

Elementary Wellness

A K-5 Planned Course

November 2016

Elementary Wellness Mission Statement:

The mission of the [Souderton Area School District](#) Wellness Department is to provide overall health and wellness education for all students, accomplished through a comprehensive and sequential program that is developmentally appropriate and promotes the value of being physically active for a lifetime.

Purpose of the curriculum:

The health and well-being of our students is paramount in their education. Current trends indicate a significant decline in their regular physical activity. This is a major health risk. This curriculum will provide the opportunity to develop health-related fitness, skill competence, cognitive understanding, and positive attitudes about physical activity. By providing our students with high-quality physical education, they will be able to engage in learning experiences that meet their developmental needs. Age-appropriate health lessons can lead to the development of healthful living habits at an early age. By providing our students with high-quality health education, they will be able to practice health-enhancing behaviors and avoid/reduce health risks during their tenure at the elementary level and beyond.

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

SHAPE America

By successfully completing this curriculum, Souderton Area School District students should be able to:

- identify and engage in physical activities that promote physical fitness and health.
- know the positive and negative effects of regular participation in moderate to vigorous physical activities.
- know and recognize changes in body responses during moderate to vigorous physical activity.
- recognize and use basic movement skills and concepts. recognize and describe various fitness concepts using appropriate vocabulary.
- recognize and describe game strategies using appropriate vocabulary.
- know age-appropriate drug information.
- describe the growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.
- identify health problems that can occur throughout life and describe ways to prevent them.
- identify and apply ways to monitor and assess the body's response to moderate to vigorous exercise.
- identify and use safe/unsafe practices in the home, school, and community.
- identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- recognize emergency situations and explain appropriate responses.
- identify and know the location and function of the major body organs and systems.
- explain the role of **My Plate** in helping people eat a healthy diet.

Souderton Area School District Kindergarten Wellness Overview

Course Description

Kindergarten students are introduced to basic locomotor and nonlocomotor skills and concepts. Students observe changes that occur to the body as a result of physical activity. They explore spatial awareness concepts including personal and shared space. Expectations, routines, and procedures are established during the year as students interact positively with classmates and their instructor in a physical activity setting.

Effective Components of Kindergarten Wellness Education

- Kindergarten students receive 40 minutes of instruction every other cycle (22 cycles per year).
- All students receive wellness education.
- Sessions are crafted to maximize participation in a safe environment.
- Positive, specific, and corrective feedback is provided by certified instructors.
- Program fosters physical, cognitive, and social development through developmentally-appropriate, sequential lessons.
- The ability to achieve success is present for all students, regardless of ability.
- Purposeful activity is promoted for all students in pursuit of lifelong wellness.
- Students earn separate effort and competency grades.

Kindergarten Wellness Education Key Skills and Concepts

Walk	Personal Space	Forward
Jog	Shared Space	Backward
Hop	Heart Rate	Sideways
Jump	Safety	Rhythm
Muscles	Flexibility	Cooperation
Consideration	Start and Stop	

Assessment

- | | |
|--|---|
| <input type="checkbox"/> Observation | <input type="checkbox"/> Self Evaluation |
| <input type="checkbox"/> Participation | <input type="checkbox"/> Peer Assessment |
| <input type="checkbox"/> Performance Tasks | <input type="checkbox"/> Checklists |
| <input type="checkbox"/> Portfolios | <input type="checkbox"/> Growth Over Time |
| <input type="checkbox"/> Quizzes | <input type="checkbox"/> SLO Achievement |

Essential Questions

Why is motor skill development essential during childhood?

How do movement concepts affect physical activity?

What changes happen to the body as a result of exercise?

What does consideration for and cooperation with others look like in the gymnasium?

Can I use the skills, concepts, and activities learned in class beyond the gymnasium?

Alignment to the Common Core

Reading for literature: key ideas and details

Reading Informational text: key ideas and detail; craft and structure; integration of knowledge and ideas; range of reading and level of text complexity

Foundational Reading Skills: phonics and word recognition

Speaking and Listening: comprehension and collaboration; presentation of knowledge and ideas

Language: vocabulary acquisition and use.

National Physical Education Content Standards and Kindergarten Essential Learning

Mission

[SHAPE America's](#) mission is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs.

Vision

SHAPE America envisions a society in which all individuals are physically educated and participate in lifelong physical activity.

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

To meet this standard, a kindergarten student will:

- Demonstrate various grade-appropriate locomotor movements.
- Demonstrate various grade-appropriate non-locomotor movements.
- Demonstrate various grade-appropriate manipulative skills.

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

To meet this standard, a kindergarten student will:

- Demonstrate grade-appropriate movement concepts.

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

To meet this standard, a kindergarten student will:

- Demonstrate grade-appropriate physical activity knowledge.
- Engage in grade-appropriate physical activity.
- Demonstrates grade-appropriate fitness knowledge.
- Demonstrate grade-appropriate nutrition knowledge.

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

To meet this standard, a kindergarten student will:

- Demonstrate understanding of personal responsibility.
- Demonstrate acceptance of feedback
- Demonstrate ability to work with others
- Demonstrate understanding of rules and etiquette.
- Demonstrate understanding of safety concepts.

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

To meet this standard, a kindergarten student will:

- Demonstrate understanding of health impact of physical activity.
- Recognize the challenge of physical activity.
- Reflect on self-expression/enjoyment of physical activity.

Targeted Pennsylvania Academic Standards for Health, Safety, and Physical Education

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth and twelfth grade. The standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The Standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill. School entities will use these standards to develop local school curriculum and assessments that will meet the needs of the students.

10.1.3 Concepts of Health

B. Identify and know the location and function of the major body organs and system (circulatory system).

10.2.3 Healthful Living

D. Identify the steps in a decision-making process.

10.3.3 Safety and Injury Prevention

A. Recognize safe/unsafe practices in the home, school and community (general, outdoor, safe around people).
 C. Recognize conflict situations and identify strategies to avoid or resolve.
 D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

10.4.3 Physical Activity

A. Identify and engage in physical activities that promote physical fitness and health.
 B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.
 C. Know and recognize changes in body responses during moderate to vigorous physical activity (heart rate).
 D. Identify likes and dislikes related to participation in physical activities.
 E. Identify reasons why regular participation in physical activities improves motor skills.
 F. Recognize positive and negative interactions of small group activities (roles, cooperation/sharing, on task).

10.5 Concepts, Principles, and Strategies of Movement

A. Recognize and use basic movement skills and concepts
 B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.
 C. Know the function of practice
 D. Identify and use the principles of exercise to improve movement and fitness activities.
 E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.
 F. Recognize and describe game strategies using appropriate vocabulary.

Common Core Alignment**Reading for Literature****Focus Standard: Key Ideas and Details**

Identify characters; describe them and major events/challenges in a story.

Reading Informational Text**Focus Standard: Key Ideas and Details**

Ask and answer sample questions about key details in a text (e.g., who, what, when, where, why, and how).

Focus Standard: Craft and Structure

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Know and use various text features (e.g., captions, icons, etc.). Use illustrations/images in a text to gather information about key ideas.

Focus Standard: Integration of Knowledge and Ideas

Understand the relationship between text and illustrations. Use illustrations to describe key ideas.

Focus Standard: Range of Reading and Level of Text Complexity

Read and comprehend informational texts appropriately complex for student grade level.

Foundational Reading Skills**Focus Standard: Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy to support comprehension

Common Core Alignment

Speaking and Listening

Focus Standard: Comprehension and Collaboration

Participate in collaborative conversations with diverse patterns about grade-level topics with peers and adults in small and large groups. Ask and answer questions about key details in information presented orally.

Language Standards

Focus Standard: Vocabulary Acquisition and Use

Acquire and use accurately grade-appropriate domain-specific words and phrases that are basic to a particular topic.

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 1

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

Enduring Understanding

Fundamental movement skills and concepts need to be developed during childhood.

Essential Question

Why is motor skill and movement pattern development essential during childhood?

Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
	Performs locomotor skills (walk, jog, hop, jump) while maintaining balance.
	Performs jumping/landing actions with balance.
	Performs locomotor skills in response to teacher-led creative dance.
2	Demonstrates grade-appropriate non locomotor movements
	Maintains momentary stillness on different bases of support.
	Forms wide, narrow, curled, and twisted body shapes.
	Rolls sideways in a narrow body shape.
3	Demonstrates grade-appropriate manipulative skills
	Throws underhand, attempting with opposite foot forward.
	Drops a ball and catches it before it bounces twice.

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Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 1

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

3	Demonstrates grade-appropriate manipulative skills (continued)
	Catches a large ball tossed by a skilled thrower.
	Dribbles a ball with one hand, attempting the second contact.
	Taps a ball with the inside part of the foot, sending it forward.
	Kicks a stationary ball from a stationary position.
	Strikes a balloon, sending it upward.
	Executes a single jump with a self-turned rope.

Key Academic Vocabulary: walk, jog, hop, jump, balance; land; wide, narrow; twist, throw, catch, underhand, dribble, kick, strike

Teaching for Understanding

Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
2	Demonstrates grade-appropriate non locomotor movements
3	Demonstrates grade-appropriate manipulative skills

Learning Activities

Walking form	Walking on line	Jumping and landing	Rhythmic patterns
Hopping and landing	Animal movements	Speed Stacking Activities	Balance activities
Movement maps	Crazy Cones	Hot Spots	Motor Square
Traffic Tag	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic

Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 2

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

Enduring Understanding

The ability to apply movement concepts to physical activity allows for a broader range of activity selection.

Essential Question

How do movement concepts affect physical activity?

Essential Learnings

4	Demonstrates grade-appropriate movement concepts
	Differentiates between movement in personal (self) space, and general (shared) space.
	Moves in personal space to a rhythm.
	Travels in 3 different pathways.
	Travels in general space with different speeds.

