

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>19.A.1</b> Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills.</p>	<p>-Continue development of basic locomotor and non-locomotor skills.</p> <p>-Develop control while performing selective manipulative skills.</p>	<ul style="list-style-type: none"> <li>• Provide a variety of activities that students work on locomotor skills: walk, run, skip, gallop, slide, hop, and jump in low organized games/activities. (Skipping using mature pattern)</li> <li>• Participates in activities that show a differentiation between jogging and sprinting.</li> <li>• Participates in a variety of tag games utilizing various locomotor skills.</li> <li>• Warm-up and cool-down activities utilizing various locomotor/non-locomotor and combinations of locomotor/non-locomotor activities.</li> <li>• Participating in a variety of jumping rope activities. Jumps a self-turned rope consecutively forward and backward with a mature pattern. Jumps a long rope 5 times consecutively with student turners.</li> <li>• Participates in manipulative skills: dribbling with feet walking in general space; dribbling ball with preferred hand walking in general space; catching a self-tossed ball with hands (not trapping or cradling against body); throwing a ball underhand/overhand; kicking a moving ball; volleys an object upward with consecutive hits; Strikes an object with a short/long handled implement.</li> </ul>	<p>Checklist on locomotor skills.</p> <p>Teacher observation.</p> <p>Data collection.</p> <p>Checklists for jump roping skills.</p> <p>Checklists for manipulative skills:                      -foot dribbling                      -hand dribbling                      -catching hands                      -throwing underhand and overhand                      -Kicking                      -volleying                      -Striking</p>	<p>Textbooks:</p> <p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>Physical education websites</p> <p>Common Assessments</p> <p>Bulletin Boards Posters Charts</p>

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<p><b>19.A.1</b> Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills.</p>	<p>-Continue discussing cues that enhance manipulative skills.</p> <p>-Combining two or more locomotor skills in a sequence.</p> <p>-Continue to demonstrate balance when performing basic skills.</p> <p>-Use vocabulary specific to activities, games, or sports.</p>	<ul style="list-style-type: none"> <li>• Discuss and participate in manipulative skills: dribbling with feet walking in general space; dribbling ball with preferred hand walking in general space; catching a self-tossed ball with hands (not trapping or cradling against body); throwing a ball underhand/overhand; kicking a moving ball; volleys an object upward with consecutive hits; Strikes an object with a short/long handled implement.</li>   <li>• Participates in a variety of hula hoop activities.</li>   <li>• Participating in a variety of rhythmic and dance activities.</li>   <li>• Participating in a variety of gymnastic and tumbling activities.</li>   <li>• Participating in a variety of fitness balance skills such as yoga poses.</li>   <li>• Discussion of vocabulary words.</li> </ul>	<p>Quizzes Exit slips Oral review</p> <p>Teacher observation. Activity Worksheet Checklist</p> <p>Word Wall Worksheets Oral review Common assessment tests</p>	<p>Textbooks:</p> <p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>Physical education websites</p> <p>Common Assessments</p> <p>Bulletin Boards</p> <p>Posters</p> <p>Charts</p>
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<p><b>19.A.1b</b> Participate daily in moderate to vigorous physical activity while performing basic movement patterns</p>	<p>-Continue to identify physical activities/games that make the heart beat faster and increase the rate of breathing.</p> <p>-Discuss and understand the concept of perceived exertion. (intro)</p>	<ul style="list-style-type: none"> <li>• Participating in a variety of activities that work on developing locomotor skills, while increasing the heart and breathing rate.</li> <li>• Participating in a variety of games, that varies the intensity of the heart and breathing rates.</li> <li>• Participating in a variety of tag games/activities that work on increasing the heart and breathing rate.</li> <li>• Teach ways to find pulse/heart rate.</li> </ul> <ul style="list-style-type: none"> <li>• Discussion of perceived rate of exertion chart. -Use PRE scale for Kids. Provided by the Alliance for a Healthier Generation. <a href="https://www.healthiergeneration.org/asset/lsvgoh/15-6382_RPEScaleKids.pdf">https://www.healthiergeneration.org/asset/lsvgoh/15-6382_RPEScaleKids.pdf</a></li> </ul>	<p>Teacher observation Student demonstration Worksheets</p> <p>Teacher observation. PRE worksheet Oral review Exit slips Quizzes</p>	<p>Textbooks:</p> <p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>Physical education websites</p> <p>Common Assessments</p> <p>Bulletin Boards</p> <p>Posters</p> <p>Charts</p>
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**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

