

# Pre-K and Kindergarten

## Physical Education Curriculum

Scope and Sequence, Instructional Map, Resources



Shelby County Schools



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

### **How to Use the HPELW Education Curriculum Maps**

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

## National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual\****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

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

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

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

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

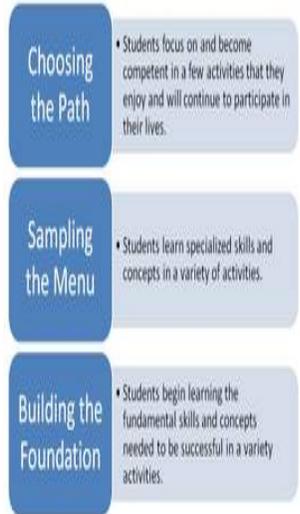
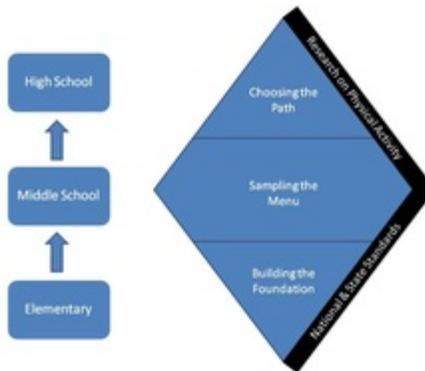
**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

\* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

## Diamond Conceptual Framework: A K-12 Road Map for Physical Education

The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.



## PRE-K AND KINDERGARDEN PHYSICAL EDUCATION OVERVIEW

### Course Description

The primary goals of students in their Pre-K and Kindergarten grade years are to focus on gross motor skills and non-locomotor, locomotor movements. At this grade level students will be introduced to basic stage of gross motor skills and non-locomotor, locomotor skills. Many students will endure physiological changes that occur as a result of physical activity. In order to maintain a safe environment, as well as to hold productive classes, there is an increased emphasis on safety, spatial awareness following directions and showing cooperation to all.

### TN State Standards

1. Movement
2. Movement Concepts and Principles
3. Physical Activity
4. Fitness
5. Personal and Social Responsibility

### ESSENTIAL LEARNINGS

1. Students will demonstrate basic form of locomotor and non-locomotor movements.
2. Students will demonstrate body control, using sufficient gross motor skills, maintaining healthy bodies.
3. Students will demonstrate endurance and flexibility, while performing a basic variety of movement concepts and principles.
4. Students will demonstrate a basic form of rolling, kicking, dribbling, catching, underhand throwing, and striking while performing manipulative skills.
5. Students will participate fully in activities related to cardiovascular fitness and muscular endurance.
6. Students will exhibit respect to everyone and everything.

### Effective Components of an Elementary Physical Education Curriculum:

- Follows the TN State Board of Education mandate that elementary students participate for a minimum of 90 minutes of Physical Education/ Physical Activity per week, during the regular school day.
- Adheres to the other board mandates that students must attend Physical Education classes. According to SCS Board Policy, withholding a student's attendance to Physical Education class for any reason is prohibited.
- Is taught by Highly Qualified, State-licensed Physical Educators.
- Provides meaningful and differentiated activities to promote healthy lifetime habits.
- Uses positive, specific, and corrective feedback to attain growth for each individual student regardless of initial ability level.
- Has adequate resources, space, and facilities to facilitate the success of the program.
- Has objective and data driven lessons that frequently checks for student understanding and keeps students engaged in the content.
- Integrates health and common core content into movement to enhance student comprehension at all levels.

### Assessments

- Teacher observation
- Teacher checklist
- Peer assessment
- Authentic/assessment
- Rubric

## Shelby County Schools TN State Content Standards for Physical Education K-2

### **Standard 1.0 – Movement**

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

#### **Essential Learnings:**

- 1.A - travel using body and spatial awareness, relationships and effort
- 1.B - demonstrate a mature form of locomotor skills
- 1.C - jump and land using a variety of take-off and landing patterns
- 1.D - illustrate, through movement, a wide variety of rhythmic activities that involve locomotion and non-locomotion
- 1.E - kick a ball into the air or along the ground
- 1.F - throw a ball demonstrating an overhand or underhand technique
- 1.G - catch a ball
- 1.H - strike/volley an object
- 1.I - strike an object with short and long handled implements
- 1.J - dribble a ball using the hands or feet
- 1.H - demonstrate control in weight transfer and balance activities

### **Standard 3.0 – Physical Activity**

A physically educated person participates regularly in physical activity.

#### **Essential Learnings:**

- 3.A - participate in daily physical activity for enjoyment
- 3.B - participate regularly in a variety of non-structured and minimally organized physical activities outside the physical education class
- 3.C - use physical education skills at recess

### **Standard 5.0 – Personal and Social Responsibility**

A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

#### **Essential Learnings:**

- 5.A - follow, with few reminders, activity-specific rules and procedures
- 5.B - cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- 5.C - treat others with respect during physical activity
- 5.D - resolve conflicts in socially acceptable ways
- 5.E - work independently and on-task

### **Standard 2.0 – Movement Concepts and Principle**

A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

#### **Essential Learnings:**

- 2.A - know and apply movement concepts
- 2.B - recognize the critical elements of locomotor and non-locomotor skills
- 2.C - understand the relationship between skills and movement concepts
- 2.D - recognize the critical elements of kicking, throwing, catching, striking, volleying and dribbling
- 2.E - know the movement concepts of educational gymnastics
- 2.F - know the movement concepts of rhythmic activities

### **Standard 4.0 – Fitness**

A physically educated person achieves and maintains a health-enhancing level of physical fitness.

