Concepts included are general and personal space, direction (forward, backward, sideways, diagonally, and up and down), pathways (straight, narrow, zig-zag), and levels (high, middle, low).

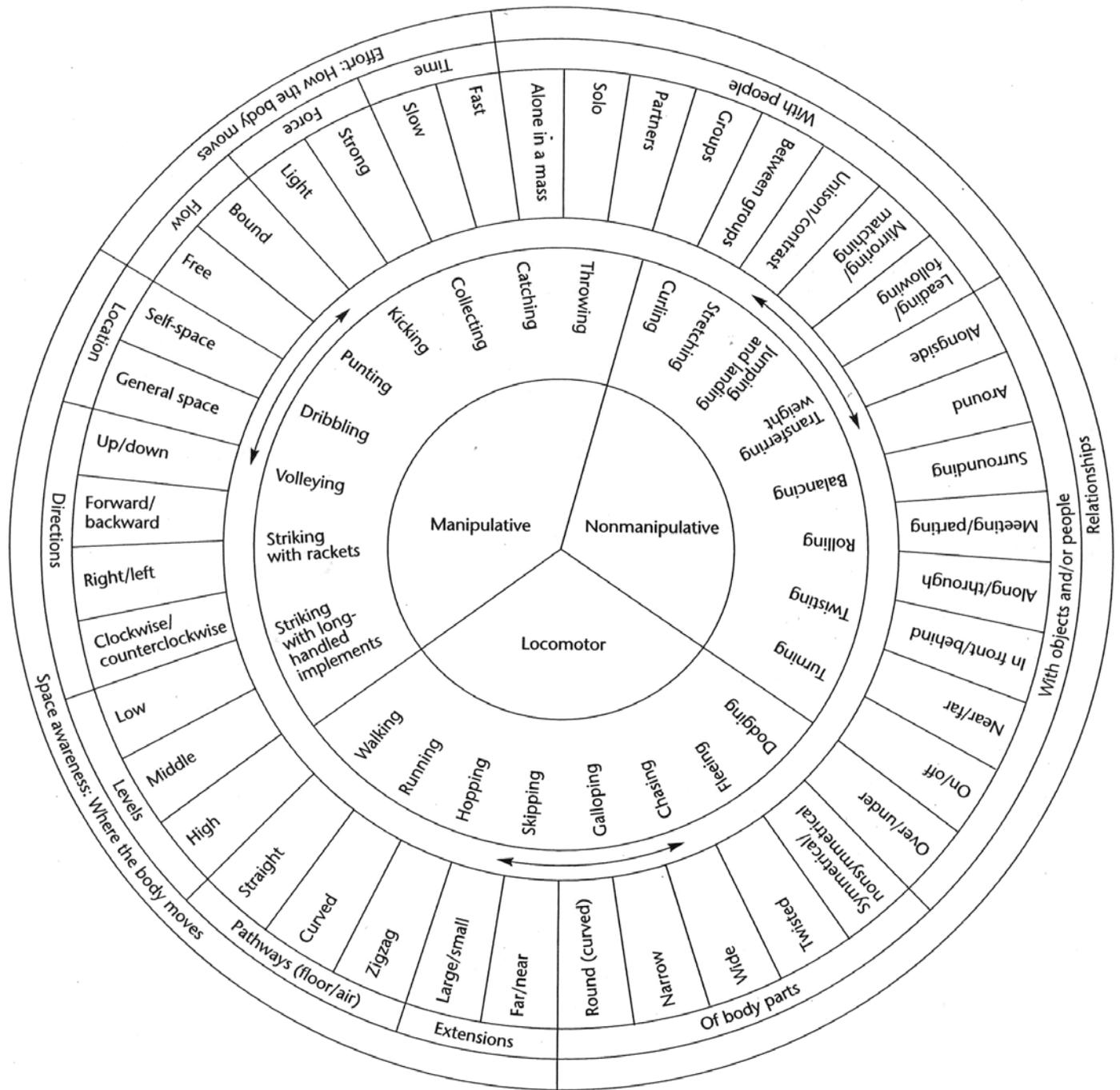
Qualities of body movement: Speed, force and flow. Flow can be broken into bound and free. Bound flow occurs for serial movements that have breaks between the movements. Free movements move smoothly from one movement to the next without stopping.

Relationship awareness- to whom and what the body relates. It can include of body parts, with objects and or people, and with people.

The activities of the “traditional physical education” program incorporate movement concepts and skill themes. The teaching of these themes begins at K-2 and becomes the major focus of attention at the intermediate (grades 3-5) level. The progression of development for these skills is from remedial, through basic, and ultimately to utilization levels. The aim of skill theme instruction is to carry students toward the utilization level for each of the skills. The degree of success is determined by the ability to enjoy and successfully participate in a variety of physical experiences as students’ progress toward maturity. (*See: Movement Concept & Skill Theme Wheel*)

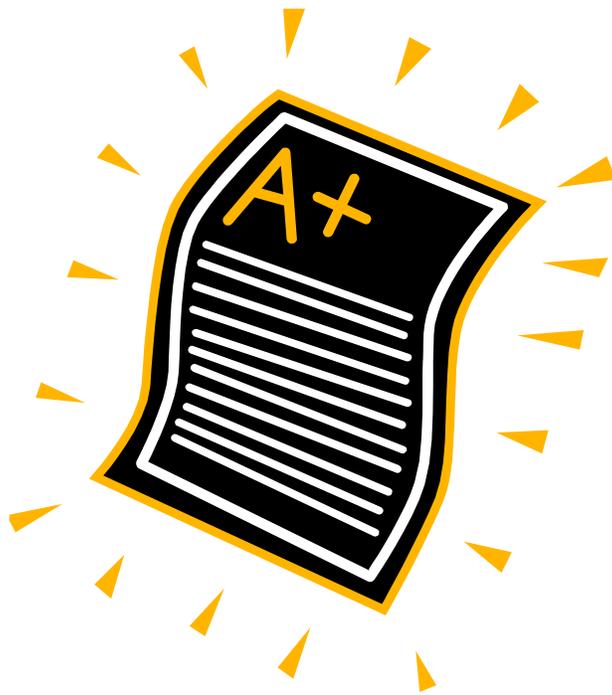
Reference: Graham, Holt/Hale, and Parker. Children Moving: A Reflective Approach To Teaching Physical Education (McGraw-Hill Companies, Inc.: New York, NY), 2004.

MOVEMENT CONCEPT AND SKILL THEME WHEEL



Graham, Holt/Hale, and Parker. Children Moving: A Reflective Approach To Teaching Physical Education (McGraw-Hill Companies, Inc.: New York, NY), 2004.

ASSESSMENT



ASSESSMENT

Assessment refers to the tasks, activities, or procedures designed to obtain accurate information about student achievement. From the educator's perspective, assessment helps answer these questions:

- What do students know?
- How will I know when they learned it?
- What will I do when they do learn it?
- What will I do if they don't?

Assessment activities should not only examine simple recognition or recall of information, but should also determine the extent to which students have integrated and made sense of information, whether they can apply it to situations that require reasoning and creative thinking, and use their knowledge of health education and physical education to communicate their ideas (K-U-D).