B. Analyze various movement concepts and applications.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>19.B.1a</b> Understand spatial awareness and relationships to objects and people.</p>	<p>-Understand the differences between personal space and general space.</p> <p>-Continue to demonstrate an awareness of others while moving in general and/or personal space.</p> <p>-Continue to distinguish between and/or moving accurately behind, ahead of, next to, near to, over, under, on, through, and beside.</p>	<ul style="list-style-type: none"> <li>• Move in a variety of ways: alone, partner or groups to demonstrate the differences in personal and general space.</li> <li>• Participate in activities which will assist in understanding the differences in personal and general space:               <ul style="list-style-type: none"> <li>-Ball skills.</li> <li>-Fitness activities.</li> <li>-Hula-hoop activities.</li> <li>-Jump rope.</li> <li>-Parachute activities</li> <li>-Low organized games.</li> <li>-Tag games.</li> </ul> </li> <li>• Participating in different rhythms, dance, tumbling, and gymnastics activities.</li> <li>• Participate in a variety of activities which continue to develop spatial awareness:               <ul style="list-style-type: none"> <li>-Including direction</li> <li>-Pathways</li> <li>-Levels</li> <li>-Relationship to others and objects</li> <li>-Dodging and fleeing activities</li> </ul> </li> </ul>	<p>Teacher Observation</p> <p>Oral review</p> <p>Worksheets</p> <p>Quizzes</p> <p>Checklists</p>	<p>Textbooks:</p> <p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>Physical education websites</p> <p>Common Assessments</p> <p>Bulletin Boards Posters Charts</p>



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C. Demonstrate knowledge of rules, safety and strategies during physical activity.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>19.C.1a</b> Demonstrate safe movement in physical activities.</p>	<p>-Continue to develop responsibility for safe movement practices.</p> <p>-Identify safe and unsafe behaviors and practices. (M)</p> <p>- Work cooperatively and show respect with others during activity. (M)</p>	<ul style="list-style-type: none"> <li>• Identify the differences in safe and unsafe practices and/or play in a variety of activities. Examples:                             <ul style="list-style-type: none"> <li>-locomotor skills.</li> <li>-manipulatives.</li> <li>-tag games.</li> <li>-low organized games.</li> <li>-hula hoop activities</li> <li>-jump rope activities</li> <li>-scooters</li> <li>-parachute</li> <li>-rhythms and dance</li> <li>-gymnastics, tumbling, yoga</li> <li>-warm-ups and cool-downs</li> <li>-fitness activities</li> </ul> </li> <li>• Provide a variety of activities that the students work cooperatively and show respect to each other. Examples:                             <ul style="list-style-type: none"> <li>-instant activities</li> <li>-low organized games</li> <li>-station work</li> <li>-tag games</li> <li>-cooperative activities</li> </ul> </li> </ul>	<p>Teacher observation</p> <p>Checklists</p> <p>Worksheets</p> <p>Quizzes</p> <p>Common assessments</p> <p>Teacher observation</p> <p>Worksheets</p>	<p>Textbooks:</p> <p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>Physical education websites Common Assessments Bulletin Boards Posters Charts</p>

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<p><b>19.C.1a</b> Demonstrate safe movement in physical activities.</p>	<p>-Continue to discuss and/or explain the importance of warm-ups and cool-downs.</p> <p>-Apply and follow class rules, procedures and safety practices. (M)</p> <p>-Continue to participate safely in physical activity by following the rules and directions. (M)</p> <p>-Continue to follow guidelines for proper use of equipment and facilities for specific physical activities.</p>	<ul style="list-style-type: none"> <li>• Discuss the how and why to perform a variety of warm-up and cool-down activities safely.</li> <li>• Discuss procedures (classroom rules/management) to perform various activities and consequences resulting in poor choices.</li> <li>• Discuss proper ways to use a variety of equipment for specific skills/game activities.</li> <li>• Identify the proper ways to use various pieces of equipment with self, partner and/or group.</li> </ul>	<p>Teacher observation</p> <p>Worksheets</p> <p>Oral review</p> <p>Quizzes</p> <p>Teacher observation</p> <p>Quizzes</p> <p>Teacher observation</p> <p>Quizzes</p> <p>Worksheets</p> <p>Oral review</p>	<p>Textbooks:</p> <p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education - 2nd edition</u>. 2005</p> <p>Physical education websites</p> <p>Common Assessments</p> <p>Bulletin Boards</p> <p>Posters</p> <p>Charts</p>
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**State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

- A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>20.A.1a</b> Identify characteristics of health-related and skill-related fitness (e.g., flexibility, muscular strength, balance)</p>	<p>-Participate in and/or identify health-related and skill-related fitness activities.</p> <p>-Discuss the benefits of physical activity and/or risks of an unhealthy lifestyle.</p>	<ul style="list-style-type: none"> <li>• Teach the relationship between different types of movements and fitness.</li> <li>• Identifies physical activities that contribute to fitness.</li> <li>• Discussion of the components of physical fitness. -Is it just running, or do we need to be strong too? What parts of our body do we need to be strong? Why is flexibility important? What activities improve flexibility, muscular strength, muscular endurance, cardiovascular endurance?</li> <li>• Participate in a variety of health related and skill related activities.                             <ul style="list-style-type: none"> <li>-Health-related are activities that will help keep your body healthy. Cardiovascular Fitness, Muscular Strength and Endurance, Flexibility, and Body Composition. Skill-related fitness activities will help improve your body's ability to perform complex movements in everyday life, as well as in athletic and sports related activities. Agility, Balance, Power, Speed, Coordination and Reaction Time.</li> </ul> </li> <li>• Recognizes the use of the body as resistance (examples: holds body in plank position, animal walks) for developing strength.</li> </ul>	<p>Teacher observation</p> <p>Oral review</p> <p>Worksheets</p> <p>Quizzes</p> <p>Common assessments</p>	<p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>Physical education websites</p> <p>Bulletin Boards Posters Charts</p>