Key Academic Vocabulary: personal (self) space, general (shared) space; rhythm; pathway; speed

Teaching for Understanding

Essential Learnings

4	Demonstrates grade-appropriate movement concepts
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Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Red-Light, Green-Light	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Floor spot activities	Motor Square	Children's dances	Speed Stacking activities
Personal space concepts	Shared space concepts		

Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 3

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

Enduring Understanding

When your body works harder, it gets stronger.
Strong muscles are needed to maintain good health.

Essential Questions

What changes happen to the body during physical activity?

Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
	Identifies active play opportunities that could be done outside wellness class.
	Actively participates in wellness class.
	Recognizes that when you move fast, your heart beats faster and you breathe faster.
	Recognizes that food provides energy for physical activity.

Key Academic Vocabulary: actively; heart beat, breathe; energy, food-as-energy

Teaching for Understanding

Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
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Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Traffic Tag	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Beanbag strength activities	Heart rate checks	Flexibility poses	Speed Stacking activities
Personal space concepts	Shared space concepts	Children's dances	

Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 4

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

Enduring Understanding

It is important to exhibit consideration for, and work cooperatively with others during instruction in the gym

Essential Questions

What does consideration for and cooperation with others look like in the gymnasium?

Essential Learnings

6	Demonstrates understanding of personal responsibility
	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).
	Acknowledges responsibility for behavior when prompted.
7	Demonstrates acceptance of feedback
	Follows instruction/directions when prompted.
8	Demonstrates ability to work with others
	Shares equipment and space with others.
9	Demonstrates understanding of rules and etiquette
	Recognizes the established protocol for class activities.
10	Demonstrates understanding of safety concepts
	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Key Academic Vocabulary: safe; taking turns; responsibility; follow directions; share, respect

Teaching for Understanding

Essential Learnings

6	Demonstrates understanding of personal responsibility
7	Demonstrates acceptance of feedback
8	Demonstrates ability to work with others
9	Demonstrates understanding of rules and etiquette
10	Demonstrates understanding of safety concepts

Learning Activities

Animal movements	Movement maps	Children's dances	Creative movements
Alphabet shapes	Children's books	Shared space concepts	Personal space concepts
Red-Light, Green-Light	Low-organized games	Mirroring	Playground games
Speed Stacking activities	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Motor Square			

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 5

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

Enduring Understanding

It is recommended by various health organizations that children do 60 minutes of moderate to vigorous physical activity on a daily basis.

Essential Questions

Can I use the skills, concepts, and activities learned in the gym beyond the school day?

Essential Learnings

11	Demonstrates understanding of health impact of physical activity
	Recognizes that physical activity is important for good health.
12	Recognizes the challenge of physical activity
	Acknowledges that some physical activities are challenging/difficult.
13	Reflects on self-expression/enjoyment of physical activity
	Identifies physical activities that are enjoyable.
	Discusses the enjoyment of playing with friends.

Key Academic Vocabulary: good health; challenging/difficult; enjoyable

Teaching for Understanding

Essential Learnings

11	Demonstrates understanding of health impact of physical activity
12	Recognizes the challenge of physical activity
13	Reflects on self-expression/enjoyment of physical activity

Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Red-Light, Green-Light	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Personal space concepts	Shared space concepts	Children's dances	Heart rate checks
Breathing rate checks	Perspiration rate checks	Flexibility poses	Beanbag strength activities

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Suggested Timeline

Topic	Suggested Timeframe
Starting and stopping on cue; personal and shared space; heart-rate check; safety	1 class introduction: beginning of school year; developed throughout school year
Proper walking technique	1 class: beginning of school year
Body responses to exercise	1 class introduction: beginning of school year; developed throughout school year
Walking on a line or balance beam	2 classes developed throughout school year
Levels, pathways, speed	2 class introduction; developed throughout school year
Animal movements	1 class introduction; developed throughout school year
Rhythmic patterns	2 classes developed throughout school year
Appropriate conflict resolution	1 class introduction; developed throughout school year
Sharing turns, equipment	1 class introduction; developed throughout school year
Hopping, jumping, jogging	1 class introduction; developed throughout school year
Muscular strength, endurance, and flexibility exercises	1 class introduction; developed throughout school year
Review and reinforce kindergarten topics as necessary	5 classes
Teacher's choice of standards-driven activities	3 classes

Assessment

Evidence of Learning

Assessment Focus

Basic Locomotor Movement Skills: Walk, Jog, Hop, Jump

Rubric

S	Consistently demonstrates 4 targeted locomotor skills.
	Able to demonstrate critical elements for each skill.
	Able to demonstrate skills in a variety of activity settings.
P	Consistently demonstrates 2 or 3 targeted locomotor skills.
	Able to demonstrate critical elements for the skills.
	Able to demonstrate skills in a variety of activity settings.
N	Inconsistently demonstrates targeted locomotor skills.
	Able to demonstrate critical elements for some skills.
	Able to demonstrate skills in a variety of activity settings.

Assessment Strategy

- Teacher Observation
- Participation
- Locomotor Movement Checklist

Assessment

Evidence of Learning

Assessment Focus

Basic Manipulative Skills: Underhand Throw, Catch (self-dropped and from skilled thrower), Hand Dribble, Kick, Strike

Rubric

S	Consistently demonstrates 5 or 6 targeted manipulative skills.
	Able to demonstrate critical elements for each skill.
	Able to demonstrate skills in a variety of activity settings.
P	Consistently demonstrates 3 or 4 targeted manipulative skills.
	Able to demonstrate critical elements for the skills.
	Able to demonstrate skills in a variety of activity settings.
N	Inconsistently demonstrates targeted manipulative skills.
	Able to demonstrate critical elements for some skills.
	Able to demonstrate skills in a variety of activity settings.

Assessment Strategy

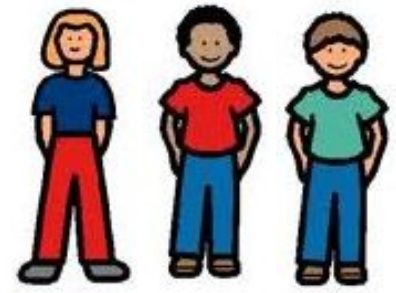
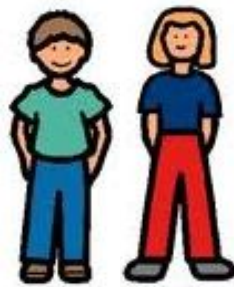
- Teacher Observation
- Participation
- Manipulative Skills Checklist

Personal and General Space Assessment

Name: _____

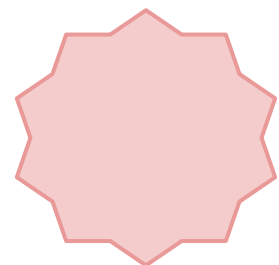
Room: _____

Directions: Circle the kids who are in their own personal space and ready to do jumping jacks.



Rubric

- S** 6 correct
- P** 4-5 correct
- N** 0-3 correct



Your Score

Souderton Area School District First Grade Wellness Overview

Course Description

The goal of first grade wellness is for students to begin mastery of basic locomotor and nonlocomotor skills.. Kindergarten concepts will continue to be reinforced as new skills and concepts are explored and developed. Greater emphasis is placed on student conduct in a physical activity setting, specifically regarding direction-following, and appropriate interaction with classmates. Safety is the focal point of health lessons.

Effective Components of First Grade Wellness Education

- First grade students receive 40 minutes of instruction every cycle (44 complete cycles per year).
- All students receive wellness education.
- Sessions are crafted to maximize participation in a safe environment.
- Positive, specific, and corrective feedback is provided by certified instructors.
- Program fosters physical, cognitive, and social development through developmentally-appropriate, sequential lessons.
- The ability to achieve success is present for all students, regardless of ability.
- Purposeful activity is promoted for all students in pursuit of lifelong wellness.
- Students earn separate effort and competency grades.

First Grade Wellness Education Key Skills and Concepts

Locomotor	Nonlocomotor	Balance
Jumping	Landing	Underhand
Catch	Dribble	Beat
Rhythm	Space	Speed
Force	Heartbeat	Safety
Fire drill	Lockdown	

Assessment

- | | |
|--|---|
| <input type="checkbox"/> Observation | <input type="checkbox"/> Self Evaluation |
| <input type="checkbox"/> Participation | <input type="checkbox"/> Peer Assessment |
| <input type="checkbox"/> Performance Tasks | <input type="checkbox"/> Checklists |
| <input type="checkbox"/> Portfolios | <input type="checkbox"/> Growth Over Time |
| <input type="checkbox"/> Quizzes | <input type="checkbox"/> SLO Achievement |

Essential Questions

Why is motor skill development essential during childhood?

At what intensity level does the body have to work in order for exercise to be beneficial?

How does proficiency in movement affect my ability to participate in more activities?

What changes happen to the body during physical activity?

What does consideration for and cooperation with others look like in the gymnasium?

Can I use the skills, concepts, and activities learned in class beyond the gymnasium?

Alignment to the Common Core Reading for literature: key ideas and details

Reading Informational text: key ideas and detail; craft and structure; integration of knowledge and ideas; range of reading and level of text complexity

Foundational Reading Skills: phonics and word recognition

Speaking and Listening: comprehension and collaboration; presentation of knowledge and ideas

Language: vocabulary acquisition and use.

National Physical Education Content Standards and First Grade Essential Learning

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Vision

SHAPE America envisions a society in which all individuals are physically educated and participate in lifelong physical activity.

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

To meet this standard, a first grade student will:

- Demonstrate various grade-appropriate locomotor movements.
- Demonstrate various grade-appropriate non-locomotor movements.
- Demonstrate various grade-appropriate manipulative skills.