#### **Essential Learnings:**

- 4.A - engage in sustained physical activity that causes an increased heart rate
- 4.B - recognize the physiological indicators that accompany moderate to vigorous physical activity
- 4.C - identify the components of health-related physical fitness
- 4.D - identify at least one activity associated with each component of health related physical activity

*The complete State Standards, including the Student Performance Indicators (SPIs) can be found on pages N-N.*

## Physical Education Pre-K and Kindergarten

*Physical Educators lesson can be modified to fit your students depending on the level students are assess at, lack of equipment, conflict of time, etc. However, it is the Physical Educator job to teach these skills no matter the barrier each of us may experience from one school to another.*

<b>First Quarter</b>		
<b>Content/Skill/Topic</b>	<b>SPIs</b>	<b>Suggested Timeline</b>
Rules, Procedures, Routines	1.1.5, 5.1.1, 5.2.1, 5.2.3	5 – 6 lessons, developed throughout the year
Locomotor Skills (walk, run, hop, jump, skip, gallop, leap, slide)	1.1.1, 1.2.2, 2.1.2, 2.2.1, 3.1.2	4 lessons
General space, personal space	1.2.2, 1.2.21, 2.1.1, 5.2.	4 lesson, developed throughout the year
Formations, transitions	1.2.2, 2.1.1	3 lesson, developed throughout the year
Non-Locomotor Skills (twisting, bending, swaying, stretching, turning, swinging )	1.2.5, 1.2.17, 1.2.21, 1.3.1, 5.1.2, 5.3.1, 5.3.2	
Speeds: slow, medium, fast Levels: low, medium, high	1.2.2	3 lesson, developed throughout the year
Body control, body awareness	1.1.3, 1.2.2	3 lesson, developed throughout the year
Balance: Static and Dynamic	1.1.3, 2.1.4	3 lesson, developed throughout the year
Character Building	Health	2 lesson, developed throughout the year
Jumping and Landing	1.1.3, 1.2.2, 1.2.1	3 lesson, developed throughout the year
Individual Manipulative work (eye-hand coordination: underhand tossing and catching)	1.2.1, 1.2.12, 3.1.2	4 lessons, developed throughout the year
Locomotor Skills (walk, run, hop, jump, skip, gallop, leap, slide)	1.1.1, 1.2.2, 2.1.1, 2.1.2, 2.3.2	2 lessons
Safety Drills	3.1.1	4 lesson, reviewed throughout the year
Directions: Cardinal directions (North, South, East, West), In, Out, Forwards, Backwards, Sideways, Around, Over, Under, Through	2.1.1	4 lessons, developed throughout the year
ELA SPOTLIGHTS: ABC Order: Fact, Fiction, or Fairy Tale: Sentence Structure; Journaling,		

Vocabulary Many of these lessons can be grouped together with others and all of the skills can be reviewed and practiced throughout the quarter/year.

*An aspect of these ELA Spotlights are to be brought into each lesson. The First and Second Grade ELA Journeys Skills Concepts Map for Tier 1 Instruction can be found on pages 19 and 22. Examples of how to easily incorporate these skills will be found beginning on page 26 as well. Each quarter brings new literacy elements upon which to focus, but Vocabulary and Journaling should be done throughout the year.*

<b>Second Quarter</b>		
<b>Content/Skill/Topic</b>	<b>SPIs</b>	<b>Suggested Timeline</b>
Rules, Procedures, Routines	1.1.5, 5.1.1, 5.2.1, 5.2.3	5 – 6 lessons, developed throughout the year
Locomotor Skills (walk, run, hop, jump, skip, gallop, leap, slide)	1.1.1, 1.2.2, 2.1.2, 2.2.1, 3.1.2	4 lessons
General space, personal space	1.2.2, 1.2.21, 2.1.1, 5.2.	4 lesson, developed throughout the year
Formations, transitions	1.2.2, 2.1.1	3 lesson, developed throughout the year
Non-Locomotor Skills (twisting, bending, swaying, stretching, turning, swinging )	1.2.5, 1.2.17, 1.2.21, 1.3.1, 5.1.2, 5.3.1, 5.3.2	2 lesson, developed throughout the year
Speeds: slow, medium, fast Levels: low, medium, high	1.2.2	3 lesson, developed throughout the year
Body control, body awareness	1.1.3, 1.2.2	3 lesson, developed throughout the year
Balance: Static and Dynamic	1.1.3, 2.1.4	3 lesson, developed throughout the year
Personal Health	Health	2 lesson, developed throughout the year
Jumping and Landing	1.1.3, 1.2.2, 1.2.1	3 lesson, developed throughout the year
Individual Manipulative work (eye-hand coordination: underhand tossing and catching)	1.2.1, 1.2.12, 3.1.2	4 lessons, developed throughout the year
Locomotor Skills (walk, run, hop, jump, skip, gallop, leap, slide)	1.1.1, 1.2.2, 2.1.1, 2.1.2, 2.3.2	2 lessons
Safety Drills	3.1.1	4 lesson, reviewed throughout the year
Animal Walks: Crab, Kangaroo, Seal, Bunny, Frog, Bear,	2.1.1	4 lessons, developed throughout the year
Many of these lessons can be grouped together with others and all of the skills can be reviewed and practiced throughout the quarter/year.		