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<p><b>20.A.1b</b> Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement</p>	<p>-Continues to identify activities that will change your heart rate.</p> <p>-Continues to demonstrate how to locate a pulse in the wrist or neck to measure heart rate.</p> <p>-Discuss changes that take place in the body after physical activity. (M)</p>	<ul style="list-style-type: none"> <li>• Provide a variety of activities where students can monitor heart rate. Examples: at rest, walking slowly, walking fast, jogging, running, etc...</li> <li>• Offer activities that change heart rate to various levels and discuss connections with faster movements and accelerated heart rates.</li> <li>• Demonstrate where to find pulse in multiple locations.</li> <li>• Discussion of heart rate and how to feel your heart rate.</li> <li>• Discussion of changes in heart rate after activity. -Which activities cause greater changes in heart rate, walking or running?</li> </ul>	<p>Teacher observation</p> <p>Oral review</p> <p>Worksheets</p> <p>Quizzes</p> <p>Common assessments</p>	<p>website <a href="http://www.heart.org">www.heart.org</a> click: Educator, classroom, for worksheets</p> <p>Physical education websites</p> <p>Common Assessments</p> <p>Bulletin Boards</p> <p>Posters</p> <p>Charts</p>
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**State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

B. Assess individual fitness levels.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>20.B.1a</b> Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing)</p>	<p>-Monitor the physiological changes occurring during moderate physical activity.</p> <p>-Continue to match components of health-related fitness to fitness assessment.</p> <p>-Explain effects of physical activity on the body when changing the level of intensity.</p>	<ul style="list-style-type: none"> <li>• Discuss what happens to the body during and after exercise.</li> <li>• Discuss the immediate effects of exercise on the body.</li> <li>• Use various methods of finding heart rate</li> <li>• Read and discuss, <u>Heart Healthy</u>, in health textbook. -Describe and demonstrate physical activities that are fun and heart healthy.</li> <li>• Discuss and participate in activities to strengthen the different components of fitness.</li> <li>• Participate in exercises and activities that improve agility, strength, aerobic capacity and flexibility. -Non elimination tag games -Pushing, pulling activities. -Animal movements. -Jump rope activities. -Sustained run/jog activities. -Warmups and cooldown activities.</li> <li>• Discuss physical changes that occur with movement (e.g., getting warmer, perspiring, shortness of breath).</li> </ul>	<p>Teacher observation</p> <p>Worksheet</p> <p>Oral review</p> <p>Quizzes</p> <p>Common Assessments</p>	<p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 1-Lesson 7: “Heart Healthy,” pp. 14-15.</p> <p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p>

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**State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>20.C.1a</b> Identify a realistic health-related goal.</p>	<p>-Continue to participate in teacher directed activities that can develop health-related fitness goals.</p> <p>-Evaluate positive and negative behavioral choices and their impact on wellness levels.</p>	<ul style="list-style-type: none"> <li>• Class discussion about health-related fitness goals and behavior choices that have an impact on wellness levels.</li> <li>• Participate in exercises and activities that improve agility, strength, cardiorespiratory endurance, and flexibility.                             <ul style="list-style-type: none"> <li>-Sustained in run/jog/walk activities.</li> <li>-Jump rope activities.</li> <li>-Balance activities, such as yoga and gymnastics.</li> <li>-Rhythms and dance.</li> <li>-Lead up games.</li> <li>-Abdominal exercises.</li> <li>-Warmup and cool down activities.</li> </ul> </li> <li>• Assist students set individual goals based on fitness testing.</li> </ul>	<p>Teacher observation</p> <p>Teacher student conferences</p> <p>Worksheets</p> <p>Oral review</p> <p>Common Assessments</p> <p>Fitnessgram</p>	<p>Pangrazi, Robert. <a href="#"><u>Lesson plans for Dynamic Physical Education for Elementary School Children</u></a>. Edition 15.</p> <p>Pangrazi, Robert. <a href="#"><u>Dynamic Physical Education for Elementary School Children</u></a>. Edition 15.</p> <p>Hopple, Christine. <a href="#"><u>Teaching for Outcomes in Elementary Physical Education - 2nd edition</u></a>. 2005</p> <p>Fitnessgram</p> <p>PE websites</p>

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**State Goal 21: Develop skills necessary to become a successful member of team by working with others during physical activity.**

A. Demonstrate personal responsibility during group physical activities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>21A.1a</b> Follow directions and class procedures while participating in physical activities.</p>	<ul style="list-style-type: none"> <li>-Continue to listen to class procedures during physical activity.</li> <li>-Continue working on demonstrating and/or performing activities independently and cooperatively during physical activity.</li> <li>-Continue to follow directions when participating in physical activity.</li> <li>-Continue completing part(s) of task when participating in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of safety procedures for the day’s physical activity (Examples: no pushing or touching others while jogging, keep hands and feet to self).</li> <li>• Discussion of the procedure for the day’s physical activity (Example: run/jog 2 times around the gym).</li> <li>• Recognizes the role of rules and etiquette in teacher-designed physical activities.               <ul style="list-style-type: none"> <li>-run/jog activities</li> <li>-strength building activities</li> <li>-flexibility activities</li> <li>-balance activities</li> <li>-throwing and catching activities</li> <li>-jump rope activities</li> <li>-hula hoop activities</li> <li>-parachute activities</li> <li>-scooter activities</li> <li>-rhythm and dance activities</li> <li>-lead up games for sport related games</li> <li>-running tag games</li> <li>-Striking activities</li> <li>-volleying activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Checklist</li> <li>Quizzes</li> <li>Common assessments</li> <li>Oral review</li> <li>-checking for understanding</li> </ul>	<p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>PE websites</p>