Different Types of Assessment

Formative assessment is done to monitor student learning which provides ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments can be a combination of both formal and informal methods and it typically involves qualitative feedback for both student and teacher that focuses on the details of content and performance.

Summative assessment is used to evaluate student learning at the end of an instructional unit by comparing it against standards or benchmarks.

Diagnostic assessment or pre-assessment can provide teachers with information about each student's prior knowledge before beginning instruction. You can use a diagnostic assessment to develop unit and lesson plans that provide differentiated instruction to meet student's needs.

The unique nature of physical education calls for using multiple forms of assessment to clearly understand each student's progress and to evaluate the impact of instructional strategies. Developing a variety of assessments will allow the students the opportunity to effectively demonstrate knowledge to verify that learning has taken place.

- **Performance assessments** require the student to create a product or demonstrate a skill, process, or concept. Performance assessments can also be used during game play to assess students understanding of the offensive/defensive strategies and ability to perform skills. Rubrics or checklists are useful tools to complete this type of assessment and can be completed by either peers or teachers. Using video as a tool for the purpose of assessing student performance can be a valuable part of the learning process. Video can be used for self, peer, or teacher assessment. When using video it is important to note the following:
 - Videos taken for assessment purposes are not permitted to be shared publicly, posted electronically, or used for purposes other than assessment
 - Videos are to be deleted once evaluated but a written record (i.e. rubric, grading sheet, etc...) of the evaluation must be kept for grading purposes
- **Self-assessment** enables students to examine their own work and reflect upon their accomplishments, progress, and development. The teacher may supply the student with assessment criteria or assist students in developing their own. This form of assessment assists students in developing the critical thinking and evaluative skills that lead to independent learning.
- **Cognitive Assessments** determine the knowledge and understanding students have gained within a particular unit or course of study. Cognitive assessments can be written or oral. (They should include multiple choice and extended/constructed response items.)

Assessment tools used will vary depending on program needs and individual classroom management styles. The assessment methods selected for a particular activity should reflect attainment of the benchmarks.

The Use of Assessment Rubrics

An assessment rubric is a set of standards used to rate student's proficiency on performance tasks (e.g., essays, short answer exercises, projects, portfolios, etc.). Rubrics can be thought of as scoring guides that permit consistency in assessment activities. A rubric often consists of a fixed scale describing levels of performance and a list of characteristics describing performance for each of the points on the scale. Alternatively, a rubric may describe different categories of performance that are not considered to be a "scale." Rubrics provide important information to teachers, parents, and others interested in what students know understand and can do.

Fitness Evaluation

Brevard County utilizes the Presidential Youth Fitness Program FITNESSGRAM® assessments to measure, track, and empower each student's progress with the health-related assessment. FITNESSGRAM® assesses the main components of physical fitness which have been identified as being important because of their relationship to overall health and optimal function. Results are submitted to the district annually. Teachers are responsible to assess and provide data reports on:

1. **Aerobic Capacity**
 - a. Pacer - 20 meter shuttle run

2. **Body Composition** – must select one
 - a. Percent of body fat
 - b. Body mass index - height and weight

3. **Muscle Strength, Endurance and Flexibility**
 - a. *Abdominal Strength* and endurance
 - i. Curl-up test
 - b. *Upper Body Strength and Endurance*
 - i. Push-up
 - c. *Trunk Extensor Strength & Flexibility*
 - i. Trunk lift
 - d. *Flexibility*
 - i. Back-saver-sit and reach

Our long term objective is to develop students who are regularly active, able to self-assess their fitness levels, interpret assessment results, plan personal programs and motivate themselves to adhere to the program.

A personal fitness report reflecting FITNESSGRAM® assessments should be sent home to each students' parent/guardian at least once each term to keep them informed of their students overall fitness levels and progress.

NOTE: While valuing physical fitness, this evaluation represents only a portion of our program

TECHNOLOGY

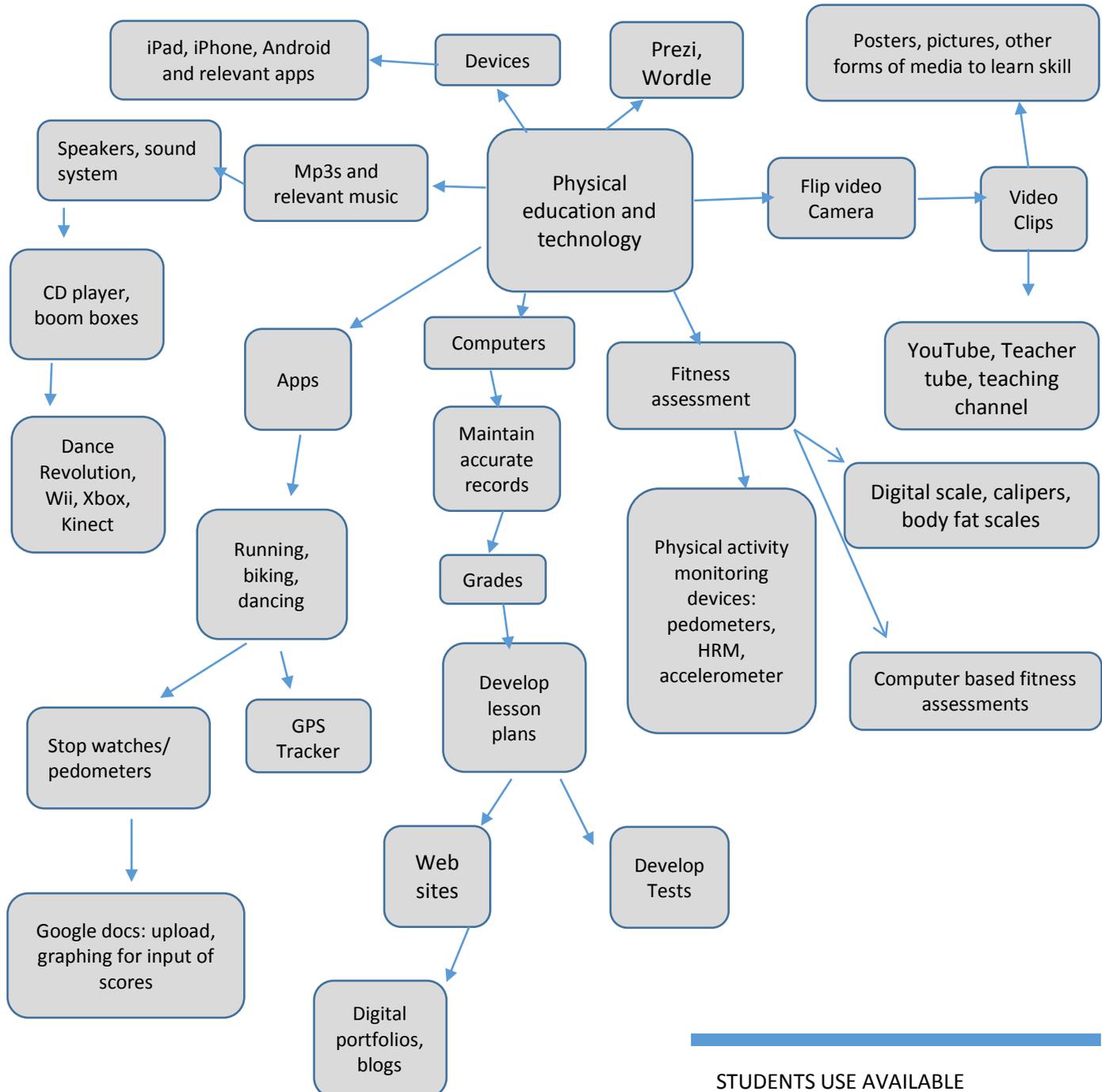


Use of Technology in Physical Education

“The introduction or emerging of digital technologies in physical education does not seek to replace physical activity; it aims to help explore physical activity. Technology becomes like any other tool in the physical education teacher's toolkit, useful for whenever the situation demands it, never just for the sake of it.”