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

To meet this standard, a first grade student will:

- Demonstrate grade-appropriate movement concepts.

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

To meet this standard, a first grade student will:

- Demonstrate grade-appropriate physical activity knowledge.
- Engage in grade-appropriate physical activity.
- Demonstrate grade-appropriate fitness knowledge.
- Demonstrate grade-appropriate nutrition knowledge.

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

To meet this standard, a first grade student will:

- Demonstrate understanding of personal responsibility.
- Demonstrate acceptance of feedback
- Demonstrate ability to work with others
- Demonstrate understanding of rules and etiquette.
- Demonstrate understanding of safety concepts.

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

To meet this standard, a first grade student will:

- Demonstrate understanding of health impact of physical activity.
- Recognize the challenge of physical activity.
- Reflect on self-expression/enjoyment of physical activity.

Targeted Pennsylvania Academic Standards for Health, Safety, and Physical Education

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth and twelfth grade. The standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The Standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill. School entities will use these standards to develop local school curriculum and assessments that will meet the needs of the students.

10.1.3 Concepts of Health

B. Identify and know the location and function of the major body organs and system (circulatory, respiratory, muscular system).

10.2.3 Healthful Living

B. Identify health-related information (signs and symbols, terminology, products and services).

D. Identify the steps in a decision-making process.

E. Identify environmental factors that affect health.

10.3.3 Safety and Injury Prevention

A. Recognize safe/unsafe practices in the home, school and community (general, outdoor, safe around people).

B. Recognize emergency situations and explain appropriate responses.

C. Recognize conflict situations and identify strategies to avoid or resolve.

D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

10.4.3 Physical Activity

A. Identify and engage in physical activities that promote physical fitness and health.

B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

C. Know and recognize changes in body responses during moderate to vigorous physical activity (heart rate).

D. Identify likes and dislikes related to participation in physical activities.

E. Identify reasons why regular participation in physical activities improves motor skills.

F. Recognize positive and negative interactions of small group activities (roles, cooperation/sharing, on task).

10.5 Concepts, Principles, and Strategies of Movement

A. Recognize and use basic movement skills and concepts

B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.

C. Know the function of practice

D. Identify and use the principles of exercise to improve movement and fitness activities.

E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.

F. Recognize and describe game strategies using appropriate vocabulary.

Common Core Alignment**Reading for Literature****Focus Standard: Key Ideas and Details**

Identify characters; describe them and major events/challenges in a story.

Reading Informational Text**Focus Standard: Key Ideas and Details**

Ask and answer sample questions about key details in a text (e.g., who, what, when, where, why, and how).

Focus Standard: Craft and Structure

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Know and use various text features (e.g., captions, icons, etc.). Use illustrations/images in a text to gather information about key ideas.

Focus Standard: Integration of Knowledge and Ideas

Understand the relationship between text and illustrations. Use illustrations to describe key ideas.

Focus Standard: Range of Reading and Level of Text Complexity

Read and comprehend informational texts appropriately complex for student grade level.

Foundational Reading Skills**Focus Standard: Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy to support comprehension.

Common Core Alignment

Speaking and Listening

Focus Standard: Comprehension and Collaboration

Participate in collaborative conversations with diverse patterns about grade-level topics with peers and adults in small and large groups. Ask and answer questions about key details in information presented orally.

Language Standards

Focus Standard: Vocabulary Acquisition and Use

Acquire and use accurately grade-appropriate domain-specific words and phrases that are basic to a particular topic.

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 1

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

Enduring Understanding

Fundamental movement skills and concepts need to be developed during childhood.

Essential Question

Why is motor skill and movement pattern development essential during childhood?

Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
	Hops, gallops, and slides using a mature pattern.
	Demonstrates elements for jumping and landing in a horizontal plane using two-foot take-offs and landings.
	Demonstrates elements for jumping and landing in a vertical plane.
	Combines locomotor and nonlocomotor skills in a teacher-designed dance.
2	Demonstrates grade-appropriate non locomotor movements
	Maintains stillness on different bases of support with different body shapes.
	Transfers weight from one body part to another in self-space.
	Demonstrates twisting, curling, bending, and stretching actions.
3	Demonstrates grade-appropriate manipulative skills
	Throws underhand demonstrating critical elements of a mature pattern.

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Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 1

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

3	Demonstrates grade-appropriate manipulative skills (continued)
	Catches a soft object from a self-toss before it bounces.
	Catches various sizes of balls self-tossed/tossed by a skilled thrower.
	Dribbles continuously in self-space using the dominant hand.
	Taps/dribbles a ball using the inside of the foot while walking in general space.
	Approaches a stationary ball and kicks it forward, demonstrating critical elements of a mature pattern.
	Volleys an object with an open palm, sending it upward.
	Strikes an object with a short-handled implement, sending it upward.
	Jumps forward or backward consecutively using a self-turned rope.

Key Academic Vocabulary: hop, gallop, slide; horizontal, vertical; locomotor, nonlocomotor; twisting, curling, bending, stretching; hand-dribble, foot-dribble; volley, strike

Teaching for Understanding

Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
2	Demonstrates grade-appropriate non locomotor movements
3	Demonstrates grade-appropriate manipulative skills

Learning Activities

Alphabet shapes	Mirroring	Children's books	Creative movement
Hopping and landing	Animal movements	Speed Stacking activities	Balance activities
Movement maps	Crazy Cones	Hot Spots	Back-It-Up
Partner Bowling	Partner Follow-the-Leader	Scoop activities	Target activities
Throwing and catching games	Partner tossing games	Children's dances	Tag games

Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 2

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

Enduring Understanding

The ability to apply movement concepts to physical activity allows for a broader range of activity selection.

Essential Question

How do movement concepts affect physical activity?

Essential Learnings

4	Demonstrates grade-appropriate movement concepts
	Moves in self-space and general space in response to designated beats/rhythms.
	Travels, demonstrating low, medium, and high levels.
	Travels, demonstrating a variety of relationships with other objects (e.g., over, under, around, through).
	Differentiates between fast and slow speeds.
	Differentiates between strong and light force.

Key Academic Vocabulary: low, medium, high; self (personal) space, general space; fast, slow; strong, light

Teaching for Understanding

Essential Learnings

4	Demonstrates grade-appropriate movement concepts
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Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Traffic Tag	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Go Nuts!	Hula hoop activities	Children's dances	Speed Stacking activities
Personal space concepts	Shared space concepts	Jump rope activities	

Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 3

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

Enduring Understanding

When your body works harder, it gets stronger.
Strong muscles are needed to maintain good health.

Essential Questions

What changes happen to the body during physical activity?

Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
	Discuss the benefits of being active and exercising/playing.
	Actively engages in wellness class.
	Identifies the heart as a muscle that grows stronger with exercise/play and physical activity.
	Differentiates between healthy and unhealthy foods.

Key Academic Vocabulary: exercise; healthy food, unhealthy food

Teaching for Understanding

Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
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Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Hula-hoop activities	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Muscular endurance exercises	Jump rope activities	Muscular strength exercises	Speed Stacking activities
Personal space concepts	Shared space concepts	Children's dances	Heart rate checks
Breathing rate checks	Perspiration rate checks	Flexibility poses	Beanbag strength activities

Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 4

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

Enduring Understanding

It is important to exhibit consideration for, and work cooperatively with others during instruction in the gym

Essential Questions

What does consideration for and cooperation with others look like in the gymnasium?

Essential Learnings

6	Demonstrates understanding of personal responsibility
	Accepts personal responsibility by using equipment and space appropriately.
	Follows the rules/parameters of the learning environment.
7	Demonstrates acceptance of feedback
	Responds appropriately to general feedback from the teacher.
8	Demonstrates ability to work with others
	Works independently with others in a variety of class environments (e.g., small and large groups).
9	Demonstrates understanding of rules and etiquette
	Exhibits the established protocol for class activities.
10	Demonstrates understanding of safety concepts
	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

Key Academic Vocabulary: rules; feedback; independently; kind (considerate), respect

Teaching for Understanding

Essential Learnings

6	Demonstrates understanding of personal responsibility
7	Demonstrates acceptance of feedback
8	Demonstrates ability to work with others
9	Demonstrates understanding of rules and etiquette
10	Demonstrates understanding of safety concepts

Learning Activities

Animal movements	Movement maps	Children's dances	Creative movements
Alphabet shapes	Children's books	Shared space concepts	Personal space concepts
Traffic Tag	Low-organized games	Mirroring	Playground games
Speed Stacking activities	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Motor Square	Jump rope activities	Busy Bee	Rock-Paper-Scissors

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 5

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

Enduring Understanding

It is recommended by various health organizations that children do 60 minutes of moderate to vigorous physical activity on a daily basis.

Essential Questions

Can I use the skills, concepts, and activities learned in the gym beyond the school day?

Essential Learnings

11	Demonstrates understanding of health impact of physical activity
	Identifies physical activity as a component of good health.
12	Recognizes the challenge of physical activity
	Recognizes that challenge in physical activities can lead to success.
13	Reflects on self-expression/enjoyment of physical activity
	Describes positive feelings that result from participating in physical activities.
	Discusses personal reasons for enjoying physical activity.

Key Academic Vocabulary: challenge; enjoyment

Teaching for Understanding

Essential Learnings

11	Demonstrates understanding of health impact of physical activity
12	Recognizes the challenge of physical activity
13	Reflects on self-expression/enjoyment of physical activity

Learning Activities

Animal movements	Movement maps	Nintendo Wii	Microsoft Kinect
Playstation Move	Children's books	Playground games	Flexibility poses
Heart rate checks	Low-organized games	Mirroring	Beanbag strength activities
Perspiration rate checks	Partner Follow-the-Leader	Breathing rate checks	Personal space concepts
Community Sports	Yard Games	Tag Games	

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

PA Academic Standard 10.2.3 Healthful Living

B. Identify health-related information (signs and symbols).

Enduring Understanding

Safety signs help keep us avoid danger.