<b>Third Quarter</b>		
<b>Content/Skill/Topic</b>	<b>SPIs</b>	<b>Suggested Timeline</b>
Rules, Procedures, Routines	1.1.5, 5.1.1, 5.2.1, 5.2.3	5 – 6 lessons, developed throughout the year
Non-Locomotor Skills (twisting, bending, swaying, stretching, turning, swinging)	1.1.1, 1.2.2, 2.1.2, 2.2.1, 3.1.2	2 lesson, developed throughout the year
Chasing, Fleeing, Dodging	1.2.2, 1.2.21, 2.1.1, 5.2.	4 lessons, developed throughout the year
Pathways: horizontal, vertical, diagonal, circular, zig-zag	1.2.2	3 lessons, developed throughout the year
Physiological Changes with Physical Activity	Health	2 lesson, developed throughout the year
General space, personal space	1.2.2	2 lesson, developed throughout the year
Animal Walks: Crab, Kangaroo, Seal, Bunny, Frog, Bear,	1.2.9	2 lesson, developed throughout the year
Manipulative Skills (hand eye coordination and foot and eye coordination)	1.1.3, 2.1.4	4-6 lesson, developed throughout the year
Rolling a ball	1.1.3, 1.2.2, 1.2.1	2 lesson, developed throughout the year
Body Parts	Health	2 lesson, developed throughout the year
Kicking a ball: side of foot, kicking a rolled ball, punting a ball	1.1.2, 1.2.11, 1.2.16	2 - 3 lessons, developed throughout the year
Expression through movement	1.1.1, 1.2.2, 2.1.1, 2.1.2, 2.3.2	2 lesson, developed throughout the year
Dance and Rhythms	3.1.1	2 lesson, developed throughout the quarter, year

ELA Spotlight: Synonyms and Antonyms; Suffixes and Prefixes; Contractions; Compound Words; Vocabulary; Picture/word identification; Journeys Stories

<b>Fourth Quarter</b>		
<b>Content/Skill/Topic</b>	<b>SPIs</b>	<b>Suggested Timeline</b>
Rules, Procedures, Routines	1.1.5, 5.1.1, 5.2.1, 5.2.3	5 – 6 lessons, developed throughout the year
Manipulative Skills (hand eye coordination and foot and eye coordination)	1.1.1, 1.2.2, 2.1.2, 2.2.1, 3.1.2	4-6 lesson, developed throughout the year
Throwing (underhand and overhand)	1.2.2, 1.2.21, 2.1.1, 5.2.	3-5 lesson, developed throughout the year
Throwing and Catching	1.2.2	3-5 lesson, developed throughout the year
Educational Gymnastics: Log Rolls, Symmetrical and Asymmetrical body balances, Partner Balances	1.1.3, 1.2.11.2.18, 1.2.19, 1.2.21, 2.1.4, 2.3.1, 4.2.4, 5.1.1	4 – 6 lesson throughout the year
Jumping Landing Skills (jump rope, broad jump, jumping over objects long jump rope)	1.1.3, 1.2.3, 2.1.4	2 lesson, developed throughout the year
Locomotor Skills (walk, run, hop, jump, skip, gallop, leap, slide)	1.2.2	4 lessons throughout the year
Non-Locomotor Skills (twisting, bending, swaying, stretching, turning, swinging)	1.1.3, 2.1.4	2 lesson, developed throughout the year
Body control, body awareness	1.1.3, 1.2.2, 1.2.1	3 lesson, developed throughout the year
Balance: Static and Dynamic	1.1.3, 2.1.4	3 lesson, developed throughout the year
Directions: Cardinal directions (North, South, East, West), In, Out, Forwards, Backwards, Sideways, Around, Over, Under, Through	2.1.1	4 lessons, developed throughout the year
General space, personal space	1.1.1, 1.2.2, 2.1.1, 2.1.2, 2.3.2	4 lesson, developed throughout the year
Chasing, Fleeing, Dodging	3.1.1	4 lessons, developed throughout the year
Pathways: horizontal, vertical, diagonal, circular, zig-zag	1.1.5, 5.1.1, 5.2.1, 5.2.3	3 lessons, developed throughout the year

## Physical Education Pre-K and Kindergarten Journeys Skills/Concepts Map

*Physical Educators lesson can be modified to fit your students depending on the level students are assess at, academic performance, conflict of time, etc. However, it is the Physical Educator job to teach these skills no matter the barrier each of us may experience from one school to another.*

<b>Frist Quarter- Fouth Quarter</b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Antonyms/ Synonyms Activity: (Speed Racer)		1-2 Weeks (Basis On students Growth)
Context Clues Activity: (As If)		1-2 Weeks (Basis On students Growth)
Words for Family Activity: (Rhyming Words/ Creative Play with Number Rhymes)		1-2 Weeks (Basis On students Growth)
Action Words Activity: (On the Farm/ Traffic Jam)		1-2 Weeks (Basis On students Growth)
Sensory words Activity: (Pass It On – UNO Style)		1-2 Weeks (Basis On students Growth)
Shape Words Activity: (Leaf Line)		1-2 Weeks (Basis On students Growth)
Figurative Language Activity: (Fire and Ice vs. Spiders and Flies)		1-2 Weeks (Basis On students Growth)
Number Words Activity: (Air Writing)		1-2 Weeks (Basis On students Growth)
Simile Activity: (Over, Under, Around, and Through Formation)		1-2 Weeks (Basis On students Growth)
Multiple-Meaning Words Activity: (Running through the Forest)		1-2 Weeks (Basis On students Growth)

**Name of Activity:** Speed Racer

**Academic Content:** English/Language Arts (Antonyms/ Synonyms)

**Equipment Needed:** 20-30 cones, different colored index cards (one color for nouns another for verbs), markers, and tapes

### **Description of Idea**

Formatting Applied

Directions for Activity:

1. Prior to the lesson, scatter cones around the area/classroom.
2. Label cones with either antonyms or synonyms in both English or if your class ELL Spanish. (There will be an equal number of each.) In order to label cones, create a list of antonyms and synonyms. The antonyms should consist of different locomotor skills that could be performed, i.e., walking, running, and skipping. The synonyms should consist of different color locomotor skills that could be performed i.e., galloping, hopping, and jumping. Teachers should write each antonyms/ synonyms on one index card. Tape the index card to the cone.
3. After setting up cones, review with students the definitions of antonyms and synonyms.
4. Divide students in half. (A good way to do this is to have students form a line and count 1, 2.) The "1's" will form one team and the "2's" will form another team.
5. Explain rules.
  - The "antonyms" team will have to tip the cones over that are labeled with antonyms. However, before tipping over the cone they must say the antonyms consisting of a locomotor skill labeled around the cone 6-8 times. For instance, for the cone that is labeled "hop," the student must hop 6-8 times around the cone and then tip it over. The students who are "antonyms" must also pick up the cones labeled with antonyms that are tipped over.
  - The "synonyms" team will do the opposite of the "antonyms" team. This team will tip over the cones labeled with synonyms and pick up the cones labeled with antonyms. As they pick up the cones labeled with verbs, they must complete the action stated on the cone.
  - Game ends when teacher says, "Stop!"

6. Play multiple rounds of the game. Have students reverse roles: make the “antonyms” team become the “synonyms” team, and vice-versa.

**Variations:** Formatting Applied

1- For younger students you can change the lesson to learning only about antonyms, and instead of teaching both skills together, have the lesson be on one skill at a time which could be antonyms (which could form the two teams). However, if keeping the lesson on just antonyms, pick antonyms to identify. Also, for younger students modify the locomotor skills addressed, making sure they are developmentally appropriate.

**Name of Activity: As If Formation:** Standing at desks

**Academic Content:** English/Language Arts (Context Clues)

**Equipment Needed:** None

**Description of Idea:**

1. Teacher reads sentence to class:
  - ! Jog in place **as if** a big, scary bear is chasing you.
  - ! Walk forward **as if** you're walking through chocolate pudding.
  - ! Jump in place **as if** you are popcorn popping.
  - ! Reach up **as if** grabbing balloons out of the air.
  - ! March in place and play the drums **as if** you are in a marching band.
  - ! Paint **as if** the paintbrush is attached to your head.
  - ! Swim **as if** you are in a giant pool of Jell-O.
  - ! Move your feet on the floor **as if** you are ice-skating.
  - ! Shake your body **as if** you are a wet dog.
2. Students act out each sentence for 20–30 seconds.
3. Students may create their own sentences for additional activities.

**Variations:**

1. Use a tree map for children to generate additional action words.
2. Incorporate social studies content, vocabulary words, etc., into the action sentences.

**Name of Activity: Rhyming Words****Academic Content:** Language Arts ( Words for Family)**Equipment Needed:** 1 cone and 1 scooter for every 2 students, 50 paper plates**Description of Idea**

Students are placed in groups of two. Cones and paper plates are scattered around the general space. The students each have a partner and one scooter. Each group starts at a different cone for their base. At their base is a plate with a word written on the bottom. Scattered on the other half of the gym are the rest of the paper plates with words written on the bottoms of them. These plates are turned upside down so the words are not showing. Students decide who is first and they take turns riding their scooters out to find a rhyming word. If they turn over a plate that rhymes they bring it back, if it doesn't they place it back on the floor upside down for the other teams to find. Each team is searching for a different rhyming word. If the teams are close to finishing we take the plates back out, mix them up again, trade words and go again.

**Variations:**

For the younger students we use words such as cat, sat, hat, mat, rat. As the grade level increases, the word selection becomes more difficult. We use words that are not ending the same, such as, flow, dough, mow, show, below, throw.

**Name of Activity: Creative Play with Number Rhymes****Academic Content:** Language Arts (Words for Family)**Equipment Needed:** A (low) balance beam, A mat (large) to land on, A copy of the Rhyme Three Speckled Frogs.**Description of Idea**

Formatting Applied

The teacher will have to read the rhyme Three Little Speckled Frogs, so the students can hear to cue for jumping off the "log".

- \* Next have 3 frogs get on the balance beam.
- \* Read the rhyme and have the 1st frog jump off the log.
- \* Re-read the rhyme for each frog to jump off the log.

Three little speckled frogs,  
Sat on a speckled log,  
Eating thr most delicious bugs,  
"Yum, yum!"  
One jumped into the pond,  
Where it was nice and cool,  
Then there were two green speckled frogs.  
"Glub, glub!"

(repeat, until.....)

One little speckled frog,  
Sat on a speckled log,  
Eating the most delicious bugs,

"Yum, yum!"  
It jumped into the pool,  
Where it was nice and cool,  
Then there were no green speckled frogs.  
"Glub, glub!"

**Variations:** Formatting Applied

This activity is best used as one of many stations or centers and not appropriate as a single activity where the entire class participates at the same time.

Vary by asking children to see how high they can jump.  
Vary by asking children to see how far they can jump.

More experienced jumpers can try to this with a one foot take off and a two foot landing.