- Jarrod Robinson (The P.E. Geek)

Examples of Technology in Physical Education



STUDENTS USE AVAILABLE TECHNOLOGY AS A TOOL RATHER THAN PASSIVELY RECEIVING INFORMATION FROM THE TECHNOLOGY.

TEACHING DIVERSE LEARNERS



DIFFERENTIATED INSTRUCTION

“Differentiated instruction” refers to a systematic approach to planning instruction for diverse learners. It honors student’s learning needs and maximizes each student’s learning capacity. There are elements that teachers can differentiate to increase the likelihood that each student will learn as much as possible.

Content: What we teach and how we give student access to the information and ideas that matter. Its varied materials and resources used by all students as they work to meet the same standards. One of the most critical factors in determining content is the teacher’s knowledge of both the subject and the students. The teacher’s overarching goal is to hold the essential knowledge, understanding and skills steady for most learners.

Example- (Standard PE.6.C.2.7- Determine personal target heart rate zone and explain how to adjust intensity level to stay within the desired range.) Students must calculate their target heart rate zone for moderate (70% MHR) physical activity. Teacher sets up various activity stations (basketball/volleyball/jump ropes etc.) Students can choose an activity but they must raise their heart rate to the moderate zone in their chosen area. Teacher stops the class numerous times for students to assess HR, short discussion on how to modify activity to either increase or decrease activity to stay in the appropriate HRZ. All students will work toward understanding the standard but using different materials and resources.

Process: How students come to understand and own the knowledge, understanding, and skills essential to a topic. Its varied activities students participate in to process or make sense of content. Process happens when the teacher asks the students to stop listening or reading and to begin making personal sense out of information, ideas and skills they've accessed. Process is often used as a synonym for activities.

Product: How a student demonstrates what they know, understand and/or are able to do as a result of their learning. It is a variety of ways for students to show what they know, understand and are able to do. Product assignments should focus on essential knowledge, understanding, and skill performance.

In addition to these classroom elements, three student characteristics to which teachers can respond as they craft curriculum and instruction are:

Readiness: Current knowledge, understanding, and skill level of a student related to a particular sequence of learning. It reflects what a student knows, understands and can do related to standards and content. The goal of readiness is first to make the work a little too difficult for students at a given point in their growth and then to provide the support they need to succeed at the new level of challenge.

Interest: What a student enjoys learning about, thinking about and doing. It helps students connect with new information, understanding and skills by revealing connections with things they already find appealing, intriguing and relevant.

Learning Profile: A student's preferred mode of learning (visual/auditory/kinesthetic) helps students learn in the ways they learn best and extends ways in which they learn best.

Examples of differentiated instruction in physical education can be seen through strategic grouping. Students can be grouped by:

- **Ability grouping-** students can be grouped in two ways based on ability; they can be grouped into beginning, developing and advance level groups or mixed groups with equal (or close to equal) numbers of students from each ability level grouped together.
- **Interest grouping-** Students can be grouped based in their interest in a certain activity. To assess student interest you could conduct interest surveys or inventories, as well as have class and individual discussions.

- **Students Pairing**- Having students assist each other with specific needs is a way to give them responsibility for their learning. In this way, students teach each other a skill and get individualized instruction from each other. To organize this quickly, students should be pre-assessed and the teacher should pair students based on ability (always consider personality when pairing to avoid unnecessary conflict).
- **Random Groups**- At times in physical education, groups or pairs need to be formed quickly to engage students in skill practice or games. There are various ways to quickly group students:
 - Find someone who has the same color eyes/socks/birth month.
 - Students born January-April, May-September, October-December.
 - Students who walked/biked to school, took a car, took the bus.
 - Write numbers on popsicle sticks and create groups (numbers 1-4, 5-8, or all even numbers/odd numbers, all multiples of ____).

Reference: Tomlinson, C. & Strickland, C. (2005). Differentiation in Practice: A resource guide for differentiating curriculum. ASCD.

Exceptional (ESE) Students in Physical Education

Academic Related Exceptionalities

Please refer to the students' IEP (Individualized Education Program) for accommodations that you as a teacher must be aware of and implement in your classroom.

Physical Related Exceptionalities

Brevard Public Schools' adaptive physical education teachers created The Adapted Physical Education Resource Guide to assist teachers in meeting the needs of their students.

http://www.edline.net/pages/Brevard_County_Schools/Departments/Departments_AJ/Curriculum_and_Instruction/Groups/Physical_Education_K-12

English Language Learners (ELL) in Physical Education

English Language Learners (ELL) students are similar in many ways to students whose native language is English. They learn at different rates, have various interests and characteristics and different personalities, and bring vast differences in background knowledge and experiences to the learning situation. All are unique. However, language and culture add other dimensions to uniqueness. Concerns may surface because these learners may use one language at home as they are learning English at school.

From the perspective of the teacher, teaching a multilingual class requires more time and effort because all students probably do not have similar background knowledge. Teachers must be flexible, willing to learn and grow, be able to adapt and accept ELL students, and convey an attitude of valuing others' languages and cultures. Many ELL cultures have an entirely different view of education, including the role of the teacher and the student, the environment for learning, and materials used, such as books, resources, and audio-visual materials.

Instructional Strategies for ELL Students

- Encourage students to ask for help.
- Speak clearly and at a normal pace.
- Check for understanding.
- Use visual aids to emphasize key concepts or terms.
- Utilize cooperative learning groups.