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<p><b>21A.1a</b> Follow directions and class procedures while participating in physical activities.</p>	<p>-Continue discussing the benefits of having rules when participating in physical activity.</p> <p>-List/identify the consequences of not following the class procedures and/or rules.</p>	<ul style="list-style-type: none"> <li>• Discussion on the importance of rules and why they are necessary.</li> <li>• Identify the differences between safe and unsafe practices when participating in activities.</li>   <li>• Discussion of consequences for not following class procedures and/or rules.</li> <li>• Recognize and reinforce positive behaviors.</li> </ul>	<p>Teacher observation</p> <p>Checklist</p> <p>Quizzes</p> <p>Oral review -checking for understanding</p>	
<p><b>21.A.1b</b> Use identified procedures and safe practices with little or no reinforcement during group physical activities.</p>	<p>-Identify individual behaviors that need to be changed in order to work successfully in a group.</p> <p>-Give examples of ways to settle disagreements.</p>	<ul style="list-style-type: none"> <li>• Discussion of safety procedures for the day’s physical activity.</li> <li>• Discussion of the procedure for the day’s physical activity.</li> <li>• Identify safe and unsafe practices/play.</li> <li>• Discussion on cooperation during activities.</li>   <li>• Teach students different strategies to handle ways to settle disagreements (e.g. “rock, paper, scissors”).</li> <li>• Recognize and reinforce positive behaviors.</li> </ul>	<p>Teacher observation</p> <p>Checklist</p> <p>Worksheet</p> <p>Oral review -checking for understanding</p> <p>Common assessment</p>	<p>PE websites</p> <p>Textbooks</p>
<p><b>21.A.1c</b> Work independently on tasks for short periods of time.</p>	<p>- Continue to perform individual roles when participating in group physical activity.</p>	<ul style="list-style-type: none"> <li>• Provide a variety of activities where the student works independently with others in partner and/or group environments.</li> <li>-Run/jog activities</li> <li>-Strength building activities, including animal movements.</li> <li>-Flexibility activities.</li> <li>-Lead up activities for sport related games.</li> </ul>	<p>Teacher observation</p> <p>Checklist</p> <p>Worksheet</p> <p>Oral review</p>	<p>PE websites</p> <p>Textbooks by Pangrazzi and Hopple</p>

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	<p>-Continue to respect the personal space of others when moving within individual space.</p> <p>-Continue to demonstrate the ability to remain on task when participating in physical activity.</p>	<p>-independent and partner throwing and catching activities.</p> <p>-Non elimination tag games.</p> <p>-Dance and rhythm activities.</p> <p>-Jump rope activities.</p> <p>-Hula hoop activities.</p> <p>-Relay activities and station activities.</p> <p>-Scooter activities.</p> <p>-Parachute activities.</p> <p>-Locomotor skills: walk, run, skip, hop, jump, leap, and gallop.</p>	<p>-checking for understanding</p> <p>Common assessment</p>	
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**State Goal 21: Develop skills necessary to become a successful member of team by working with others during physical activity.**

B. Demonstrate cooperative skills during structured group physical activity.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>21.B.1a</b> Work cooperatively with another to accomplish an assigned task.</p>	<p>-Continue to listen to safe practices and/or behaviors for the day's structured physical activity.</p> <p>-Continue to complete part(s) of a task when working with a</p>	<ul style="list-style-type: none"> <li>• Discussion on the safety procedures for the day's physical activities.</li> <li>• Allow students to work on a variety of activities demonstrating cooperative behaviors.                             <ul style="list-style-type: none"> <li>-Run/jog activities with partner and/or group.</li> <li>-Strength building activities with partner/group.</li> <li>-Flexibility activities with partner/group.</li> <li>-Partner/group lead up activities for sport related games.</li> <li>-Partner/group throwing and catching activities.</li> <li>-Partner/group dance and rhythmic activities.</li> </ul> </li> </ul>	<p>Teacher observation</p> <p>Checklist</p> <p>Worksheet</p> <p>Oral review</p> <p>-checking for understanding</p>	<p>PE websites</p> <p>Textbooks by Pangrazzi and Hopple</p>