Essential Questions

How do safety signs help keep us free from danger?

Essential Learnings

14	Identifies various safety signs
	Exit, stop, traffic lights, school zone, poison

Key Academic Vocabulary: safety, exit, stop, traffic light, school zone, poison

Teaching for Understanding

Essential Learnings

14	Identifies various safety signs
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Learning Activities

School safety signs walk	School safety patrol member	School fire drill procedures	School lockdown procedures
Kidshealth.org	Brainpop Jr. safety signs	I Read Signs , Tana Hoban	Brainpop Smartboard activities

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

PA Academic Standard 10.3.3 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community (general, outdoor, safe around people).
 B. Recognize emergency situations and explain appropriate responses.
 D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

Enduring Understanding

It is essential to demonstrate proficiency in safe playground practices.
 It is essential to follow proper procedure in an emergency situation.

Essential Questions

How could an unsafe playground affect me?
 What am I supposed to do in the event of a fire drill? A lockdown?

Essential Learnings

15	Engages in appropriate playground behaviors
	Safe use of fixed structures
	Participates in games and activities appropriate for the play space
16	Identifies safe/unsafe practices related to a variety of settings
	Modes of transportation (pedestrian, bicycle, vehicular)
	Outdoors (play, weather, water)
	General safety concerns (fire, electrical, animal)
17	Follows proper fire drill/lockdown drill procedures
	Immediately stop what you are doing, line up, proceed, silently, to designated area and wait for further instruction

Key Academic Vocabulary: safe, unsafe; emergency; structure; pedestrian, bicycle, vehicle; fire drill, lockdown drill

Teaching for Understanding

Essential Learnings

15	Engages in appropriate playground behaviors
16	Identifies safe/unsafe practices related to a variety of settings
17	Follows proper fire drill/lockdown drill procedures

School playground	Playground structures	School recess equipment	Recess games
Four square	Hopscotch	Back-It-Up	Around the World
Partner Follow-the-Leader	Hoop Ball	Hoop Guard	3-on-3 Kickball
4-on-4 Touchdown	Guard the Cookie Jar	School fire drill procedures	School lockdown procedures
Brainpop Jr. fire safety	Brainpop Jr. safety signs	I Read Signs , Tana Hoban	Dinosaurs, Beware , Stephen Krensky
Kidshealth.org	Local firefighter	Brainpop Smartboard activities	

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Suggested Timeline

Topic	Suggested Timeframe
Kindergarten skill and concept review	2 classes: beginning of school year
Locomotor movements review	2 class introduction: developed throughout school year
Non locomotor movements	1 class introduction; developed throughout school year
Body responses to exercise	1 class introduction
Cardiovascular endurance, and flexibility exercises	1 class introduction; developed throughout school year
Muscular strength and muscular endurance exercises	1 class introduction; developed throughout school year
Levels, pathways, directions, speed, relationships	1 class introduction; developed throughout school year
Time, force, and relationship concepts	1 class introduction; developed throughout school year
Steady beat from non locomotor position	2 classes
Appropriate conflict resolution	1 class introduction; developed throughout school year
Sharing turns, equipment	1 class introduction; developed throughout school year
Jump rope skills	1 class introduction; developed throughout school year
Participates in moderate to vigorous physical activity	1 class introduction; developed throughout school year
Rolling activities	2 classes
Bouncing activities	2 classes
Underhand throw activities	2 classes
Children's dances	2 classes
1st grade health lessons (safety)	8 classes
Review and reinforce first grade topics as necessary	8 classes
Teacher's choice of standards-driven activities	4 classes

Assessment

Evidence of Learning

Assessment Focus

Basic Locomotor Movement Patterns: Hop, Jump, Slide, Gallop

Rubric

S	Consistently demonstrates mature pattern for 4 targeted locomotor patterns.
	Able to demonstrate all critical elements for each pattern.
	Able to demonstrate all patterns in a variety of activity settings.
P	Consistently demonstrates 2 or 3 targeted locomotor patterns.
	Able to demonstrate critical elements for each pattern.
	Able to demonstrate patterns in a variety of activity settings.
N	Inconsistently demonstrates targeted locomotor patterns.
	Able to demonstrate critical elements for each pattern.
	Able to demonstrate patterns in a variety of activity settings.

Assessment Strategy

- Teacher Observation
- Participation
- Locomotor Movement Checklist

Assessment

Evidence of Learning

Assessment Focus

Basic Manipulative Skills: Underhand Throw, Catch, Hand Dribble, Kick, Strike

Rubric

S	Consistently demonstrates 4 or 5 targeted manipulative skills.
	Able to demonstrate all critical elements for each skill.
	Able to demonstrate skills in a variety of activity settings.
P	Consistently demonstrates 3 targeted manipulative skills.
	Able to demonstrate critical elements for the skills.
	Able to demonstrate skills in a variety of activity settings.
N	Inconsistently demonstrates targeted manipulative skills.
	Able to demonstrate critical elements for some skills.
	Able to demonstrate skills in a variety of activity settings.

Assessment Strategy

- Teacher Observation
- Participation
- Manipulative Skills Checklist

Assessment
Evidence of Learning

Assessment Focus
Safety: Fire Drill

Rubric

S	Demonstrates 3 criteria of appropriate conduct during fire drill.
	Recognize fire alarm and stop current activity.
	Drop any equipment and line up in appropriate space..
	Proceed to safe area and remain silent throughout.
P	Demonstrates 2 criteria of appropriate conduct during fire drill.
	Recognize fire alarm and stop current activity.
	Drop any equipment and line up in appropriate space..
	Proceed to safe area and remain silent throughout.
N	Demonstrates 0-1 criteria of appropriate conduct during fire drill.
	Recognize fire alarm and stop current activity.
	Drop any equipment and line up in appropriate space..
	Proceed to safe area and remain silent throughout.

Assessment Strategy

- Teacher Observation
- Participation

Levels, Speed, and Force Assessment

Name: _____

Room: _____

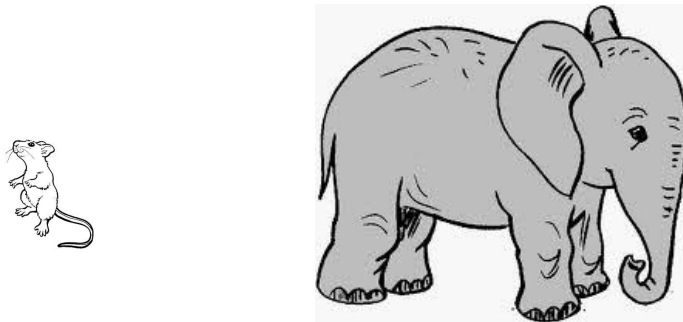
Directions: Draw a circle around highest ball; draw a square around the lowest ball.



Directions: Draw a circle around the slower animal.

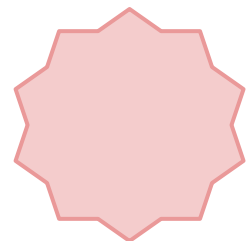


Directions: Draw a circle around animal who moves with the lightest force.



Rubric

- S** 7 correct
- P** 4-6 correct
- N** 0-3 correct



Your Score

Souderton Area School District Second Grade Wellness Overview

Course Description

In second grade, students exhibit mastery of basic locomotor skills while performing to changing conditions. They work on refinement of basic manipulative skills move to secure new ones. Students in second grade spend more time working with partners and in small groups. Second-graders explore basic hygiene practices, germs, and appropriate emergency responses during health lessons delivered throughout the year.

Effective Components of Second Grade Wellness Education

- Second grade students receive 40 minutes of instruction every cycle (44 complete cycles per year).
- All students receive wellness education.
- Sessions are crafted to maximize participation in a safe environment.
- Positive, specific, and corrective feedback is provided by certified instructors.
- Program fosters physical, cognitive, and social development through developmentally-appropriate, sequential lessons.
- The ability to achieve success is present for all students, regardless of ability.
- Purposeful activity is promoted for all students in pursuit of lifelong wellness.
- Students earn separate effort and competency grades.

Second Grade Wellness Education Key Skills and Concepts

Catch	Kick	Strike
Dribble	Cooperation	Warm-up
Cool-down	Time	Force
Push	Pull	Moderate
Vigorous	Steady beat	Cooperation
Consideration	Germs	Hygiene
First Aid		

Assessment

- | | |
|--|---|
| <input type="checkbox"/> Observation | <input type="checkbox"/> Self Evaluation |
| <input type="checkbox"/> Participation | <input type="checkbox"/> Peer Assessment |
| <input type="checkbox"/> Performance Tasks | <input type="checkbox"/> Checklists |
| <input type="checkbox"/> Portfolios | <input type="checkbox"/> Growth Over Time |
| <input type="checkbox"/> Quizzes | <input type="checkbox"/> SLO Achievement |

Essential Questions

Why is motor skill development essential during childhood?

At what intensity level does the body have to work in order for exercise to be beneficial?

How does proficiency in movement affect my ability to participate in more activities?

What changes happen to the body during physical activity?

What does consideration for and cooperation with others look like in the gymnasium?

Can I use the skills, concepts, and activities learned in class beyond the gymnasium?

Alignment to the Common Core

Reading for literature: key ideas and details

Reading Informational text: key ideas and detail; craft and structure; integration of knowledge and ideas; range of reading and level of text complexity

Foundational Reading Skills: phonics and word recognition

Speaking and Listening: comprehension and collaboration; presentation of knowledge and ideas

Language: vocabulary acquisition and use.

National Physical Education Content Standards and Second Grade Essential Learning

Mission

[NASPE's](#) mission is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs.