APPENDIX



- **Exit Skills**
- **Sample Lesson Plan**
- **K-5 Scope and Sequence**
- **6th Grade M/J Fitness Scope and Sequence**
- **Rubrics:**
 - **Understanding Health Related Components of Fitness**
 - **Understanding Skill Related Components of Fitness**
 - **Participation in MVPA**
 - **Understanding FITT**
 - **6th Grade Fitness Rubric**

Physical Education Exit Skills

Elementary	Middle	High School
Skills achieved by 6th grade	Skills achieved by 8th grade	Skills achieved by graduation
Locomotor Skills: Walking, running, jumping, hopping, skipping, leaping, galloping, sliding in a variety of movement settings.	Locomotor Skills: Increase in speed and agility, directional change, spatial awareness.	Locomotor Skills: Practice complex motor activities in order to improve performance. Compare and contrast the skill-related components of fitness. Explain the skill-related components. Compare and contrast movement skills. Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
Striking with body parts: Kicking, volleying, heading, punting in an intended direction.	Striking with body parts: Increased accuracy in a modified game setting.	Striking with body parts: Demonstrate proficiency of striking with body parts. Example: setting, kicking, etc.
Striking with implements: (rackets, paddles) continuously with partner using forehand pattern.	Striking with implements: Continuously with a partner using backhand. Introduction of game strategy.	Striking with implements: Demonstrate proficiency of critical elements when striking with an object/implement.
Striking with long handled implements: (bats, hockey sticks, golf clubs) traveling in an intended direction/height.	Striking with long handled implements: Increased accuracy in a modified game setting.	Striking with long handled implements: Demonstrate proficiency when striking with a long handled implement.
Dribbling skills (feet & hand)	Dribbling Skills: Increased speed with directional change, bilateral control.	Dribbling Skills: Demonstrate dribbling skills in a game-like setting.
Aquatics: safety skills	Aquatics: Introduction of swimming strokes.	Aquatics: Introduce the use of mask, and fins. Use of emergency safety equipment. Perform basic water rescue. Refinement of swim strokes.
Catching while traveling	Catching while traveling with a defender. Introduction of offensive strategy.	Catching while traveling: Demonstrate catching while traveling in a game-like setting.
Throwing overhand	Throwing overhand with distance and accuracy.	Throwing overhand: Demonstrate throwing overhand in a game-like setting.

Elementary	Middle	High School
Educational Dance: Perform a self-designed sequence (jump rope, tinkling, lummi sticks).	Educational Dance: Beat recognition, continuation of working with manipulatives.	Educational Dance: Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
Educational Dance: Perform a variety of dances (line, square, folk, social).	Educational Dance: Student led dance, swing dance, 4/8 measure routine.	Educational Dance: Select appropriate music for dance forms and choreograph dance movements to music.
Educational Gymnastics: Self designed sequence with beginning and end.	Educational Gymnastics: Self designed sequence with beginning and end to music using manipulatives.	Educational Gymnastics: Not in our standards.
Jumping and Landing	Jumping and landing for distance.	Jumping and landing: Apply the appropriate speed and generation of force when jumping.
Chasing, Fleeing and Dodging	Chasing, Fleeing and Dodging: Introduction of team sports concepts.	Chasing, Fleeing and Dodging: Apply a combination of complex movement patterns in a game setting.
FitnessGram®	FitnessGram®	FitnessGram®
Fitness Activities: (Geomotion, DDR, yoga, heart rate monitors, pedometers).	Fitness Activities: Introduction to weight lifting, fitness training concepts, personal fitness plan.	Fitness Activities: Compare and contrast the health-related benefits of various physical activities. Explain how each of the health-related components are improved through the application of training principles.
Bike and Pedestrian Safety	Bike and Pedestrian Safety: Continuation of traffic safety and road rules.	Bike and Pedestrian Safety: Not in our standards.
Health and Nutritional issues	Health and Nutritional Issues: Teen health issues, cardio respiratory issues relating to fitness.	Health and Nutritional Issues: Calculate individual target zone. Analyze consumer products.
Modified/Lead up Games	Modified/small sided lead up games: Introduction of offensive and defensive strategies.	Modified/small sided lead up games: Demonstrate proficiency in offensive and defensive strategies in modified games.

PHYSICAL EDUCATION LESSON PLAN

Teacher: Sally DoGood **UNIT:** Locomotor Skills

Key Learning: Our bodies can move many different ways safely through spaces.

Supplies & Equipment

- hula hoops/poly spots
- music
- vocabulary cards

Grade Level: Kindergarten **Date/Lesson:** _____

Unit Essential Question(s): What are the different ways our body can move through a given space? How does locomotor movement affect your heart rate?

Lesson Objective(s): Students will be able to use a variety of locomotor skills to travel in personal and general space.

SAFETY CONSIDERATIONS:

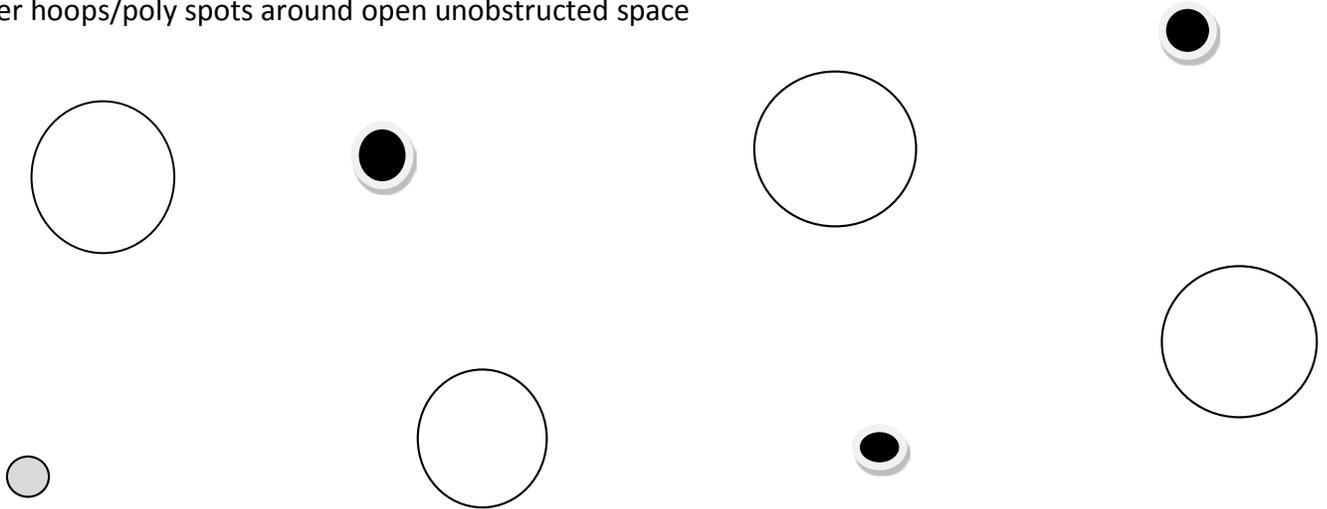
Maintain personal space, clear and safe open area for movement.

NEXT GENERATION SUNSHINE STATE STANDARDS

<u>MOVEMENT COMPETENCY</u>	<u>COGNITIVE ABILITIES</u>	<u>LIFETIME FITNESS</u>	<u>RESPONSIBLE BEHAVIORS & VALUES</u>	<u>HEALTH BENCHMARK</u>
PE.K.M.1.1., 1.13	PE.K.C.2.1	PE.K.L.3.1	PE.K.R.5.3	N/A

Set-Up/Diagram:

Scatter hoops/poly spots around open unobstructed space



Vocabulary: Use teacher-made vocabulary cards to reinforce learning the words/concepts: walk, run, hop, gallop, slide, jump, skip, leap, locomotor, speed, slow, medium, fast, zig-zag, straight, curved, direction, forward, backward, sideways

Pre-Instruction:

Entry Procedure: Sit in assigned spot.

Warm Ups: Slow timed run (vary according to grade level).