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<p><b>21.B.1a</b> Work cooperatively with another to accomplish an assigned task.</p>	<p>partner or group.</p> <p>-Continue to complete a task when working with a partner or group with some teacher intervention during physical activity.</p> <p>-Continue to complete a task with a partner or group in a given amount of time during group physical activity.</p> <p>-Recognize and/or discuss the need for individual and shared goals during physical activity.</p> <p>-Continue to identify safety procedures followed when</p>	<p>-Partner/group jump rope activities.          -Partner/group hula hoop activities.          -Partner/group gymnastics and balancing activities.</p> <ul style="list-style-type: none"> <li>• Offer students the opportunity to practice skills with minimal teacher prompting.</li> <li>• Provide signs or posters reviewing the procedures for the day’s physical activities.</li> <li>• Recognize and reinforce positive behavior choices during physical activities.</li> <li>• Offer students the opportunity to practice skills within a specified amount of time (Example: use of timer, music increments, class period, set time determined by teacher).</li> </ul>	<p>Common assessment</p> <p>Exit slips</p> <p>Peer/group assessment</p>	<p>Pangrazi, Robert. <u>Lesson plans for Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Pangrazi, Robert. <u>Dynamic Physical Education for Elementary School Children</u>. Edition 15.</p> <p>Hopple, Christine. <u>Teaching for Outcomes in Elementary Physical Education</u> - 2nd edition. 2005</p> <p>PE websites</p>
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	working with a partner during structured group physical activity.			
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**State Goal 22: Understand principles of health promotion and the prevention and treatment or illness and injury.**

A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

<b>Early Elementary</b>	<b>Student Performance Descriptors</b>	<b>PE Lessons/Activities</b>	<b>Assessments</b>	<b>Resources</b>
<b>22.A.1a</b> Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion)	-Continue to recall and/or recognize the feelings and/or symptoms of sickness.	<ul style="list-style-type: none"> <li>• Discuss symptoms and signs of illness.</li> <li>• Allow students to share the feelings one had when sick.</li> <li>• Read and discuss story, <u>I Had a Bug in My Throat</u>, in health textbook. -Discuss preventing illness and proper use of medicines in treating illness.</li> </ul>	<p>Oral review checking for understanding</p> <p>Worksheets</p>	<p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 3- Lesson 22: “I Had a Bug in My Throat.” pp. 48-49.</p> <p>Pe websites</p>
<b>22.A.1b</b> Identify methods of health promotion and illness prevention (e.g., obtaining immunizations,	-Continue to recognize the importance of covering one’s mouth and nose when sneezing or coughing.	<ul style="list-style-type: none"> <li>• Allow students the opportunity to demonstrate how to properly cover up sneezes/coughs.</li> <li>• Read and discuss story, <u>Germs, Germs, Germs</u>, in health textbook. -Describe what germs are and list and describe ways to prevent the spread of germs.</li> </ul>	<p>Teacher observation</p> <p>Worksheets</p> <p>Oral review Checking for understanding</p>	<p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 3- Lesson 23: “Germs, Germs, Germs” pp. 50-51.</p>

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<p>hand washing, brushing, flossing, eating practices, sleep, cleanliness)</p>	<p>-Continue to demonstrate how to avoid infecting others with germs.</p> <p>-Recognize the necessity of washing hands to prevent the transmission of germs. (M)</p> <p>-Recognize the necessity of washing hands and simulate hand washing techniques. (M)</p> <p>-Continue to explain how good hygiene can prevent illness.</p> <p>-Know the proper amount of sleep necessary to maintain good health.</p>	<ul style="list-style-type: none"> <li>• Allow students to simulate proper hand washing techniques.</li> <li>• Read and discuss story, <u>Scrub A Dub Dub</u>, in health textbook. -Describe and demonstrate proper hand-washing habits.</li> <li>• Identify the steps to prevent transmission of germs.</li> </ul>	<p>Teacher observation</p> <p>Worksheets</p> <p>Oral review Checking for understanding</p>	<p><u>WOW! Ruby Explores the World of Wellness. Yellow Level. Unit 1- Lesson 5: "Scrub A Dub Dub". pp. 10-11.</u></p> <p>Pe websites Health websites</p>
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	-Continue to discuss the importance of using one’s own utensils (eating utensils, toothbrush, comb/brush).			
<b>22.A.1c</b> Identify dangerous situations and safety methods to reduce risks (e.g. traffic, improper use of medicine and poisons, strangers)	-Continue to simulate personal response to fire situations (stop/drop/roll, don’t open doors when hot doorknobs, etc..)  -Continue to explain what can happen if medicines are used improperly.	<ul style="list-style-type: none"> <li>• Provide students with a variety of ways to simulate responses to fire situations. -low organized games -Station work</li> <li>• Read and discuss, <u>The Quick Creepy Crawl</u>, in health textbook. -Demonstrate the “stop, drop, and roll” technique for fire safety.</li> <li>• Read and discuss, <u>I Had a Bug in my Throat</u>, in health textbook. -Discuss the proper use of medicines in treating and preventing illness.</li> </ul>	Teacher observation  Oral review checking for understanding  Worksheets	PE Websites  <u>WOW! Ruby Explores the World of Wellness</u> . Yellow Level. Unit 1- Lesson 10: “The Quick Creepy Crawl”. pp. 20-21.  <u>WOW! Ruby Explores the World of Wellness</u> . Yellow Level. Unit 3- Lesson 22: “I Had a Bug in My Throat”. pp. 12-13.