Vision

NASPE envisions a society in which all individuals are physically educated and participate in lifelong physical activity.

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

To meet this standard, a second grade student will:

- Demonstrate various grade-appropriate locomotor movements.
- Demonstrate various grade-appropriate non-locomotor movements.
- Demonstrate various grade-appropriate manipulative skills.

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

To meet this standard, a second grade student will:

- Demonstrate grade-appropriate movement concepts.

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

To meet this standard, a second grade student will:

- Demonstrate grade-appropriate physical activity knowledge.
- Engage in grade-appropriate physical activity.
- Demonstrate grade-appropriate fitness knowledge.
- Demonstrate grade-appropriate nutrition knowledge.

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

To meet this standard, a second grade student will:

- Demonstrate understanding of personal responsibility.
- Demonstrate acceptance of feedback
- Demonstrate ability to work with others
- Demonstrate understanding of rules and etiquette.
- Demonstrate understanding of safety concepts.

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

To meet this standard, a second grade student will:

- Demonstrate understanding of health impact of physical activity.
- Recognize the challenge of physical activity.
- Reflect on self-expression/enjoyment of physical activity.

Targeted Pennsylvania Academic Standards for Health, Safety, and Physical Education

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth and twelfth grade. The standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The Standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill. School entities will use these standards to develop local school curriculum and assessments that will meet the needs of the students.

10.1.3 Concepts of Health

- B. Identify and know the location and function of the major body organs and system (circulatory, respiratory, muscular system).
- E. Identify types and causes of common health problems of children (infectious disease, non infectious disease, germs, pathogens, heredity).

10.2.3 Healthful Living

- A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- B. Identify health-related information (signs and symbols, terminology, products and services).
- D. Identify the steps in a decision-making process.
- E. Identify environmental factors that affect health.

10.3.3 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community (general, outdoor, safe around people).
- B. Recognize emergency situations and explain appropriate responses.
- C. Recognize conflict situations and identify strategies to avoid or resolve.
- D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

10.4.3 Physical Activity

- A. Identify and engage in physical activities that promote physical fitness and health.
- B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.
- C. Know and recognize changes in body responses during moderate to vigorous physical activity (heart rate).
- D. Identify likes and dislikes related to participation in physical activities.
- E. Identify reasons why regular participation in physical activities improves motor skills.
- F. Recognize positive and negative interactions of small group activities (roles, cooperation/sharing, on task).

10.5 Concepts, Principles, and Strategies of Movement

- A. Recognize and use basic movement skills and concepts
- B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.
- C. Know the function of practice
- D. Identify and use the principles of exercise to improve movement and fitness activities.
- E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.
- F. Recognize and describe game strategies using appropriate vocabulary.

Common Core Alignment**Reading for Literature****Focus Standard: Key Ideas and Details**

Identify characters; describe them and major events/challenges in a story.

Reading Informational Text**Focus Standard: Key Ideas and Details**

Ask and answer sample questions about key details in a text (e.g., who, what, when, where, why, and how).

Focus Standard: Craft and Structure

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Know and use various text features (e.g., captions, icons, etc.). Use illustrations/images in a text to gather information about key ideas.

Focus Standard: Integration of Knowledge and Ideas

Understand the relationship between text and illustrations. Use illustrations to describe key ideas.

Focus Standard: Range of Reading and Level of Text Complexity

Read and comprehend informational texts appropriately complex for student grade level.

Foundational Reading Skills**Focus Standard: Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy to support comprehension.

Common Core Alignment

Speaking and Listening

Focus Standard: Comprehension and Collaboration

Participate in collaborative conversations with diverse patterns about grade-level topics with peers and adults in small and large groups. Ask and answer questions about key details in information presented orally.

Language Standards

Focus Standard: Vocabulary Acquisition and Use

Acquire and use accurately grade-appropriate domain-specific words and phrases that are basic to a particular topic.

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 1

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

Enduring Understanding

Fundamental movement skills and concepts need to be developed during childhood.

Essential Question

Why is motor skill and movement pattern development essential during childhood?

Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
	Skips using a mature pattern.
	Runs with a mature pattern.
	Travels showing differentiation between jogging and sprinting.
	Demonstrates elements of jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings.
	Demonstrates elements of jumping and landing in a vertical plane.
	Performs a teacher/student-designed rhythmic activity with correct response to simple rhythms.
2	Demonstrates grade-appropriate non locomotor movements
	Balances on different bases of support combining levels and shapes.
	Transfers weight from feet to different body parts/bases of support for balances and/or travel.
	Rolls in different directions with either a narrow or curled body shape.
	Differentiates among twisting, curling, bending, and stretching actions.

continued on the next page

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 1

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

2	Demonstrates grade-appropriate non locomotor movements (continued)
	Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics).
3	Demonstrates grade-appropriate manipulative skills
	Throws underhand using elements of a mature pattern.
	Throws overarm using elements of a mature pattern.
	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against body.
	Dribbles in self-space with preferred hand demonstrating a mature pattern.
	Dribbles using the dominant hand while walking in general space.
	Dribbles with feet in the general space with control of the ball and body.
	Uses a continuous running approach and kicks a moving ball, demonstrating elements of a mature pattern.
	Volley an object upward with consecutive hits.
	Strikes an object upward with a short-handled implement, using consecutive hits.
	Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.
	Jumps a self-turned rope consecutively forward and backward, with a mature pattern.

Key Academic Vocabulary: underhand, overarm; trap, cradle; preferred, dominant; volley, consecutive; strike

Teaching for Understanding

Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
2	Demonstrates grade-appropriate non locomotor movements
3	Demonstrates grade-appropriate manipulative skills

Learning Activities

Alphabet shapes	Mirroring	Beanbag strength activities	Foot-dribbling activities
One-Way Traffic	Animal movements	Kicking activities	Balance activities
Movement maps	Crazy Cones	Hand-dribbling activities	Back-It-Up
Partner Bowling	Partner Follow-the-Leader	Scoop activities	Target activities
Throwing and catching games	Partner tossing games	Children's dances	Tag games

Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 2

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

Enduring Understanding

The ability to apply movement concepts to physical activity allows for a broader range of activity selection.

Essential Question

How do movement concepts affect physical activity?

Essential Learnings

4	Demonstrates grade-appropriate movement concepts
	Combines locomotor skills in general space to rhythm.
	Combines shapes, levels, and pathways into simple travel sequences.
	Varies time and force with gradual increases and decreases.

Key Academic Vocabulary: shapes, levels, pathways, varies, time, force

Teaching for Understanding

Essential Learnings

4	Demonstrates grade-appropriate movement concepts
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Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Traffic Tag	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Go Nuts!	Hula hoop activities	Children's dances	Speed Stacking activities
Personal space concepts	Shared space concepts	Jump rope activities	

Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 3

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

Enduring Understanding

When your body works harder, it gets stronger.
Strong muscles are needed to maintain good health.

Essential Questions

What changes happen to the body during physical activity?

Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
	Describes large-motor and/or manipulative physical activities for participation outside wellness class (e.g., before and after school, at home, at the park, with friends, with family).
	Actively engages in wellness class in response to instruction and practice.
	Uses own body as resistance (e.g., holds body in plank position, animal walks) for development of strength.
	Identifies physical activities that contribute to fitness.
	Recognizes “the good health balance” of good nutrition with physical activity.

Key Academic Vocabulary: large-motor; own body as resistance; good health balance

Teaching for Understanding

Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
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Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Body temperature checks	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Pedometers	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Muscular endurance exercises	Jump rope activities	Muscular strength exercises	Speed Stacking activities
Personal space concepts	Shared space concepts	Children's dances	Heart rate checks
Breathing rate checks	Perspiration rate checks	Flexibility poses	Beanbag strength activities

Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 4

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

Enduring Understanding

It is important to exhibit consideration for, and work cooperatively with others during instruction in the gym

Essential Questions

What does consideration for and cooperation with others look like in the gymnasium?

Essential Learnings

6	Demonstrates understanding of personal responsibility
	Practices skills with minimal teacher prompting.
	Accepts responsibility for class protocols with behavior and performance actions.
7	Demonstrates acceptance of feedback
	Accepts specific corrective feedback from the teacher.
8	Demonstrates ability to work with others
	Works independently with others in partner environments.
9	Demonstrates understanding of rules and etiquette
	Recognizes the roles of rules and etiquette in teacher-designed wellness activities.
10	Demonstrates understanding of safety concepts
	Works independently and safely in wellness; works safely with equipment.

Key Academic Vocabulary: rules; feedback; independently, kind (considerate), respect

Teaching for Understanding

Essential Learnings

6	Demonstrates understanding of personal responsibility
7	Demonstrates acceptance of feedback
8	Demonstrates ability to work with others
9	Demonstrates understanding of rules and etiquette
10	Demonstrates understanding of safety concepts

Learning Activities

Animal movements	Movement maps	Children's dances	Creative movements
Alphabet shapes	Children's books	Shared space concepts	Personal space concepts
Red-Light, Green-Light	Low-organized games	Mirroring	Playground games
Speed Stacking activities	Tag games	Greg and Steve songs	One-Way Traffic
Partner Bowling	Partner Follow-the-Leader	Scoop activities	Target activities
Throwing and catching games	Partner tossing games		

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 5

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

Enduring Understanding

It is recommended by various health organizations that children do 60 minutes of moderate to vigorous physical activity on a daily basis.

Essential Questions

Can I use the skills, concepts, and activities learned in the gym beyond the school day?

Essential Learnings

11	Demonstrates understanding of health impact of physical activity
	Recognizes the value of “good health balance.”
12	Recognizes the challenge of physical activity
	Compares physical activities that bring confidence and challenge.
13	Reflects on self-expression/enjoyment of physical activity
	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/game environment).