**Name of Activity: Traffic Jam****Academic content:** English/Language Arts (Action Words)**Equipment Needed:** 20-30 cones, different colored index cards (one color for nouns another for verbs), markers, and tapes**Physical activity:** Locomotor and Manipulative skills**Description of Idea**

Formatting Applied

Directions for Activity:

1. Prior to the lesson, scatter cones around the area/classroom.
2. Label cones with either nouns or verbs in both English and Spanish. (There will be an equal number of each.) In order to label cones, create a list of nouns and verbs. The verbs should consist of different locomotor skills, i.e., walking, running, skipping, hopping, and jumping. Use different colored index cards for nouns and verbs and write each verb/noun on one index card. Tape the index card to the cone.
3. After setting up cones, review with students the definitions of nouns and verbs. A noun is a person, place, thing, or idea. A verb is an action word.
4. Divide students in half. (A good way to do this is to have students form a line and count 1, 2.) The "1's" will form one team and the "2's" will form another team.
5. Explain rules.
  - The "nouns" team will have to tip the cones over that are labeled with verbs. However, before tipping over the cone they must perform the action verb consisting of a locomotor skill labeled around the cone 6-8 times. For instance, for the cone that is labeled "hop," the student must hop 6-8 times around the cone and then tip it over. The students who are "nouns" must also pick up the cones labeled with nouns that are tipped over.
  - The "verb" team will do the opposite of the "noun" team. This team will tip over the cones labeled with nouns and pick up the cones labeled with verbs. As they pick up the cones labeled with verbs, they must complete the action

stated on the cone.

- Game ends when teacher says, "Stop!"

6. Play multiple rounds of the game. Have students reverse roles: make the "nouns" team become the "verbs" team, and vice-versa.

**Variations:** Formatting Applied

1- For younger students you can change the lesson to learning only about nouns, and instead of using verbs have the lesson be on nouns and proper nouns (which could form the two teams). However, if keeping the lesson on nouns and verbs, pick easier nouns and verbs to identify. Also, for younger students modify the locomotor skills addressed, making sure they are developmentally appropriate. For older students, you could change the lesson to focus on adverbs and adjectives. However, if keeping the lesson on nouns and verbs, make the nouns and verbs more difficult (include proper nouns, as well as helping verbs. Also increase the locomotor skills by making students do sets of the ones listed, i.e., if the card says "jump," have students jump 10-12 times.

2- Use only the Spanish version of the nouns and verbs.

**Name of Activity: On the Farm****Equipment Needed:** None**Academic Content:** English/Language Arts (Action Words )**Description of Idea:**

1. Teacher calls out various farm animals :

! Pig ! Cow ! Chicken ! Horse ! Rooster ! Sheep ! Dog

2. Students mimic the farm animal (sounds and movement) until teacher calls out a new farm animal.

***Variations:***

1. Play "Old MacDonald" as background music and change animals with the song.

**Name of Activity: Pass It On – UNO Style****Academic Content:** English/Language Arts (Sensory Words)**Equipment Needed:** UNO cards**Description of Idea**

1. Teacher hands out one card to each student.
2. Students identify color on card and perform activity that corresponds to that color for 10–15 seconds. Examples:  
! Blue: jump to the sky  
! Red: squat  
! Yellow: twist (from hip up, keeping lower body still) ! Green: swim
3. When teacher says “Pass It On,” students pass the card to the person on their right and complete the activity that corresponds to their new cards.

**Variations:**

1. Teach colors in Spanish.
2. For younger children, squat and slide card on floor to the right rather than handing the card to the next person.
3. Vocabulary words, names of states, geometric shapes, etc., may be used instead of colors to integrate language arts, social studies, or math into the activity.

**Name of Activity: Leaf Line****Academic Content:** English/Language Arts (Shaped Words)**Equipment Needed:** Leaves brought from home (one leaf per child) or could use flash cards using letters , number , shapes etc...**Description of Idea:**

1. Students walk to the front of class and get in order based on the size of the leaves they brought from home (without talking, get in order from smallest to largest).
2. Allow younger classes to talk for modification.
3. Have students move to groups based on leaf color, shape, and texture.
4. Have students try to identify the type of tree the leaf came from and discuss that type of tree in class.
5. Students can act out the following:
  - ! Tree swaying in the wind
  - ! Tree during a thunderstorm/hurricane ! Tree weighted down with snow

**Note:** Teacher should have several extra leaves available.**Variations:**

1. Objects other than leaves may be used to integrate academic content from language arts, math, science, etc. For example, students could have flashcards with math facts (such as  $8 + 2$  or  $4 \times 3$ ) and have to line up in order of the answers smallest to largest, then hop or jump the correct number of times.

**Name of Activity:** Fire and Ice vs. Spiders and Flies

**Academic content:** English/Language Arts (Figurative Language Compare and Contrast)

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**Name of Activity:** Fire and Ice

**Equipment Needed:** 2 soft red balls and 3 soft blue balls (4- to 5-inch "Gator skin" type balls work great); upbeat music; a large open space with boundaries marked.

### **Description of Idea**

Formatting Applied

Explain how the game works as follows:

Three students have blue balls (which represent ice) and two students have red balls (which represent fire). Everyone else is "free" and can run wherever they want. The game begins when the music is turned on. The "ice people" try to freeze the "free people" by tagging them with their blue ball. When a student gets tagged by an ice person he/she becomes frozen (standing still with both hands on head).

The fire people (who cannot be tagged by the ice people) try to then free all of their frozen teammates. They do this by handing the fireball to a frozen person. The person receiving the fireball must say "Thank you". If he or she doesn't, they stay frozen and the fire person then goes to free someone else. If the person does say "thank you" they then take the ball and become a new fire person; the person who unfroze him or her becomes a "free person". The fireballs keep getting passed on and on, but the ice people stay ice people until you stop the music, which means the game is over.

**Teaching Suggestions:** Formatting Applied It is important to make sure that each child has the opportunity to become an "ice person

**Name of Activity:** Spiders and Flies

**Academic content:** English/Language Arts (Figurative Language Compare and Contrast)

**Mat Equipment Needed:** Cones to mark off a large bounded area, pinnies or vests for 1/2 the class (optional).

### **Description of Idea**

Describe the game and safety considerations to students, as well as the rhyme which students will say. When done, choose a few students to be the taggers, or Spiders. After putting on a pinnie, they stand in the middle of the playing area. The remaining students, (the "Flies" or runners), line up at the same end of the playing area. Make sure students are well spread out! The Spiders start by saying "We are the Spiders"; the Flies respond "We are the Flies". The Spiders return "We're gonna catch you"; the Flies say "Just you try".