**State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.**

B. Describe and explain the factors that influence health among individuals, groups, and communities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>22.B.1a</b> Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices)</p>	<p>-Continue to identify hygiene habits that are used daily to maintain or improve health.</p> <p>-Encourage proper hygiene among family members and classmates.</p> <p>-Continue working on naming people within the school and/or community responsible for health-related services.</p> <p>-Continue to describe how to access health-related services within the community.</p>	<ul style="list-style-type: none"> <li>• Discuss personal hygiene behaviors/choices that will improve health and safety.</li>   <li>• Read and discuss, <u>Being Sick is Boring</u>, in health textbook. -Discuss the role of doctors, nurses, dentists and other health care professionals.</li>   <li>• Read and discuss, <u>Taking Care of Each Other</u>, in health textbook. -Define, discuss and provide examples of community health/health helpers.</li> </ul>	<p>Teacher observation</p> <p>Oral review Checking for understanding</p> <p>worksheets</p>	<p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 3- Lesson 21: “Being Sick is Boring”. pp. 46-47.</p> <p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 6- Lesson 33: “Taking Care of Each Other”. pp. 76-77.</p>

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	<p>-Recognize potential dangers within the school and community.</p> <p>-Discuss ways to make the school and community safer.</p>			
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**State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.**

C. Explain how the environment can affect health.

<b>Early Elementary</b>	<b>Student Performance Descriptors</b>	<b>PE Lessons/Activities</b>	<b>Assessments</b>	<b>Resources</b>
<p><b>22.C.1a</b> Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals)</p>	<p>-Continue to identify elements of the environment that can become polluted.</p> <p>-Continue to explain what it means to recycle.</p> <p>-Continue to be aware of what pollution is.</p> <p>-Continue to name the three R's of</p>	<ul style="list-style-type: none"> <li>• Discuss ways students can improve the environment.</li> <li>• Read and discuss, <u>Only One Earth</u>, in health textbook.                             <ul style="list-style-type: none"> <li>-Define environment and list at least two ways to help keep the environment healthy.</li> <li>-Discuss the importance of clean air and water and list at least two ways to reduce air and water pollution.</li> <li>-Discuss the effects of air pollution on the lungs.</li> </ul> </li> </ul>	<p>Teacher observation</p> <p>Oral review checking for understanding</p> <p>Worksheet</p>	<p>PE websites Health websites</p> <p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 6- Lesson 34: "Only One Earth". pp. 78-79.</p>

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	<p>saving the environment (reduce, reuse, and recycle).</p> <p>-Continue to identify items that can be recycled.</p> <p>-Continue to recognize different types of pollution (air, soil, water, noise).</p>			
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**State Goal 23: Understand human body systems and factors that influence growth and development.**

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>23.A.1a</b> Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes)</p>	<ul style="list-style-type: none"> <li>-Identify basic body parts. (M)</li> <li>-Position the eyes, ears, and nose correctly on a human being facsimile. (M)</li> <li>-Explain the function of the body parts. (M)</li> <li>-Continue to locate the brain, heart, lungs, and stomach.</li> <li>-Locate the bones in the body.</li> <li>-Understand the basic function of a muscle.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students a variety of ways to identify basic body parts.                             <ul style="list-style-type: none"> <li>-low organized games</li> <li>-rhythm and dance activities</li> <li>-informational activities</li> </ul> </li> <li>• Read and discuss <u>Busy Body</u>, in health textbook.                             <ul style="list-style-type: none"> <li>-Identify and describe the basic functions of the heart, lungs, brain, skin, ears, stomach and blood.</li> </ul> </li> <li>• Provide a variety of activities to identify and locate bones in the body.                             <ul style="list-style-type: none"> <li>-low organized games</li> <li>-relay activities and/or station activities</li> <li>-rhythm and dance activities</li> <li>-informational stations</li> </ul> </li> <li>• Teach students basic bones in the body.</li> <li>• Teach students the basic function of a muscle.                             <ul style="list-style-type: none"> <li>-biceps: bend the arm</li> <li>-triceps: straighten the arm</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Oral review</li> <li>Checking for understanding</li> <li>Exit Slips</li> <li>Quizzes</li> <li>Worksheets</li> <li>Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Pe websites</li> <li>Health websites</li> <li><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 3- Lesson 18: “Busy Body”. pp. 40-41.</li> </ul>

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**State Goal 23: Understand human body systems and factors that influence growth and development.**

B. Explain the effects of health-related actions of the body systems.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>23.B.1a</b> Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise)</p>	<p>-Continue to recognize the importance of eating breakfast.</p> <p>-Continue to identify healthy snacks.</p> <p>-Continue to distinguish between “good” food and “junk” food.</p> <p>-Continue to identify health behaviors that relate to personal hygiene, nutrition, and exercise.</p> <p>-Recognize the relationship between exercise and muscular development.</p>	<ul style="list-style-type: none"> <li>• Read and discuss <u>Food for Thought</u>, in health textbook. -Discuss the importance of breakfast and how it relates to being ready to learn.</li> <li>• Provide a variety of opportunities to identify healthy foods and distinguish between good food and junk food. -low organized games -informational activities -rhythms and dance activities</li> <li>• Read and discuss <u>A Crunch for Lunch</u>, in health textbook. -Discuss healthy food choices.</li> <li>• Read and discuss <u>Go, Go, Go</u>, in health textbook. -Discuss the connection between making healthy food choices and physical activity.</li> </ul>	<p>Teacher observation</p> <p>Oral review checking for understanding</p> <p>Worksheet</p>	<p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 2-Lesson 12: “Food for Thought”. pp. 26-27.</p> <p>PE websites Health websites</p> <p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 2-Lesson 13: “A Crunch for Lunch”. pp. 28-29.</p> <p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 2-Lesson 15: “Go, Go, Go”. pp. 32-33.</p>