Key Academic Vocabulary: good health balance; confidence; self-expression, enjoyment

Teaching for Understanding

Essential Learnings

11	Demonstrates understanding of health impact of physical activity
12	Recognizes the challenge of physical activity
13	Reflects on self-expression/enjoyment of physical activity

Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Traffic Tag	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Go Nuts!	Beanbag strength activities	Flexibility poses	Speed Stacking activities
Personal space concepts	Shared space concepts	Children's dances	Heart rate checks
Breathing rate checks	Perspiration rate checks		

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

PA Academic Standard 10.1.3 Concepts of Health

E. Identify types and causes of common health problems of children (infectious disease, non infectious disease, germs, pathogens, heredity).

Enduring Understanding

There are many different causes of common health problems.

Essential Questions

What are some specific causes of health problems?

Essential Learnings

14	Recognizes types, causes, and treatments of common health problems
	Identifies various minor injuries (cuts, scrapes, bruises).
	Explains appropriate response to emergency situation (remain calm, how to call for help, simple assistance procedures, how to protect self).
	Sequences the steps to treating a minor wound.

Key Academic Vocabulary: minor, major; wound, cut, scrape, bruise; treatment

Teaching for Understanding

Essential Learnings

14	Recognizes types, causes, and treatments of common health problems
----	--

Learning Activities

Brainpop first aid	Sample first aid kit	Germs Make Me Sick , Melvin Berger	Germs , Bill Nye
Inside Ralphie , Magic School Bus	School Nurse	Brainpop Smartboard activities	

Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

PA Academic Standard 10.3.3 Safety and Injury Prevention

A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.

Enduring Understanding

There are many hygiene practices that promote health and prevent the spread of germs.

Essential Questions

What are some simple ways I can prevent the spread of germs?

Essential Learnings

15	Recognizes and demonstrates hygiene practices that promote health and prevent the spread of germs
	Recognizes proper hand-washing, teeth-brushing, bathing, and general body care.
	Demonstrate proper coughing and sneezing practices to prevent spread of germs.

Key Academic Vocabulary: germs, cough and sneeze techniques, tissues; soap, shampoo, tooth paste, sanitizer; toothbrush, washcloth

Teaching for Understanding

Essential Learnings

15	Recognizes and demonstrates hygiene practices that promote health and prevent the spread of germs
----	---

Learning Activities

Brainpop first aid	Sample first aid kit	Germs Make Me Sick , Melvin Berger	Germs , Bill Nye
Inside Ralphie , Magic School Bus	School Nurse	Brainpop Smartboard activities	The Tooth Book , Ted Lesig
Brainpop Jr. hand washing	Brainpop Jr. dentist	Various hygiene visual aids	

Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Checklist
- Growth over time

Suggested Timelines

Topic	Suggested Timeframe
First grade skill and concept review	2 classes: beginning of school year
Locomotor movements review	2 class introduction: developed throughout school year
Non locomotor movements	1 class introduction; developed throughout school year
Body responses to exercise	1 class introduction
Cardiovascular endurance, and flexibility exercises	1 class introduction; developed throughout school year
Muscular strength and muscular endurance exercises	1 class introduction; developed throughout school year
Levels, pathways, directions, speed, relationships	1 class introduction; developed throughout school year
Time, force, and relationship concepts	1 class introduction; developed throughout school year
Steady beat during locomotor movements	2 classes
Appropriate conflict resolution	1 class introduction; developed throughout school year
Sharing turns, equipment	1 class introduction; developed throughout school year
Jump rope skills	1 class introduction; developed throughout school year
Sustained moderate to vigorous physical activity	1 class introduction; developed throughout school year
Kicking activities	2 classes
Catching activities	2 classes
Overarm throw activities	2 classes
Children's dances	2 classes
2nd grade health lessons (germs, first aid)	8 classes
Review and reinforce second grade topics as necessary	8 classes
Teacher's choice of standards-driven activities	4 classes

Assessment

Evidence of Learning

Assessment Focus

Fundamental Movement Concepts: Combines locomotor movement skills, shapes, levels, and pathways into simple travel sequences.

Rubric

S	Consistently demonstrates 3 targeted fundamental movement concepts during simple travel.
	Able to use walking, jogging, hopping, jumping, galloping, skipping, leaping, and sliding in travel sequences..
	Able to use high, medium, and low levels in travel sequences.
	Able to use straight, curved, and zig-zag pathways in travel sequences.
P	Consistently demonstrates 1-2 targeted fundamental movement concepts during simple travel.
	Able to use walking, jogging, hopping, jumping, galloping, skipping, leaping, and sliding in travel sequences..
	Able to use high, medium, and low levels in travel sequences.
	Able to use straight, curved, and zig-zag pathways in travel sequences.
N	Inconsistently demonstrates targeted fundamental movement concepts during travel.
	Able to use walking, jogging, hopping, jumping, galloping, skipping, leaping, and sliding in travel sequences..
	Able to use high, medium, and low levels in travel sequences.
	Able to use straight, curved, and zig-zag pathways in travel sequences.

Assessment Strategy

- Teacher Observation
- Participation
- Fundamental Movement Concepts Checklist

Assessment

Evidence of Learning

Assessment Focus

Refined Manipulative Skills: Underhand Throw, Catch, Hand Dribble, Kick, Strike

Rubric

S	Consistently demonstrates refined performance of 4 or 5 targeted manipulative skills.
	Able to demonstrate all critical elements for each skill.
	Able to demonstrate skills in a variety of activity settings.
P	Consistently demonstrates refined performance of 2-3 targeted manipulative skills.
	Able to demonstrate critical elements for the skills.
	Able to demonstrate skills in a variety of activity settings.
N	Inconsistently demonstrates refined performance of targeted manipulative skills.
	Able to demonstrate critical elements for some skills.
	Able to demonstrate skills in a variety of activity settings.

Assessment Strategy

- Teacher Observation
- Participation
- Manipulative Skills Checklist

Personal Hygiene Practices: Hand Washing Assessment

Name: _____

Room: _____

Directions: Put the cards in the correct order.



A



B



C



D



E

1. _____

2. _____

3. _____

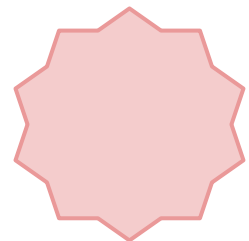
4. _____

5. _____

*images appear courtesy of BrainpopJr.com

Rubric

S	5 correct
P	3-4 correct
N	0-2 correct



Your Score

Locomotor Movement Identification Assessment

Name: _____

Room: _____

Directions: Using the words in the bank, write in the correct answer for the demonstration. Each skill will be used only one time.

Word Bank

Walk**Run****Jump****Hop****Leap****Gallop****Slide****Skip**

1. _____

5. _____

2. _____

6. _____

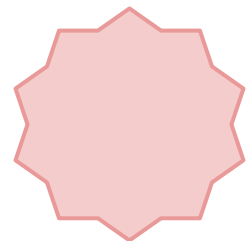
3. _____

7. _____

4. _____

8. _____

Rubric

S 8 correct**P** 5-7 correct**N** 0-4 correct

Your Score

Souderton Area School District Third Grade Wellness Overview

Course Description

Third grade students have mastered the basic locomotor, nonlocomotor, and manipulative skills. Students move towards proficiency in more complex manipulative skills and will continue to apply movement concepts to skills. A greater emphasis is placed on sport-specific (lead-up) skills and concepts, and students will participate in a broader range of partner, small group, and team activities.

Effective Components of Third Grade Wellness Education

- Third grade students receive 40 minutes of instruction every cycle (44 complete cycles per year).
- All students receive wellness education.
- Sessions are crafted to maximize participation in a safe environment.
- Positive, specific, and corrective feedback is provided by certified instructors.
- Program fosters physical, cognitive, and social development through developmentally-appropriate, sequential lessons.
- The ability to achieve success is present for all students, regardless of ability.
- Purposeful activity is promoted for all students in pursuit of lifelong wellness.
- Students earn separate effort and competency grades.

Third Grade Wellness Education Key Skills and Concepts

Nutrition	My Plate	Food groups
Fitness testing	FITT principle	Nutrients
Moderation	Cardiovascular	Catch
Strike	Throw	Dribble
Pass	Shoot	Strength
Hand-eye coordination	Locomotor	Chase
Foot-eye coordination	Dodge	Flee

Assessment

- | | |
|--|---|
| <input type="checkbox"/> Observation | <input type="checkbox"/> Self Evaluation |
| <input type="checkbox"/> Participation | <input type="checkbox"/> Peer Assessment |
| <input type="checkbox"/> Performance Tasks | <input type="checkbox"/> Checklists |
| <input type="checkbox"/> Portfolios | <input type="checkbox"/> Growth Over Time |
| <input type="checkbox"/> Quizzes | <input type="checkbox"/> SLO Achievement |

Essential Questions

How do fundamental skills relate to games played?

How does proficiency in movement affect my ability to participate in more activities?

How does the FITT principle relate to physical activity?

How can players of differing skill make positive contributions to the group?

Can I use the skills, concepts, and activities learned in class beyond the gymnasium?

Alignment to the Common Core

Reading for literature: key ideas and details

Reading Informational text: key ideas and detail; craft and structure; integration of knowledge and ideas; range of reading and level of text complexity

Foundational Reading Skills: phonics and word recognition

Speaking and Listening: comprehension and collaboration; presentation of knowledge and ideas

Language: vocabulary acquisition and use.

National Physical Education Content Standards and Third Grade Essential Learning

Mission

[SHAPE America's](#) mission is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs.

Vision

SHAPE America envisions a society in which all individuals are physically educated and participate in lifelong physical activity.