Instruction & Engagement (Lesson Focus/Hook):

Tell me some different ways you know to move around.

Essential Questions (EQ):

What are the different ways our body can move through a given space? How does locomotor movement affect your heart rate?

Student Work- Drill/Activity 1 - Signal Stop and Go:

Students will travel in general space using a locomotor movement (skip, slide, run, walk, hop, and gallop) while the music plays. Start by reviewing the start/stop signal and giving students a locomotor skill to use for the first round. When the stop signal is given, music stops, students freeze and listen to new direction from teacher. Each time the music stops, change locomotor movement. As students become proficient you can begin to change locomotor movement and direction, pathway, and/or speed.

Hoops or spots can be put down throughout the space as obstacles for students to move around.

Reinforcing/Skill Practice Activity 2 - Me and My Shadow:

Organize class into pairs. Assign one student to be the leader and the other is the "shadow". The leader decides what locomotor movement, pathway and direction the pair will move in. Whatever the leader does, the shadow follows. After a few minutes, students switch roles. You can also switch partners if time allows. Prior to switching roles, ask students if their hearts are beating fast or slow? What could they do if it's too slow or too fast?

Lesson Closure/Summary:

Identify/recall types of locomotor movements and associated vocabulary.
Discussion of challenges of each skill. What was your favorite type of movement today? What other activities could you use these movements in?

Essential Questions:

What are the different ways our body can move through a given space? How does locomotor movement affect your heart rate?

Differentiated Instruction:

- Equipment (size, type, weight)
- Learning Style (kinesthetic, auditory, visual)
- Content
- Grouping
- Other _____

Reflection:**Method of Assessment:**

- Written knowledge
- Performance Task
- Admit Slips
- Exit Slips
- Exit Survey
- Portfolio
- Quiz
- Other: questioning, discussion

Type of Assessment:

Mark those that apply

- Pre
- Post
- Teacher
- Peer
- Self
- Formative
- Summative

Elementary Scope and Sequence K-5

<i>Week</i>	<u>Concept/Unit</u>	Suggested Activities	NGSSS: PE	Unit Essential Questions
<i>Week 1</i>	<u>Establish rules</u>	K-6: Procedures and safety	PE.K-5.R.5.1 PE.K-2.R.5.2 PE.K-2.R.5.3 PE.K-5.C.2.2	What do we need to do to be safe in physical education?
<i>Week 2-3</i>	<u>Low Organization and Cooperative Games</u>	K-2: Listening and following directions, body part identification games, pathways 3-5: Listening and following directions, project adventure games, review pathways	PE.K-5.R.5.1, PE.K.R.6.2 PE.K-5.M.1.1 PE.K-2M.1.13 PE.K-5.C.2.1 PE.K-2.R.6.3	How can we cooperate and communicate effectively? Why are communication and cooperation important in physical education and sports?
<i>Week 4-5</i>	<u>Locomotor Skills and Non-locomotor Movements</u>	K-2: Learn and review locomotor and non-locomotor movements 3-5 : Activities that reinforce locomotor and non-locomotor movements	PE.K-5.M.1.1 PE.K-2.M.1.13 PE.K-5.C.2.1 PE.K-2.C.2.6 PE.K.C.2.7 PE.K-1.C.2.8 PE.2.C.2.7 PE.3-5.C.2.5 PE.3-5.R.6.2	What are the different ways our body can move through a given space?
<i>Week 6-8</i>	<u>Health Related Physical Fitness and Aquatics</u>	K-2: Fitness concepts and stretching 3-5: FITNESSGRAM® practice and testing K-5- Aquatics video and lesson plans	PE.K-2.M.1.6 PE.3-5.M.1.11 PE.K-5.C.2.4 PE.K-5.L.4.1 PE.K-5.L.4.2 PE.K-5.L.4.3 PE.K-5.L.4.4 PE.K-3.L.4.5 PE.3-5.L.4.6	What is fitness? What does it mean to be physically fit? What are basic aquatic skills? How can we be safe in and around a body of water?
<i>Week 9-10</i>	<u>Body and Spatial Awareness (Technology in Physical Education)</u>	K-2: Hoop and bean bag activities, travel games, parachute 3-5: Travel games, tag games, parachute, scooters, juggling K-6: Using pedometers, heart rate monitors, and other technology in physical education	PE.K-5.C.2.3 PE.3-5.C.2.1 PE.3-5.C.2.7 PE.4.C.2.8 PE.K-5.L.3.3 PE.K-5.L.3.4 PE.3-4.L.4.10 PE.5.L.4.9	How do games affect health and skill related components of fitness? How can technology be utilized to enhance physical fitness?

<i>Week 11-12</i>	<u>Educational Gymnastics</u>	K-5: Rolling, weight transfer, inversion, vaulting	PE.K-1.M.1.11 PE.2.M.1.10 PE.K-1.M.1.12 PE.2-5.M.1.11 PE.3-5.C.2.5 PE.K-5.R.5.1 PE.K-5.R.6.2	How can we move our bodies in relation to objects?
<i>Week 13-14</i>	<u>Soccer (kicking and dribbling with feet)</u>	K-2: Kicking and dribbling activities 3-5: Soccer skills, modified and lead up soccer activities	PE.K-5.M.1.2 PE.1-5.M.1.5 PE.K-5.C.2.5 PE.K-2.C.2.6 PE.1.C.2.7 PE.2.C.2.9 PE.3-5.C.2.2 PE.3-5.C.2.8 PE.3-5.R.6.3	How does soccer improve our overall fitness level?
<i>Week 15-16</i>	<u>Educational Dance</u>	K-2: Rhythm activities, easy group dances 3-5: Group and self - choreographed dances, tinkling	PE.K-1.M.1.10 PE.3-5.M.1.10 PE.2-5.M.1.9 PE.K-2.C.2.6 PE.K-2.C.2.8 PE.3-5.C.2.6	What components of health and skill related fitness are improved though dance? Why is dance an activity that anyone, at any age can participate in?
<i>Week 17-18</i>	<u>Throwing, Catching and Rolling (bowling can be included here)</u>	K-5: Throwing, catching and rolling activities K-5: Bowling (lead up and modified)	PE.K-5.M.1.7 PE.K-5.M.1.8 PE.K-1.M.1.9 PE.K-5.C.2.5 PE.K-3.C.2.6 PE.1.C.2.7	Why is proper form essential in throwing and catching? Why is bowling considered a lifetime activity?
<i>Week 19-20</i>	<u>Ball Handling (i.e. basketball)</u>	K-2: Dribble/pass/shoot activities 3-5: Ball handling skills, dribbling modified basketball activities	PE.K-5.M.1.5 PE.K-5.C.2.6 PE.4-5.C.2.6 PE.3&5.C.2.9 PE.4.C.2.8 PE.K-5.L.3.1 PE.K-5.L.3.2 PE.3&5.L.3.5 PE.3-5.R.6.2 PE.K,5.L.4.6 PE.1,3,4.L.4.7 PE.2.L.4.8	Why is basketball a good lifetime activity?