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**State Goal 23: Understand human body systems and factors that influence growth and development.**

C. Describe factors that affect growth and development.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>23.C.1a</b> Identify individual differences in growth and development among people.</p>	<p>-Continue to discuss the value of practicing good health habits (sleep, nutrition, relationships).</p> <p>-Describe the importance of choosing healthy food as a fuel for physical activity and learning.</p> <p>-Recognize basic emotions/feelings such as mad, sad, happy, frustrated, and afraid. (M)</p> <p>-Continue to use communication effectively to promote better interpersonal relations.</p>	<ul style="list-style-type: none"> <li>• Read and discuss <u>Big and Strong</u>, in health textbook.                             <ul style="list-style-type: none"> <li>-Describe how a person grows (taller, stronger, bigger) and list the health habits that enhance growth.</li> </ul> </li>   <li>• Read and discuss <u>Sad, Mad, Glad</u>, in health textbook.                             <ul style="list-style-type: none"> <li>-Identify feelings in oneself and others.</li> <li>-Explain when to get adult help for feelings and emotions that cannot be handled alone.</li> <li>-Describe the importance of talking about feelings.</li> </ul> </li>   <li>• Read and discuss <u>The Family Meeting</u>, in health textbook.                             <ul style="list-style-type: none"> <li>-List ways families can have fun together.</li> <li>-Identify and discuss different family roles and responsibilities, including those that relate to health promotion and disease prevention.</li> </ul> </li> </ul>	<p>Teacher observation</p> <p>Oral review checking for understanding</p> <p>Worksheets</p>	<p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 3- Lesson 17: “Big and Strong”. pp. 38-39.</p> <p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 4- Lesson 26: “Sad, Mad, Glad”. pp. 58-59.</p> <p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 4- Lesson 25: “The Family Meeting”. pp. 56-57.</p>

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	<p>-Continue to discuss how one’s behavior has consequences.</p> <p>-Realize that learning to get along with other is a process unique to every person.</p> <p>-Continue to demonstrate respect for others’ feelings, rights and property.</p>	<ul style="list-style-type: none"> <li>• Provide a variety of activities where students can demonstrate respect and the ability to get along with others.             <ul style="list-style-type: none"> <li>-low organized games</li> <li>-Partner/group activities</li> <li>-Rhythm and dance activities</li> <li>-Tumbling and gymnastic activities</li> <li>-Lead up games for sport related activities</li> </ul> </li> </ul>	<p>Teacher observation</p> <p>Checklist</p>	
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**State Goal 23: Understand human body systems and factors that influence growth and development.**

D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>23.D.1a</b> Locate and identify basic parts of the brain.</p>	<p>-Continue to locate the brain in the body and identify basic parts of the brain.</p> <p>-Continue to map the brain and identify the cerebrum, occipital lobe and medulla (brain stem).</p> <p>-List ways the brain benefits from exercise.</p>	<ul style="list-style-type: none"> <li>• Teach students where to locate the brain and the basic parts of the brain.</li> </ul> <p>-informational charts/posters</p> <p>-The Brain Song (Sing to tune of the Paw Paw Patch <a href="http://www.youtube.com/watch?v=mnopLS5PNZpw">http://www.youtube.com/watch?v=mnopLS5PNZpw</a>)</p> <p>Change lyrics to following: Frontal, Temporal, Occipital, Parietal Frontal, Temporal, Occipital, Parietal Frontal, Temporal, Occipital, Parietal Cerebellum, Brain Stem</p> <ul style="list-style-type: none"> <li>• Teach students the location and the function of the occipital lobe.</li> </ul> <p>-area of the cerebral cortex important for vision.</p> <ul style="list-style-type: none"> <li>• Teach students ways the brain can benefit from exercise.</li> </ul>	<p>Teacher observation</p> <p>Oral review checking for understanding</p> <p>Quizzes</p> <p>Worksheets</p> <p>Exit slips</p> <p>Common assessments</p>	<p>PE Websites Health websites</p> <p><u>Pump Up P.E. Promote Health, Learning and Lifelong Fitness</u></p> <p>Illinois Public Health Institute workshop binder</p>

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**State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