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

To meet this standard, a third grade student will:

- Demonstrate various grade-appropriate locomotor movements.
- Demonstrate various grade-appropriate non-locomotor movements.
- Demonstrate various grade-appropriate manipulative skills.

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

To meet this standard, a third grade student will:

- Demonstrate grade-appropriate movement concepts.

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

To meet this standard, a third grade student will:

- Demonstrate grade-appropriate physical activity knowledge.
- Engage in grade-appropriate physical activity.
- Demonstrate grade-appropriate fitness knowledge.
- Demonstrate grade-appropriate nutrition knowledge.

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

To meet this standard, a third grade student will:

- Demonstrate understanding of personal responsibility.
- Demonstrate acceptance of feedback
- Demonstrate ability to work with others
- Demonstrate understanding of rules and etiquette.
- Demonstrate understanding of safety concepts.

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

To meet this standard, a third grade student will:

- Demonstrate understanding of health impact of physical activity.
- Recognize the challenge of physical activity.
- Reflect on self-expression/enjoyment of physical activity.
- Describe potential social interactions during physical activity.

Targeted Pennsylvania Academic Standards for Health, Safety, and Physical Education

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth and twelfth grade. The standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The Standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill. School entities will use these standards to develop local school curriculum and assessments that will meet the needs of the students.

10.1.3 Concepts of Health

- B. Identify and know the location and function of the major body organs and system (circulatory, respiratory, muscular, digestive system).
- C. Explain the role of My Plate in helping people eat a healthy diet.

10.2.3 Healthful Living

- B. Identify health-related information (signs and symbols, terminology, products and services).
- C. Identify media sources that influence health and safety.
- D. Identify the steps in a decision-making process.
- E. Identify environmental factors that affect health.

10.3.3 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community (general, outdoor, safe around people).
- C. Recognize conflict situations and identify strategies to avoid or resolve.
- D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

10.4.3 Physical Activity

- A. Identify and engage in physical activities that promote physical fitness and health.
- B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.
- C. Know and recognize changes in body responses during moderate to vigorous physical activity (heart rate).
- D. Identify likes and dislikes related to participation in physical activities.
- E. Identify reasons why regular participation in physical activities improves motor skills.
- F. Recognize positive and negative interactions of small group activities (roles, cooperation/sharing, on task).

10.5 Concepts, Principles, and Strategies of Movement

- A. Recognize and use basic movement skills and concepts
- B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.
- C. Know the function of practice
- D. Identify and use the principles of exercise to improve movement and fitness activities.
- E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.
- F. Recognize and describe game strategies using appropriate vocabulary.

Common Core Alignment

Reading Informational Text

Focus Standard: Key Ideas and Details

Describe relationships and explain events, procedures, ideas, or concepts in a scientific or technical way.

Focus Standard: Craft and Structure

Determine the meaning of academic and domain-specific words or phrases in a text relevant to grade-level topics or subject areas.

Focus Standard: Integration of Knowledge and Ideas

Interpret information presented visually, orally, or quantitatively (charts, diagrams, etc.) and explain how the information contributes to an understanding of the text/context.

Focus Standard: Range of Reading and Level of Text Complexity

Read and comprehend informational texts appropriately complex for student grade level.

Foundational Reading Skills

Focus Standard: Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy to support comprehension

Common Core Alignment

Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

Write routinely over shorter time frames (a single setting) for a range of tasks, purposes, and audiences.

Write informative/explanatory texts to convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

Conduct short research products based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening

Focus Standard: Comprehension and Collaboration

Engage effectively in a range of collaborative discussions with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly.

Focus Standard: Presentation of Knowledge and Ideas

Report on a topic or text in an organized manner, using appropriate facts and relevant details to support main ideas or themes. Speaks clearly at an understanding pace.

Language Standards

Focus Standard: Vocabulary Acquisition and Use

Acquire and use accurately grade-appropriate domain-specific words and phrases that are basic to a particular topic.

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 1

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

3	Demonstrates grade-appropriate manipulative skills
	Throws underhand to a target with reasonable accuracy.
	Throws overarm using critical elements of a mature pattern in a variety of activities.
	Catches a gently tossed hand-sized ball from a partner, demonstrating critical elements of a mature pattern.
	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.
	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
	Receives and passes a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass.
	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating critical elements of a mature pattern for each.
	Uses a continuous running approach and kicks a ball for accuracy.
	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner while demonstrating critical elements of a mature pattern.
	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.
	Strikes an object with a short-handled implement while demonstrating critical elements of a mature pattern.
	Strikes a ball with a long-handled implement, sending it forward, while using a proper grip for the implement (e.g., hockey stick, baseball bat, golf club).
	Performs intermediate jump- rope skills (e.g., a variety of tricks, running in/out of long ropes).

Key Academic Vocabulary: accuracy; “giving;”intentionally; sidearm; long-handled implement

Teaching for Understanding

Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
2	Demonstrates grade-appropriate non locomotor movements
3	Demonstrates grade-appropriate manipulative skills

Learning Activities

Basketball lead-ups	Badminton lead-ups	Bowling lead-ups	Lacrosse lead-ups
Pillo-Polo	Tennis lead-ups	Volleyball lead-ups	Floor hockey lead-ups
Football lead-ups	Wiffle Ball lead-ups	Team handball lead-ups	Golf lead-ups
Juggling skills	Flag games	Cooperative games	Reaction ball activities
Soccer lead-ups	Flying disc activities		

Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 2

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

Enduring Understanding

The ability to apply movement concepts to physical activity allows for a broader range of activity selection.

Essential Question

How do movement concepts affect physical activity?

Essential Learnings

4	Demonstrates grade-appropriate movement concepts
	Recognizes the concepts of open space in a movement context.
	Recognizes locomotor movement skills specific to a wide variety of physical activities.
	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.
	Applies simple strategies/tactics in chasing activities.
	Applies simple strategies in fleeing activities.

Key Academic Vocabulary: open space; alignment; muscle tension; chasing, fleeing; strategy

Teaching for Understanding

Essential Learnings

4	Demonstrates grade-appropriate movement concepts
---	--

Learning Activities

Tag games	Stunts and balances	Creative movements	Hula hoop activities
Balance beam	Aerobic steps	Light weights	Square Dance
Stretch bands	Stability ball	BOSU trainer	Cupid Shuffle
Macarena	Cotton-Eye Joe	Crazy Frog	Cha-Cha Slide
Limbo	Conga	Mexican Hat Dance	Y.M.C.A.
Electric Slide	Bunny Hop	Chicken Dance	Alley Cat
Dance Central	Dance Dance Revolution	Just Dance	

Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 3

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

Enduring Understanding

When your body works harder, it gets stronger.
Strong muscles are needed to maintain good health.

Essential Questions

What changes happen to the body during physical activity?

Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
	Identifies physical activity benefits as a way to become healthier.
	Engages in the activities of wellness class without teacher prompting.
	Describes the concept of fitness and provides examples of physical activity to enhance fitness.
	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.
	Demonstrates, with teacher direction, the health-related fitness components.
	Identifies foods that are beneficial pre- and post- physical activity.

Key Academic Vocabulary: warm-up, cool-down; vigorous; health-related fitness

Teaching for Understanding

Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
---	--

Learning Activities

Children's books	Heart-rate checks/comparison	Low-organized games	Children's dances
Pedometers	Beanbag strength activities	Playground games	PACER test
Sit-ups test	Push-ups test	Sit-and-reach test	Shoulder flexibility test
Breathing rate checks	Perspiration rate checks	Flexibility poses	

Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 4

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

Enduring Understanding

It is important to exhibit consideration for, and work cooperatively with others during instruction in the gym

Essential Questions

What does consideration for and cooperation with others look like in the gymnasium?

Essential Learnings

6	Demonstrates understanding of personal responsibility
	Exhibits personal responsibility in teacher-directed activities.
	Works independently for extended periods of time.
7	Demonstrates acceptance of feedback
	Accepts and implements specific corrective teacher feedback.
8	Demonstrates ability to work with others
	Works cooperatively with others.
	Praises others for their success in movement performance.
9	Demonstrates understanding of rules and etiquette
	Recognizes the roles of rules and etiquette in physical activity with peers.
10	Demonstrates understanding of safety concepts
	Works independently and safely in physical activity settings

Key Academic Vocabulary: praise, respect, responsibility,

Teaching for Understanding

Essential Learnings

6	Demonstrates understanding of personal responsibility
7	Demonstrates acceptance of feedback
8	Demonstrates ability to work with others
9	Demonstrates understanding of rules and etiquette
10	Demonstrates understanding of safety concepts

Learning Activities

Basketball lead-ups	Badminton lead-ups	Bowling lead-ups	Lacrosse lead-ups
Pillo-Polo	Tennis lead-ups	Volleyball lead-ups	Floor hockey lead-ups
Football lead-ups	Wiffle Ball lead-ups	Team handball lead-ups	Golf lead-ups
Juggling skills	Flag games	Cooperative games	Reaction ball activities
Cross the River	Find the Dot	Alaskan Pipeline	Parachute Baseball
Group juggling	Balloon transfer	Soccer lead-ups	Comodore's Retreat
Toxic Waste	Line-up activities	Electric fence	Long jump rope activities
Ship-to-Shore	Noodle activities	Jump bands/Tinikling	Tennis balls and sticks

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

Standard 5

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

Enduring Understanding

You cannot take full advantage of skills, talents, and abilities if you are not healthy.

Essential Questions

Can I use the skills, concepts, and activities learned in the gym beyond the school day?

Essential Learnings

11	Demonstrates understanding of health impact of physical activity
	Discuss the relationship between physical activity and good health.
12	Recognizes the challenge of physical activity
	Discusses the challenge that comes from learning a new physical activity.
13	Reflects on self-expression/enjoyment of physical activity
	Reflects on the reasons for enjoying selected physical activity.
	Describes the positive social interactions that come when engaged with others in physical activity.