At this, the flies move toward the opposite end of the playing area, trying not to get tagged by a spider. If they do, they quickly get a pinnie and then become a spider by taking a place in the middle of the area.

Once the flies have made it to the opposite end of the field, they stay there until given the signal to return to the opposite end of the field. When only a few flies remain, start a new game by picking new spiders.

Give students a rest by having them take a seat and reviewing strategies for fleeing from others (move quickly; make sharp moves); catching others (move quickly; watch others' middle to see where they're moving); and dodging (quick movements). Begin the activity again, having students keep these in mind.

**Name of Activity: Air Writing****Academic Content:** English/Language Arts (Number Words)**Equipment Needed:** None**Description of Idea**

1. Students begin by moving in place or around the room: ! Jumping !  
Marching ! Hopping ! Twisting
2. Teacher calls out a letter, number, word, or shape and students stop activity.
3. Students draw the letter, number, word, or shape in the air using their hand, arm, leg, head, elbow, knee, bottom, or any combination of body parts until teacher calls out another activity. (Note: Teacher can identify body part(s) to be used or let students choose.)
4. Students continue new activity until teacher calls out another letter, number, word, or shape.

***Variations:***

1. Current vocabulary or spelling words can be used for “body spelling” to incorporate relevant language arts content into activity.
2. Simple math calculations (adding, subtracting, multiplying, etc.) could also be the focus for “body spelling.”

**Name of Activity: Over, Under, Around, and Through Formation:** Students line up around the perimeter of the room (can also be done standing at desks)

**Academic Content:** English/Language Arts (Simile)

**Equipment Needed:** None

**Description of Idea**

1. Teacher decides on a pattern where students go over, under, around, and through imaginary or real objects.
2. Lead the line of students around the room, following this pattern.

! Example 1 – Over a sea of sticky peanut butter, under a cherry tree, around an ice cream cone, and through a sea of Jell-O.

! Example 2 (geography) – Over a turtle, under a big dog, around an elephant, and through a giraffe's legs.

More examples: Over Steep mountain Atlantic Ocean Wiggly bridge Steep hill Thorny bush

***Variations:***

Under Subway Underground Sand

Dog

Water Limbo stick

Around

Hard, round rock Desk

Chair

Circle

Dirty trashcan Your school

House

Campfire

Sleeping giant's bed

Through Deep, dark cave Creaky door Long tunnel Window Haunted house

Swamp

Spooky hole Swimming pool

**1. Integrate curriculum from language arts or social studies by using vocabulary words, book characters, or regions being studied as your objects.**

**Name of Activity: Running Through the Forest****Academic Content:** English/Language Arts (Multiple-Meaning Words)**Equipment Needed:** None**Description of Idea:**

1. Have students line up around the “Make Time for Fitness” course.
2. Tell all of the students to imagine that they are not on the yard but in a forest. Explain that they are going to be explorers going on a walk through the forest using their imaginations.
3. Have all the students walk in place while you describe the trip the class is taking through the woods. Occasionally have the students duck under “branches” and jump over “fallen trees.”
4. Slowly begin to speed up the pace of the children’s walking.
5. Maybe you hear something coming and you speed up so it doesn’t catch the class. Soon the class is jogging in place instead of walking.
6. Suddenly yell that there is a bear or some kind of predator chasing them and speed the jog to a run.
7. Add in the “branches” and the “fallen trees” so that the students are warming up their other muscles as well by jumping and ducking.
8. After the students are winded, slow them down again.
9. Next, you can pretend to “swim” across a river or “climb” a tree or cliff.
10. Any other variation that requires movement at different speeds and loosens the body is great.

**Variations:**

1. After students are familiar with this warm-up, it’s fun to have their input on the type of story to tell or journey to take—the beach, a hike through the mountains, etc.
2. Grade-level social studies content can be integrated into the selected journey location as well.

## Physical Education Pre-K and Kindergarten Guided Questions for Essential Understandings

### First & Second Quarter

1. Why is it important for me to follow safety rules and procedures during P.E ?
2. What are some different types of locomotor skills?
3. What are some things I am responsible for doing in Physical Education class that will help me and my classmates learn?
4. What are different ways we use eye and hand coordination?
5. What are some ways that I can show respect to teachers, classmates, custodians, and family ... when I am at school?
6. What is personal space /general (shared)space?
7. Why is it important to show fairness to everyone?
8. What is the difference between personal (self) space and general (shared) space?
9. Why is it important to have body control?
10. Why is it important to have balance when performing different movements ( locomotor,, non-locomotor skills, jumping ,landing etc)?
11. Why is it important to show respect to others?

### Third Quarter:

1. Why is it important for me to follow safety rules and procedures during P.E?
2. How can I be a good partner when we are sharing equipment?
3. Why is it important to use body control and balance when performing non-locomotor movements?
4. What is chasing, fleeing , and dodging ?
5. What is the difference between chasing and fleeing ?
6. How can I use different pathways when playing games that require me chase, flee or dodge ?
7. What is personal space /general (shared)space?
8. What manipulative skill do I use when I roll a ball ( eye and foot coordination, eye and hand coordination )?
9. How can I help my partner be successful when we are throwing and catching different types of objects to each other?
10. What body parts do I use when I kick a ball?
11. What is the difference between a frog jump and a bunny walk?
12. Why is dancing a great way to exercise?