A. Demonstrate procedures for communicating in positive ways, resolving difference and preventing conflict.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>24.A.1a</b> Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)</p>	<p>-Discuss good and bad behavior. (M)  -Continue to define the word “choice”.  -Apply positive communication skills to avoid conflict.</p>	<ul style="list-style-type: none"> <li>• Discuss ways to communicate with each other.</li> <li>• Discuss how to solve problems.</li> <li>• Discuss rules for physical education class and consequences.</li> <li>• Discuss positive ways to solve problems.</li> <li>• Recognize and reinforce positive behaviors.</li> </ul>	<p>Teacher observation  Oral review checking for understanding  Worksheets  Common assessments</p>	
<p><b>24.A.1b</b> Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening)</p>	<p>-Continue to recognize when to ask an adult for help.  -Continue to identify good communication skills.  -Continue to list types of nonverbal communication (eg. eyes, facial expression, posture).</p>	<ul style="list-style-type: none"> <li>• Read and discuss <u>The Cheetah and the Antelope</u>, in health textbook. -Define respect and demonstrate at least two ways to show respect for oneself and two ways to show respect for others (e.g. family members, teachers, friends).</li> <li>• Discuss positive verbal and nonverbal communication skills choices. -Encouraging words (e.g. “good job”, “way to go”, “great job”, “awesome”). -Nonverbal (e.g. thumbs up, clapping, smiling, high five)</li> </ul>	<p>Teacher observations  Oral review checking for understanding  Worksheets  Common assessments</p>	<p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 4- Lesson 27: “The Cheetah and the Antelope”. pp. 60-61.  Posters charts</p>

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**State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

<b>Early Elementary</b>	<b>Student Performance Descriptors</b>	<b>PE Lessons/Activities</b>	<b>Assessments</b>	<b>Resources</b>
<p><b>24.B.1a</b> Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease)</p>	<p>-Remember to wash hands at appropriate times and correct ways.(M)</p> <p>-Continue to give examples of good and poor health choices.</p> <p>-Continue to discuss consequences for poor health choices.</p>	<ul style="list-style-type: none"> <li>• Read and discuss story, <u>Scrub A Dub Dub</u>, in health textbook.</li> <li>• -Describe and demonstrate proper hand-washing habits.</li>   <li>• Read and discuss story <u>My New Purple Toothbrush</u>, in health textbook.</li> <li>-Describe and demonstrate proper oral health habits.</li> <li>-List foods and drinks that can damage teeth.</li> </ul>	<p>Teacher observation</p> <p>Oral review checking for understanding</p> <p>Worksheets</p>	<p><u>WOW! Ruby Explores the World of Wellness. Yellow Level. Unit 1- Lesson 5: “Scrub A Dub Dub”</u>. pp. 10-11.</p> <p><u>WOW! Ruby Explores the World of Wellness. Yellow Level. Unit 1- Lesson 6 : “My New Purple Toothbrush ”</u>. pp. 12-13.</p>

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**State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>24.C.1a</b> Demonstrate basic refusal skills (e.g., “Just say No,” “Stranger Danger”)</p>	<p>-Continue to discuss who strangers are and why one should be cautious around them.</p> <p>-Continue to discuss ways to behave around strangers.</p> <p>-Continue to define “good touch” and “bad touch”.</p> <p>-Continue to describe “uncomfortable situations” as they pertain to strangers.</p> <p>-Explain the role of the fire fighters and police officers. (M)</p>	<ul style="list-style-type: none"> <li>• Read and discuss <u>Who’s A Stranger</u>, in health textbook. -Identify two ways to be safe from strangers.</li>   <li>• Read and discuss <u>Do Not Be Tricked</u>, in health textbook. -Explain the difference between safe and unsafe behaviors. -Understand and describe inappropriate touch and name at least one way to say no.</li>   <li>• Discuss the roles of fire fighters and police officers.</li> </ul>	<p>Teacher observation</p> <p>Oral review checking for understanding</p> <p>Worksheet</p>	<p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 1- Lesson 2: “Who’s A Stranger”. pp. 4-5.</p> <p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 1- Lesson 11: “Do Not Be Tricked”. pp. 22-23.</p>

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	<p>-Continue working on knowing appropriate authority figures to contact in a dangerous or uncomfortable situation.</p> <p>-Continue to identify when you may need emergency medical assistance.</p> <p>-Continue to define and/or recite refusal skills.</p> <p>-Identify characteristics of peer pressure.</p>	<ul style="list-style-type: none"> <li>• Read and discuss <u>Taking Care of Each Other</u>, in health textbook.             <ul style="list-style-type: none"> <li>-Define, discuss and provide examples of community health.</li> <li>-Describe and give at least two examples of community health helpers.</li> </ul> </li>   <li>• Read and discuss <u>No Way</u>, in health textbook.             <ul style="list-style-type: none"> <li>-Practice saying no to drugs and alcohol.</li> </ul> </li>   <li>• Teach and discuss the <u>Child Lures Prevention Think First and Stay Safe School Program</u>.  <a href="http://www.childluresprevention.com/downloads">www.childluresprevention.com/downloads</a> <ul style="list-style-type: none"> <li>-Grades PreK-2</li> <li>-Grades 3-4</li> <li>-Grades 5-6</li> </ul> </li> </ul>	<p>Teacher observation</p> <p>Oral review checking for understanding</p> <p>worksheets</p>	<p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 6- Lesson 33: “Taking Care of Each Other”. pp. 76-77.</p> <p><u>WOW! Ruby Explores the World of Wellness</u>. Yellow Level. Unit 5- Lesson 29: “No Way”. pp. 66-67.</p> <p>Child Lures Prevention Think First and Stay Safe! School Program. 2008 Edition Kit. Lesson Plans and CD grades K-2 power point presentation.</p>
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