<i>Week 21-22</i>	<u>Educational Gymnastics II</u>	K-5: jumping/landing (grades 1,3 and 4) and balancing	PE.1.M.1.14 PE.3,4.M.1.12 PE.1.C.2.9 PE.2.C.2.8 PE.3-5.C.2.2 PE.3.C.2.8 PE.4.C.2.9 PE.5.C.2.8	How do jumping and balancing increase body control? Why are jumping and balancing important in sports and games?
<i>Week 23-25</i>	<u>Invasion Games: chasing, fleeing and dodging (i.e. tag, flag football and rookie rugby)</u>	K-2: Modified invasion games 3-5: Flag football/rugby skills and modified game play	PE.1-2.M.1.13 PE.3.M.1.12 PE.K-1.M.1.9 PE.2-5.M.1.8 PE.2,3,5.C.2.9 PE.4.C.2.8	Why is strategy an essential component to invasion games? What health and skill related components of fitness are used during invasion games?
<i>Week 26-28</i>	<u>Striking: volley games (i.e. tennis, volleyball)</u>	K-2: Volley game striking skills 3-5: Volley skills and modified game play	PE.1-5.M.1.2 PE.1-5.M.1.3 PE.1-5.M.1.4 PE.1-5.C.2.5 PE.K-3,5.L.3.6 PE.4.L.3.5	Why is tennis considered an excellent lifetime activity?
<i>Week 29-30</i>	<u>Health Related Physical Fitness</u>	K-2: Fitness games 3-6: Fitness post testing	PE.K-2.L.3.3 PE.K-2.L.3.4 PE.K-2.L.3.5 PE.3,5.L.3.5 PE.K-5.L.4.2 PE.K-5.L.4.3 PE.1-5.L.4.4 PE.3-5.L.4.1 PE.3-4.L.4.5 PE.3-5.L.4.8 PE.5.L.4.7 PE.3-4.L.4.9	What can I do to be physically active? Why is it important to lead an active lifestyle? Why are goals important to the ongoing process of fitness?
<i>Week 31-34</i>	<u>Striking: base sports (i.e. wiffleball, softball, kickball)</u>	K-3: Body parts, long and short handed striking implements 4-5: Wiffleball/softball skills , modified and lead up activities	PE.1-5.M.1.2 PE.1-5.M.1.3 PE.1-5.M.1.4 PE.1-5.C.2.5 PE.K-3,5.L.3.6 PE.4.L.3.5	How do striking activities increase eye-hand coordination?

<p><i>*2-3 Weeks (placement of this unit is unique to each school. Teachers must manipulate the scope and sequence as necessary to conduct this unit.)</i></p>	<p><u>Bike and Pedestrian Safety</u></p>	<p>K-2: Pedestrian safety 3-5: Bike safety, bike riding</p>	<p>PE.K-1.L.3.7 PE.2.L.3.8 PE.3.L.3.7 PE.4.L.3.6 PE.5.L.3.8 PE.K-2.R.5.2</p>	<p>How can we stay safe when walking on the street? Why is it important to follow the bicycle safety rules when riding a bike? Why is cycling a great lifetime activity?</p>
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6th Grade M/J Fitness Scope and Sequence

*Note** M/J Fitness for 6th grade, when taught in a middle school, is a one semester course where students meet with the physical education teacher on a daily basis. The activities used to teach M/J Fitness should be varied to include sports, games and fitness activities. In an attempt to meld this course with the K-5 Scope and Sequence, we have tried to match up the suggested activities with those already being taught but the benchmarks being assessed will not be skill related as in the K-5 curriculum and must be related back to fitness, improvement of fitness and health related fitness goals.

*Note**
Benchmarks
PE.6.M.1.11,
M.1.12, L.3.1,
L.3.2, R.5.5
appear in every
unit of this scope
and sequence.

Recommendation- In order to enhance student comprehension and understanding, provide them with a way to keep journals or portfolios which could include written records such as exit slips, cognitive assessments, performance task rubrics, fitness logs, heart rate logs, pedometer logs, food journals, etc....

Week	UNIT	CONCEPTS	BENCHMARKS	ESSENTIAL Qs	ASSESSMENT
Week 1	Establish rules, procedures and expectations	Safety protocols, responsible behaviors, warm-up cool down, hydration/clothing	PE.6.M.1.11 PE.6.M.1.12 PE.6.C.2.12 PE.6.C.2.13 PE.6.R.5.2 PE.6.R.5.3 PE.6.R.5.4 PE.6.R.5.5 PE.6.L.3.1	What is the relationship between safety and success in physical education? Why is it important to demonstrate responsible behavior during activity?	Classroom expectations and rubrics
Week 2-3	Low Organization and Cooperative Games (safety continued) Project Adventure	Personal safety, peer pressure, physical mental and social emotional well-being, moderate intensity, heat related illnesses: heat cramp, heat exhaustion, heat stroke	PE.6.M.1.11 PE.6.M.1.12 PE.6.C.2.13 PE.6.C.2.22 PE.6.R.5.1 PE.6.R.5.5 PE.6.R.6.2 PE.6.L.3.1 PE.6.L.3.2	Why is teamwork important to the success of physical education games? Why is it important to be aware of environmental factors when participating at MVPA (outside)?	Project Adventure, rubrics, exit slip
Week 4-5	Locomotor Skills and Movement (dance)	Locomotor pathway direction review, coordination, agility, MVPA, stress management	PE.6.M.1.11 PE.6.M.1.12 PE.6.R.5.5 PE.6.R.6.1 PE.6.L.3.1 PE.6.L.3.2 PE.6.L.3.6	How does dancing improve fitness? How is dance an activity that anyone, any age can participate in?	Health component rubric
Week 6-8	Personal Fitness, Health Related Fitness	Goal setting, vigorous, MVPA cardiorespiratory, muscular strength, muscular endurance, BMI, flexibility, heart rate, pulse	PE.6.M.1.1 PE.6.M.1.5 PE.6.M.1.11 PE.6.M.1.12 PE.6.C.2.2 PE.6.C.2.3 PE.6.R.5.5 PE.6.L.3.1	How does having a low level in any health component of fitness affect performance? How do we plan for improvement? How does goal setting	Personal fitness plan or portfolio

			PE.6.L.3.2 PE.6.L.4.1 PE.6.L.4.2 PE.6.L.4.4 PE.6.L.4.5	enhance performance?	
Week 9-10	Technology Integration, MVPA games, pedometers, heart rate monitors	pedometers, heart rate monitors, vigorous, moderate, perceived exertion, overload, progression, specificity, aerobic, anaerobic, stress management, close reading	PE.6.M.1.2 PE.6.M.1.3 PE.6.M.1.11 PE.6.M.1.12 PE.6.L.3.1 PE.6.L.3.2 PE.6.R.5.5 HE.6.B.6.1 LAFS.68.RST.2.4	How can technology be utilized to enhance physical fitness?	Fitness plans, pedometer/heart rate monitor logs, close reading rubrics
Week 11-12	Striking (e.g. volleyball or tennis)	aerobic, anaerobic, biomechanics, speed, coordination, balance, power, agility and reaction time	PE.6.M.1.3 PE.6.M.1.5 PE.6.M.1.11 PE.6.M.1.12 PE.6.C.2.3 PE.6.C.2.5 PE.6.C.2.12 PE.6.R.5.5 PE.6.L.3.1 PE.6.L.3.2	How do striking activities help to build muscular strength and endurance?	Exit slip
Week 13-14	Kicking (e.g. soccer)	aerobic, anaerobic, biomechanics, speed, coordination, balance, power, agility and reaction time	PE.6.M.1.11 PE.6.M.1.12 PE.6.C.2.1 PE.6.C.2.3 PE.6.C.2.4 PE.6.C.2.6 PE.6.C.2.12 PE.6.L.3.1 PE.6.L.3.2 PE.6.L.4.5 PE.6.R.5.5	How does having a low level of cardiorespiratory fitness affect your game performance? How does soccer improve our overall fitness level?	Heart rate monitor logs