### Fourth Quarter:

1. Why is it important for me to follow safety rules and procedures during P.E?
2. What sports use eye and hand coordination?
3. What sports use eye and foot coordination?
4. What games can we play that require us to use underhand throwing?
5. Why is rhythm so important in movement and sports?
6. What locomotor skills is used the most in sports and why?
7. What are some safety rules I need to follow whenever I am jump roping?
8. What are different ways we use eye and hand coordination?
9. Why is it important to have body control while performing non- locomotor movements
10. Why is it important to know my cardinal directions ?

11. What sports use chasing, fleeing and dodging?
12. What can I do to improve my personal best scores on my fitness/skill assessments?

## Physical Education Vocabulary Terms and Movement Concepts

*Many of these terms share multiple meanings. The definitions given in the following pages are how the terms/concepts are used in a Physical Education environment.*

<b>Word or Movement Concept</b>	<b>Definition</b>
4 Cornerstones of Behavior	Play Safe, Play Friendly, Play Fair, and Work Hard
Balance	To keep body control when placing your body weight on specific body parts while in motion or when stationary.
Body Control	Choosing the correct speed and type of movement so that when you move or freeze your body (including mouth and mind) in general and personal space, you, and all others around you, are safe and able to learn.
Boundaries	Lines or cones that mark the area in which to play a game.
Cardinal Directions	North, South, East, West
Conflict Resolution	Using peaceful, quiet voices to listen to one another to try to find a way to solve the problem.
Effort	The amount of work, force, power, put into a job or movement.
Fine Motor	Movements that involve the smaller muscles in the hand, eyes.
Gallop	Taking a step and a hop with only one foot forward throughout the movement. The back foot stays behind the lead foot when performing the hop. Again, both feet are momentarily off the ground simultaneously during part of the movement.
General Space	Space that is shared by everyone.
Gross Motor	Movements that involve the large muscles in the body.
Hop	Maintaining balance on one leg, jumping into the air from that one leg and landing on it repeatedly, while moving about in general space or staying in personal space.
Jog	To run at a slower pace, usually performed when having to run for a long time or to go a far distance.
Jump	Maintaining balance on two legs, momentarily leaving the ground and landing with both feet simultaneously throughout the entire motion.
Leap	To jump off of one foot, stretching the opposite foot forward to land over an obstacle on that opposite foot. This is usually done while in the middle of a running stride.
Run	Moving in a primarily upright position, using alternate feet. There is a moment when neither foot is in contact

<b>Word or Movement Concept</b>	<b>Definition</b>
	with the ground when shifting weight from one foot to the other during the stride.
Skip	Alternating both feet, taking a step then a hop before switching to the other foot, staying airborne momentarily between the hop and step as well as when switching feet.
Slide	Moving with feet, hips, and shoulders all pointed at a 90degree angle from the direction that the body is moving. Both feet will be momentarily off of the ground simultaneously in the motion.
Walk	Striding in an upright position, using alternate feet. Both feet are in contact with the ground when shifting weight from one foot to the other during the stride.
Levels (of Movement)	High, Medium, and Low
Locomotor	8 basic modes of movement: walk, run, jump, hop, gallop, skip, leap, and slide.
Non-locomotor	Movements done while stationary: Bend, Curl, Sway, Swing, Stretch, Twist, Turn
Pathways (of Movement)	Straight, Curved, Zig-Zag, Forward, Backward, Sideward, Around, Over, Under, Through, Behind, Front, On, Off, Inside, Outside
Personal Space	Space that is occupied by one person and should be respected by others.
Physiological Changes	Changes our bodies go through when we are exercising in a manner that will give our heart, lungs, and muscles maximum benefit.
Respect	Treating others with kindness and courtesy, sharing space and equipment nicely, looking to do no harm, but instead doing what is good for all.
Speed (of Movement)	Slow, Medium, and Fast
Sprint	To run as fast as you can.
Stride	The length our feet separate when shifting our weight from one leg to the other when walking or running. Our stride is impacted by the speed and distance we intend to travel.
Strike/striking	<ol style="list-style-type: none"> <li>1. To knock all 10 bowling pins down with the first roll of a ball in a frame.</li> <li>2. To hit or kick an object with either a body part (ie hand, head, or foot) or an implement.</li> </ol>

## **Physical Education: Pre-K**

### **Standard: Movement Forms/Motor Skills and Movement Patterns**

**Grade Level Expectation:** A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator

Levels 1-2.

*The student will:*

- travel in personal and general space
- demonstrate locomotor skills
- jump and land maintaining balance
- perform a simple rhythmic pattern that involves locomotion and non-locomotion
- kick a ball
- throw a ball
- catch a ball
- strike an object with a short handled implement
- move with balance and control to perform simple large motor tasks
- transfer weight
- use eye-hand coordination to perform fine motor tasks
- follows basic safety rules

### **Student Performance Indicators:**

#### **Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 1.1.1 define and demonstrate self space and general space
- 1.1.2 imitate a clear contrast between slow and fast movements
- 1.1.3 imitate locomotor movements in personal and general space
- 1.1.4 jump and land using a two foot take-off and landing in personal space
- 1.1.5 touch body parts in time to music
- 1.1.6 imitate pre-designed sequence involving manipulatives
- 1.1.7 kick a stationary object (balloon, bean bag, ball)
- 1.1.8 step and kick an object
- 1.1.9 throw a variety of objects 2