Key Academic Vocabulary: good health balance; confidence; self-expression

Teaching for Understanding

Essential Learnings

11	Demonstrates understanding of health impact of physical activity
12	Recognizes the challenge of physical activity
13	Reflects on self-expression/enjoyment of physical activity

Learning Activities

Tag games	Stunts	Reaction ball activities	Y.M.C.A.
Dance Dance Revolution	Aerobic steps	Light weights	Cha-Cha Slide
Just Dance	Motion-control video games	Dance Central	Cotton-Eye Joe
Basketball lead-ups	Badminton lead-ups	Bowling lead-ups	Lacrosse lead-ups
Pillo-Polo	Tennis lead-ups	Volleyball lead-ups	Floor hockey lead-ups
Football lead-ups	Wiffle Ball lead-ups	Team handball lead-ups	Golf lead-ups
Juggling skills	Flag games	Cooperative games	Soccer lead-ups

Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

PA Academic Standard 10.1.3 Concepts of Health

C. Explain the role of My Plate in helping people eat a healthy diet.

Enduring Understanding

It is essential to eat a properly balanced diet for optimum health.

Essential Questions

How does My Plate apply to choosing proper food amount and type?

Essential Learnings

14	Explains role of My Plate in helping to choose food types and amounts to eat
	Identifies 5 food groups (fruit, vegetables, grains, dairy, protein).
	Identifies and explains the role of nutrients (carbohydrates, fat, protein, vitamins, minerals, water).
	Determine the food groups into which specific foods fit.
	Identifies types of food to increase and types to limit.
	Identifies key information located on a food label.

Key Academic Vocabulary: My Plate; food groups, fruit, vegetables, grains, dairy, protein; nutrients, vitamins, minerals, fat, protein, carbohydrates, water, moderation

Teaching for Understanding

Essential Learnings

14	Explains role of My Plate in helping to choose food types and amounts to eat
----	--

Learning Activities

Brainpop Jr. food group “spinner” game	School cafeteria; Nutrislice	Nutrition , Bill Nye	My Plate graphic organizer
Gregory the Terrible Eater , Mitchell Sharmat	For Lunch , Magic School Bus	Body fat replicas	Food models

Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

Suggested Timeline

Topic	Suggested Timeframe
Second grade skill and concept review	2 classes: beginning of school year
FITT principle	1 class introduction: developed throughout school year
Fitness test procedures and practice	1 class introduction; developed throughout school year
Locomotor movement identification	1 class
Cardiovascular endurance, and flexibility exercises	1 class introduction; developed throughout school year
Muscular strength and muscular endurance exercises	1 class introduction; developed throughout school year
Chasing, fleeing, dodging concepts	1 class introduction; developed throughout school year
Time, force, and relationship concepts	1 class introduction; developed throughout school year
Passing and shooting concepts	2 classes
Hand dribbling activities	1 class
Sportsmanship concepts	1 class introduction; developed throughout school year
Jump rope skills	1 class introduction; developed throughout school year
Sustained moderate to vigorous physical activity	1 class introduction; developed throughout school year
Throwing activities	2 classes
Catching activities	2 classes
Striking activities	2 classes
Children's dances	2 classes
3rd grade health lessons (nutrition)	8 classes
Review and reinforce third grade topics as necessary	8 classes
Teacher's choice of standards-driven activities	4 classes

Assessment

Evidence of Learning

Assessment Focus

Manipulative Skills: Underhand Throw, Catch, Hand Dribble, Strike with handled implement

Rubric

S	Consistently demonstrates 4 targeted manipulative skills.
	Demonstrates reasonable accuracy, ball, and body control when appropriate.
	Able to catch from a partner.
	Able to strike with a handled implement.
P	Consistently demonstrates of 2-3 targeted manipulative skills.
	Demonstrates reasonable accuracy, ball, and body control when appropriate.
	Able to catch from a partner.
	Able to strike with a handled implement.
N	Inconsistently demonstrates targeted manipulative skills.
	Demonstrates reasonable accuracy, ball, and body control when appropriate.
	Able to catch from a partner.
	Able to strike with a handled implement.

Assessment Strategy

- Teacher Observation
- Participation
- Manipulative Skills Checklist

Assessment

Evidence of Learning

Assessment Focus

Health-Related Fitness Concepts: F.I.T.T. principle of exercise; fitness test introduction

Rubric

S	Able to identify 4 components of the F.I.T.T. principle of exercise; practices 5 fitness tests.
	Identifies frequency, intensity, time, and type.
	Practices P.A.C.E.R. test, sit-ups test, push-ups test, sit-and-reach test, and shoulder flexibility test.
P	Able to identify 2-3 components of the F.I.T.T. principle of exercise; practices 5 fitness tests.
	Identifies frequency, intensity, time, and type.
	Practices P.A.C.E.R. test, sit-ups test, push-ups test, sit-and-reach test, and shoulder flexibility test.
N	Able to identify 0-1 components of the F.I.T.T. principle of exercise; practices 5 fitness tests.
	Identifies frequency, intensity, time, and type.
	Practices P.A.C.E.R. test, sit-ups test, push-ups test, sit-and-reach test, and shoulder flexibility test.

Assessment Strategy

- Teacher Observation
- Participation
- F.I.T.T. Principle Identification quiz

Fitness Test Descriptions

P.A.C.E.R.

Measures cardio-vascular endurance: A paced, 20-meter (or 15-meter depending on your available space) shuttle run increasing in intensity as time progresses. Set to a specified audio track.

Sit-Up

Measures muscle endurance: Students lie down with knees bent, feet unanchored, and palms flat on floor. Students sit up while sliding hands on floor until fingers touch back of sneakers. Students complete as many repetitions as possible to a maximum of 80. Set to a specified audio track.

Push-Up

Measures muscle strength: Students lower and raise body to and from a 90-degree elbow angle while keeping back straight. Students complete as many repetitions as possible. Set to a specified audio track.

Sit-and-Reach (Left, Right Leg)

Measures lower- body flexibility: Students sit with test leg straight against a box, and opposite leg folded inward (figure four), bent at the knee. Students place one hand over the other and slide the mechanism forward in one fluid motion.

Shoulder Flexibility

Measures upper- body flexibility: Students try to touch their opposite-hand fingers together with one arm over the shoulder and one arm tucked under and behind the back; switch arm positions and repeat.

Nutrition: My Plate Assessment

Name: _____

Room: _____

Directions: Identify each section of My Plate; list 3 foods from each group on the back of this page (1 point each).



1. _____

4. _____

2. _____

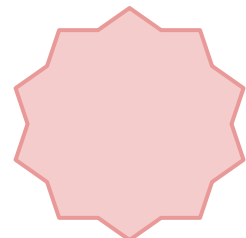
5. _____

3. _____

6. List 3 foods from each group on the back.

Rubric

- S** 18-20 points
- P** 14-17 points
- N** 0-13 points



Your Score

Student Learning Objective

Educator Effectiveness

SLO Goal

Goal Statement	Students will demonstrate the ability to identify and perform 8 targeted locomotor movement patterns (walking, jogging, hopping, jumping, galloping, skipping, leaping, sliding).
PA Standards	10.4.3.A, 10.5.3.A
Rationale	Student comprehension of locomotor movement can be evaluated through a curriculum-driven, standardized, district assessment requiring identification and performance of each locomotor movement pattern.

Performance Indicators

Targets: All Students	PI Target #1: Students will achieve ME or EX on the Locomotor Movement Identification and Performance Assessment
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Performance Measure

Name	PM #1: Locomotor Movement Identification and Performance Assessment	Type	District-designed Measures and Examinations
Purpose	PM #1: Measures student ability to identify and demonstrate targeted locomotor movement patterns	Metric	Mastery (attainment of a defined level of achievement).
Administration Frequency	PM #1 Locomotor Movement Identification and Performance Assessment given once per year at the teacher's discretion..	Adaptations/Modifications	All adaptations will be developed on a case-by-case basis, based upon individual IEP parameters.
Resources	PM #1 Locomotor Movement Identification and Performance Assessment	Scoring Tools	PM #1: District-approved rubric for Locomotor Movement Identification and Performance Assessment
Administration and Scoring Personnel	PM #1: Certified wellness teacher can administer and score all performance indicator tasks.	Performance Reporting	PM #1: Scores will be reported as a summary report of students who meet the performance indicator.

Locomotor Movement Identification and Performance Year-End Standard Assessment**Part 1: Identification**

Activity: Movement Quiz

4	8 correct
3	5-7 correct
2	3-4 correct
1	1-2 correct

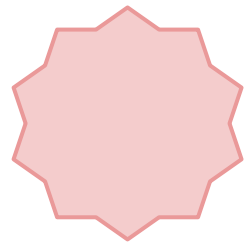
Part 2: Performance

Activity: Partner Follow-the-Leader; Motor Square

4	8 observed
3	5-7 observed
2	3-4 observed
1	1-2 observed

Rubric

EX	8 points
ME	6-7 points
AP	3-5 points
BE	0-2 points

**Your Score**

Locomotor Movement Identification Assessment

Name: _____

Room: _____

Directions: Using the words in the bank, write in the correct answer for the demonstration. Each skill will be used only one time.

Word Bank**Walk****Run****Jump****Hop****Leap****Gallop****Slide****Skip**

1. _____

5. _____

2. _____

6. _____

3. _____

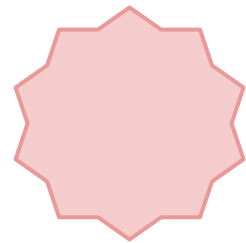
7. _____

4. _____

8. _____

Rubric

4	8 correct
3	5-7 correct
2	3-4 correct
1	1-2 correct

**Your Score**