Week 15-17	Throwing and catching (e.g. Newcomb, flag football), nutrition and consumer awareness	speed, coordination, balance, power, agility and reaction time, tracking, hand-eye coordination nutrition, diet, macronutrients, micronutrients, fact/fallacy	PE.6.M.1.11 PE.6.M.1.12 PE.6.M.1.13 PE.6.C.2.12 PE.6.L.3.2 PE.6.L.3.3 PE.6.R.5.1 PE.6.R.5.4 PE.6.R.5.5 PE.6.C.2.10 PE.6.C.2.11 HE.6.B.3.1	Why is proper form essential in throwing and catching? How does nutrition help or hurt your ability to fight disease?	Exit slip, food logs, journal activities
**To be worked in simultaneously with your K-5 game/skills unit weeks 15-20		LAFS.6.L.3.6 LAFS.68.RST.2.4	What is good nutrition and how is it presented by the media? How can you tell if the information you are reading is from a reliable source?		
Week 18-20	Dribble with hands (e.g. basketball)	coordination, hand-eye, tracking, rhythm, progression, overload, specificity, aerobic/anaerobic, ratio	MAFS.6.RP.1.1 PE.6.M.1.11 PE.6.M.1.12 PE.6.C.2.12 PE.6.L.3.1 PE.6.L.3.2 PE.6.L.3.3 PE.6.R.5.1 PE.6.R.5.4 PE.6.R.5.5	Why is basketball a good lifetime activity? How does dribbling and game play improve skill related components of fitness?	Exit slip
Week 21-22	Educational Gymnastics, e.g. jump and land and/or jump ropes	stress management, balance, coordination, progression, overload, specificity, muscular endurance, muscular strength	PE.6.M.1.11 PE.6.M.1.12 PE.6.L.3.1 PE.6.L.3.2 PE.6.R.5.2 PE.6.R.5.4 PE.6.R.5.5	How do activities such as wellness (gym) and dance effect stress management?	Attitude checklist
Week 23-25	Health related fitness (aerobic games, flag/tag games), FITNESSGRAM®, pre-training, fitness stations	Goal setting, vigorous, MVPA cardiorespiratory, muscular strength, muscular endurance, BMI, flexibility, perceived exertion, long term benefits,	PE.6.M.1.1 PE.6.M.1.2 PE.6.M.1.5 PE.6.M.1.11 PE.6.MC.2.1 PE.6.C.2.2 PE.6.C.2.3 PE.6.L.3.1 PE.6.L.3.2 PE.6.R.5.5	How does a progressive training program help you analyze your data and achieve healthy fitness zone scores?	Analyze data from various sources (logs, heart rate investigation)

Week 26-28	Striking/long handled implements e.g. tennis, golf, baseball, hockey	Frequency, intensity, time, type, perceived exertion, MVPA, power, application of training principles	PE.6.M.1.3 PE.6.M.1.11 PE.6.M.1.12 PE.6.C.2.6 PE.6.L.3.1 PE.6.L.3.2 PE.6.R.5.5 MAFS.6.RP.1.1	How do you produce speed, power, accuracy and leverage when striking objects? How does the FITT principle relate to improving your striking skills?	Compare/contras t journal activities (ratio scoring for math standards)
Week 29-31	Fitness Testing	FITNESSGRAM® Assessments	PE.6.M.1.11 PE.6.M.1.12 PE.6.C.2.3 HE.B.6.1	Are you scores in the healthy fitness zone? How does goal setting relate to motivation to succeed? How can peer pressure help or hurt you?	FITNESSGRA M® testing
Week 32 - 34	Recreational games, invent a game	Physical, cognitive, emotional, sportsmanship, aerobic	PE.C.2.4	How does teamwork influence the outcome of a successful activity? How does a positive experience motivate you to be active and healthy?	Rubric

Understanding Health Related Components of Fitness Rubric

Criteria	Core	Exceeds 4	Consistently 3	Sometimes 2	Seldom 1
Student understands four or more health related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.	Health concepts, cardiorespiratory endurance, muscle strength, muscle endurance, flexibility body composition	Student <u>always</u> understands four or more health related fitness assessments and the associated exercises. Student consistently assists and encourages others as well.	Student <u>consistently</u> understands four of more health related fitness assessments and the associated exercises.	Student <u>sometimes</u> understands four or more health related fitness assessments and the associated exercises.	Student <u>seldom</u> understands four or more health related fitness assessments and the associated exercises.
The student understands all five health related fitness assessments and the associated exercises that develop muscular strength, endurance, flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.	Understands health components of fitness and relates exercises that improve each area.	Student <u>always</u> understand all five health related fitness assessment and the associated exercise and consistently assists and encourages others as well.	Student <u>consistently</u> understands all five health related fitness assessments and the associated exercises.	Student <u>sometimes</u> understands all five health related fitness assessments and the associated exercises.	The student <u>seldom</u> understands all five health related fitness assessments and the associated exercises.
The student understands four or more of the health related fitness assessments and shows improvement.	Improvement in health components of fitness.	Student <u>always</u> demonstrates the ability to assess the components of health related fitness, shows improvement on one or more of self-selected items, and encourages others to increase their fitness levels.	Student <u>consistently</u> demonstrates the ability to assess the components of health related fitness and shows improvement on one or more self-selected items.	Student <u>sometimes</u> demonstrates the ability to assess the components of health-related fitness and shows improvement on one or more self-selected items.	Student <u>seldom</u> demonstrates the ability to assess the components of health related fitness and shows improvement of one or more self-selected items.

Understanding Skill Related Components of Fitness Rubric

Criteria	Core Concepts	Exceeds 4	Consistently 3	Sometimes 2	Seldom 1
Student understands four or more skill related fitness components. The student can give corresponding drills/exercises that correlate to these components.	Agility, balance, coordination, reaction time speed, power	Student <u>always</u> understands four or more skill related fitness components and the associated drills/exercises. Student consistently assists and encourages others as well.	Student <u>consistently</u> understands four or more skill related fitness components and the associated drills/exercises.	Student <u>sometimes</u> understands four or more skill related fitness components and the associated drills/exercises.	Student <u>seldom</u> understands four or more health related fitness assessments and the associated exercises.