- 1.1.10 imitate overhand/underhand throw
- 1.1.11 catch a large object using body, arms and hands
- 1.1.12 drop and catch a ball in self space
- 1.1.13 strike a balloon in the air with a variety of body parts
- 1.1.14 repeatedly strike a balloon in the air with hand
- 1.1.15 imitate balances on body parts with wide and narrow bases of support
- 1.1.16 balance while walking on a line or low beam on the floor
- 1.1.17 climb on and off a variety of equipment
- 1.1.18 transfer weight by rolling sideways and rocking
- 1.1.19 imitate animal movements
- 1.1.20 manipulate small objects
- 1.1.21 knows basic safety rules and follows them with verbal reminders

**Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

- 1.2.1 demonstrate change of direction in personal and general space
- 1.2.2 demonstrate a clear contrast between slow and fast movements while traveling in different directions in general space
- 1.2.3 demonstrate a variety of locomotor skills in personal and general space
- 1.2.4 jump and land using a variety of equipment at different levels
- 1.2.5 jump a slowly swinging long rope
- 1.2.6 move body parts and manipulatives in time with music
- 1.2.7 step and kick a ball for distance and accuracy
- 1.2.8 throw a variety of objects at a target using overhand/underhand throw
- 1.2.9 catch various objects of different sizes using hands
- 1.2.10 catch a ball from a skilled thrower
- 1.2.11 strike a balloon in the air or on the ground with a paddle 3

- 1.2.12 strike a large ball off a cone
- 1.2.13 balance on a variety of equipment (balance boards, stilts, beams)
- 1.2.14 travel and stop in balanced positions
- 1.2.15 demonstrate balance using a combination of body parts
- 1.2.16 transfer weight by rolling in a forward direction
- 1.2.17 continue to connect together a wide variety of manipulatives
- 1.2.18 follow safety rules during physical education class

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Movement Concepts and Principles**

**Grade Level Expectation:** A physically educated person demonstrates understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities.

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator

Levels 1-2.

*The student will:*

- know and apply movement concepts
- recognize locomotor and nonlocomotor skills
- recognize kicking, throwing, catching and striking
- recognize the movement concepts of educational gymnastics
- recognize the movement concepts of rhythmic activities

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 2.1.1 move from general space back to personal space on command
- 2.1.2 identify locomotor and nonlocomotor skills when demonstrated
- 2.1.3 respond appropriately to skill term kick, throw, catch, strike
- 2.1.4 identify balance and transfer of weight in the context of educational gymnastics
- 2.1.5 identify the concept of time in response to rhythmic accompaniment 4

**Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

- 2.2.1 move by varying the size of the general space from large/small or small/large
  - 2.2.2 participate in activities to emphasize recognition of locomotor and nonlocomotor skills
  - 2.2.3 participate in activities to emphasize the recognition of skills: kick, throw, catch, strike
  - 2.2.4 maintain momentary stillness in a variety activities
  - 2.2.5 respond appropriately and move to the sound of rhythmic accompaniment
- Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Physical Activity**

**Grade Level Expectation:** A physically educated person participates regularly in physical activity.

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator

Levels 1-2.

*The student will:*

- participate in daily physical activity for enjoyment
- uses physical education skills at recess

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 3.1.1 participate in physical education class
- 3.1.2 participate outside of class in self-selected movement experiences
- 3.1.3 engage in a variety of locomotor activities during leisure time

**Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

- 3.2.1 participate without hesitation in physical education class
- 3.2.2 participate outside of class in minimally organized physical activities
- 3.2.3 participate in activities that use manipulates outside of class 5

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Fitness**

**Grade Level Expectation:** A physically educated person achieves and maintains a health-enhancing level of fitness.

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator

Levels 1-2.

*The student will:*

- recognize the physiological indicators that accompany physical activity
- engage in physical activity that causes an increased heart rate
- recognize the components of health-related physical fitness

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 4.1.1 identify a variety of activities that increase breathing and heart rate
- 4.1.2 identify muscular strength and flexibility activities

**Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

- 4.2.1 participate in a variety of activities that increase breathing and heart rate
- 4.2.2 participate in activities that require muscular strength and/or flexibility
- 4.2.3 identify at least one activity associated with each component of health-related physical activity.

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Personal and Social Responsibility**

**Grade Level Expectation:** A physically educated person exhibits responsible personal and social behavior that respects others in physical activity settings. 6

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator

Levels 1-2.

*The student will:*

- Start and stop on command
- Maintain his/her personal space
- Follow simple directions
- Follow a series of instructions for an activity
- Participate in activity without arguing
- Demonstrate cooperative skills

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 5.1.1 start and stop on auditory or visual signals
- 5.1.2 follow simple commands
- 5.1.3 use words and seek adult help when needed to resolve conflicts
- 5.1.4 understand the importance of participating with others

**Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

- 5.2.1 participate in activities that requires starting and stopping
- 5.2.2 participate in activities without bumping into others
- 5.2.3 follow two-step directions
- 5.2.4 include give and take in play with others
- 5.2.5 play without interfering with others

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Values Physical Activity**

**Grade Level Expectation:** A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. 7

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator

Levels 1-2.

*The student will:*

- develop self-confidence in a physical activity setting
- explore his/her physical capabilities
- develop a positive attitude toward physical activity
- work cooperatively for a brief period of time

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 6.1.1 participate in activities that are developmentally appropriate
- 6.1.2 exhibit both verbal and non-verbal indicators of enjoyment
- 6.1.3 participate in personal movement challenges
- 6.1.4 recognize the joy of shared play

**Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

- 6.2.1 continue to participate when learning a new activity even when not successful
- 6.2.2 enjoy participating in physical activity
- 6.2.3 express personal feelings on progress made while learning a new skill
- 6.2.4 interact positively with others during physical activity

*Modification and extensions need to be made to meet the individual abilities of all students*