Participation in Moderate to Vigorous Activity Rubric

Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for more than 20 minutes of time during the school day and understands the accumulative effect of physical activity.	Moderate, vigorous, aerobic, accumulative	Student <u>always</u> participates in numerous bouts of MVPA for more than 20 minutes of time during/outside of school, understands the accumulative effect of activity and consistently assists and encourages others as well.	Student <u>consistently</u> participates in numerous bouts of MVPA for more than 20 minutes of time during the school day, outside of school, understands the accumulative effect of activity.	Student <u>sometimes</u> participates in numerous bouts of MVPA for more than 20 minutes of time during the school day, outside of school, and understands the accumulative effect of activity.	The student <u>seldom</u> participates in numerous bouts of MVPA for over 20 minutes of time during the school day, outside of school, understands the accumulative effect of physical activity.
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Understanding of FITT Principle Rubric

Student understands the training principles of fitness and can relate criteria to personal fitness plan.	Frequency, intensity, time, type	Student <u>always</u> understands the four principles of fitness and always relates the FITT principles to design a personal fitness plan.	Student <u>consistently</u> understands the four principles of fitness and consistently relates the FITT principles to design a personal fitness plan.	Student <u>sometimes</u> understands the four principles of fitness and sometimes relates the FITT principles to design a personal fitness plan.	Student <u>seldom</u> understands the four principles of fitness and seldom relates the FITT principles to design a personal fitness plan.
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UNDERHAND Throwing Rubric

Grade	Criteria	Core	Consistent 4	Developing 3	Emerging 2	Needs experience 1
K	The student will demonstrate the proper skills of underhand throwing with teacher verbal cues.	Communicate basic throwing skills.	<ul style="list-style-type: none"> ○ Starts by facing target. ○ Steps with opposite foot from throwing arm <u>consistently.</u> ○ Arm goes back and swings forward releasing ball. 	<ul style="list-style-type: none"> ○ Starts by facing target. ○ Steps with opposite foot from throwing arm <u>most of the time.</u> ○ Arm goes back and swings forward releasing ball. 	<ul style="list-style-type: none"> ○ Starts by facing target. ○ <u>No evidence</u> of stepping with opposite foot. 	<ul style="list-style-type: none"> ○ Does not start by facing target. ○ No step towards target.
1	The student will demonstrate the proper skills of underhand throwing without teacher verbal cues.	Communicate throwing and catching.	<ul style="list-style-type: none"> ○ Starts by facing target. ○ Steps with opposite foot from throwing arm <u>consistently.</u> ○ Arm goes back and swings forward releasing ball. 	<ul style="list-style-type: none"> ○ Starts by facing target. ○ Steps with opposite foot from throwing arm <u>most of the time.</u> ○ Arm goes back and swings forward releasing ball. 	<ul style="list-style-type: none"> ○ Starts by facing target. ○ <u>No evidence</u> of stepping with opposite foot. 	<ul style="list-style-type: none"> ○ Does not start by facing target. ○ No step towards target.
2	The student will demonstrate the proper skills of underhand throwing independently.	Throw and catch with limited control (hand-eye coordination).	<ul style="list-style-type: none"> ○ Starts by facing target. ○ Steps with opposite foot from throwing arm <u>consistently.</u> ○ Arm goes back and swings forward releasing ball. 	<ul style="list-style-type: none"> ○ Starts by facing target. ○ Steps with opposite foot from throwing arm <u>most of the time.</u> ○ Arm goes back and swings forward releasing ball. 	<ul style="list-style-type: none"> ○ Starts by facing target. ○ <u>No evidence</u> of stepping with opposite foot. 	<ul style="list-style-type: none"> ○ Does not start by facing target. ○ No step towards target.

OVERHAND Throwing Rubric

Grade	Criteria	Core	Consistent 4	Developing 3	Emerging 2	Needs experience 1
K	The student will demonstrate the proper skills of overhand throwing with teacher verbal cues.	Communicate basic throwing skills.	<ul style="list-style-type: none"> ○ Starts by pointing non-throwing side towards target. ○ Throwing arm is back behind head. ○ Steps with opposite foot toward target <u>consistently.</u> ○ Follows through by letting throwing arm come across opposite side of body. 	<ul style="list-style-type: none"> ○ Starts by pointing non-throwing side towards target ○ Throwing arm is back behind head. ○ Steps with opposite foot toward target <u>most of the time.</u> ○ Follows through by letting throwing arm come across opposite side of body. 	<ul style="list-style-type: none"> ○ Starts by pointing non-throwing side towards target. ○ Throwing arm is back behind head. ○ <u>No evidence</u> of stepping with opposite foot. 	<ul style="list-style-type: none"> ○ Does not start by pointing non-throwing arm towards target. ○ <u>No step</u> towards target.
1	The student will demonstrate the proper skills of overhand throwing without teacher verbal cues.	Communicate throwing and catching.	<ul style="list-style-type: none"> ○ Starts by pointing non-throwing side towards target. ○ Throwing arm is back behind head. ○ Steps with opposite foot toward target <u>consistently.</u> ○ Follows through by letting throwing arm come across opposite side of body. 	<ul style="list-style-type: none"> ○ Starts by pointing non-throwing side towards target ○ Throwing arm is back behind head. ○ Steps with opposite foot toward target <u>most of the time.</u> ○ Follows through by letting throwing arm come across opposite side of body. 	<ul style="list-style-type: none"> ○ Starts by pointing non-throwing side towards target. ○ Throwing arm is back behind head. ○ <u>No evidence</u> of stepping with opposite foot. 	<ul style="list-style-type: none"> ○ Does not start by pointing non-throwing arm towards target. ○ <u>No step</u> towards target.
2	The student will demonstrate the proper skills of overhand throwing independently.	Throw and catch with limited control (hand-eye coordination).	<ul style="list-style-type: none"> ○ Starts by pointing non-throwing side towards target. ○ Throwing arm is back behind head. ○ Steps with opposite foot toward target <u>consistently.</u> ○ Follows through by letting throwing arm come across opposite side of body. 	<ul style="list-style-type: none"> ○ Starts by pointing non-throwing side towards target ○ Throwing arm is back behind head. ○ Steps with opposite foot toward target <u>most of the time.</u> ○ Follows through by letting throwing arm come across opposite side of body. 	<ul style="list-style-type: none"> ○ Starts by pointing non-throwing side towards target. ○ Throwing arm is back behind head. ○ <u>No evidence</u> of stepping with opposite foot. 	<ul style="list-style-type: none"> ○ Does not start by pointing non-throwing arm towards target. ○ <u>No step</u> towards target.



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A **student** having a grievance concerning discrimination may contact:

Dr. Brian T. Binggeli
Superintendent
Brevard Public Schools

Ms. Cyndi Van Meter
Associate Superintendent
Division of Curriculum
and Instruction
Equity Coordinator

Mr. Robin L. Novelli
Director
High School Programs

Ms. Pamela Treadwell
Director
ESE Administrative Support Services
ADA/Section 504 Coordinator

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601
(321) 633-1000

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An **employee** or **applicant** having a grievance concerning employment may contact:

Ms. Susan Standley
Director
Office of Compensation & Benefits

Mr. James Hickey
Director
Human Resources Services & Labor Relations

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601
(321) 633-1000

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