



GAMES FOR LEARNING **FITNESS KNOWLEDGE**

INTERMEDIATE (3-5)

A PUBLIC SERVICE OF



Chapter 116. Texas Essential Knowledge and Skills for Physical Education

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§116.1. Implementation of Texas Essential Knowledge and Skills for Physical Education, Elementary.

The provisions of this subchapter shall supersede §75.30(a)-(l) of this title (relating to Physical Education) beginning September 1, 1998.

Source: The provisions of this §116.1 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.2. Physical Education, Kindergarten.

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) In Grades K-2, children learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students are engaged in activities that develop basic levels of strength, endurance, and flexibility. In addition, students learn to work safely in group and individual movement settings. A major objective is to present activities that complement their natural inclination to view physical activity as challenging and enjoyable.

(3) The focus for kindergarten students is on learning basic body control while moving in a variety of settings. Students become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn ways to increase health-related fitness.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) travel in different ways in a large group without bumping into others or falling;
- (B) demonstrate clear contrasts between slow and fast movement when traveling;
- (C) demonstrate non-locomotor (axial) movements such as bend and stretch;
- (D) maintain balance while bearing weight on a variety of body parts;
- (E) walk forward and sideways the length of a beam without falling;
- (F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;
- (G) roll sideways (right or left) without hesitating; and

(H) toss a ball and catch it before it bounces twice.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and

(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide opportunities for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and

(E) describe the benefits from involvement in daily physical activity such as feel better and sleep better.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

(A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;

(B) locate the lungs and explain their purpose; and

(C) state that rest and sleep are important in caring for the body.

(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:

(A) use equipment and space properly;

(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;

(C) explain how proper shoes and clothing promotes safe play and prevent injury;

(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and

(E) explain appropriate reactions during emergencies in physical activities.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The

student is expected to:

- (A) respond appropriately to starting and stopping signals; and
 - (B) demonstrate the ability to play within boundaries during games and activities.
- (7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- (A) follow rules, procedures, and safe practices;
 - (B) work in a group setting in cooperation with others; and
 - (C) share space and equipment with others.

Source: The provisions of this §116.2 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.3. Physical Education, Grade 1.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) First grade students continue to develop basic body control, fundamental movement skills, and health-related fitness components such as strength, endurance, and flexibility. Students can state key performance cues for basic movement patterns such as throwing and catching. Students continue to learn rules and procedures for simple games and apply safety practices associated with physical activities.

(b) Knowledge and skills.

- (1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:
 - (A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;
 - (B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;
 - (C) demonstrate control in balancing and traveling activities;
 - (D) demonstrate the ability to work with a partner such as leading and following;
 - (E) clap in time to a simple rhythmic beat;
 - (F) create and imitate movement in response to selected rhythms;
 - (G) jump a long rope; and
 - (H) demonstrate on cue key elements in overhand throw, underhand throw, and catch.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) recognize that motor skill development requires correct practice; and
- (B) demonstrate a base of support and explain how it affects balance.

(3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

- (A) describe and select physical activities that provide opportunities for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and
- (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) distinguish between active and inactive lifestyles;
- (B) describe the location and function of the heart;
- (C) describe how muscles and bones work together to produce movement;
- (D) describe food as a source of energy; and
- (E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.

(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:

- (A) use equipment and space safely and properly;
- (B) describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;
- (C) describe how to protect himself/herself from harmful effects of the sun;
- (D) list water safety rules and demonstrate simple extension rescue; and
- (E) describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

- (A) demonstrate starting and stopping signals; and

(B) explain boundaries and rules for simple games.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow directions and apply safe movement practices;

(B) interact, cooperate, and respect others; and

(C) resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.

Source: The provisions of this §116.3 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.4. Physical Education, Grade 2.

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Second grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotive skills. Students learn to describe the function of the heart, lungs, and bones as they relate to movement. Students are introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) travel independently in a large group while safely and quickly changing speed and direction;

(B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;

(C) combine shapes, levels, and pathways into simple sequences;

(D) demonstrate mature form in walking, hopping, and skipping;

(E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support;

(F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down;

(G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;

(H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position;

(I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;

- (J) demonstrate the ability to mirror a partner;
- (K) walk in time to a 4/4 underlying beat;
- (L) perform rhythmical sequences such as simple folk, creative, and ribbon routines;
- (M) jump a self-turned rope repeatedly; and
- (N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) recognize that attention to the feeling of movement is important in motor skill development; and
- (B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

- (A) describe and select physical activities that provide opportunities for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and
- (D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) identify how regular physical activity strengthens the heart, lungs, and muscular system;
- (B) describe how the blood carries oxygen and nutrients through the body;
- (C) identify foods that enhance a healthy heart;
- (D) explain the need for foods as a source of nutrients that provide energy for physical activity;
- (E) describe the negative effects of smoking on the lungs and the ability to exercise; and
- (F) describe the need for rest and sleep in caring for the body.

(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:

- (A) use equipment and space safely and properly;

- (B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;
- (C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;
- (D) list water safety rules and describe their importance;
- (E) identify safe cycling and road practices; and
- (F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

- (A) identify goals to be accomplished during simple games such as not getting tagged; and
- (B) identify strategies in simple games and activities such as dodging to avoid being tagged.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) display good sportsmanship; and
- (B) treat others with respect during play.

Source: The provisions of this §116.4 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.5. Physical Education, Grade 3.

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.

(3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;
- (B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations;
- (C) demonstrate mature form in jogging, running, and leaping;
- (D) demonstrate moving in and out of a balanced position with control;
- (E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling;
- (F) demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls;
- (G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam;
- (H) clap echoes in a variety of one measure rhythmical patterns;
- (I) demonstrate various step patterns and combinations of movement in repeatable sequences; and
- (J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and
- (B) know that practice, attention and effort are required to improve skills.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

- (A) describe and select physical activities that provide for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for developing flexibility;
- (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and
- (E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) describe the long term effects of physical activity on the heart;

- (B) distinguish between aerobic and anaerobic activities;
 - (C) identify foods that increase or reduce bodily functions; and
 - (D) identify principles of good posture and its impact on physical activity.
- (5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:
- (A) use equipment safely and properly;
 - (B) select and use proper attire that promotes participation and prevents injury;
 - (C) identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians; and
 - (D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.
- (6) Social development. The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics. The student is expected to:
- (A) identify components of games that can be modified to make the games and participants more successful; and
 - (B) explain the importance of basic rules in games and activities.
- (7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- (A) follow rules, procedures, and etiquette;
 - (B) persevere when not successful on the first try in learning movement skills; and
 - (C) accept and respect differences and similarities in physical abilities of self and others.

Source: The provisions of this §116.5 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.6. Physical Education, Grade 4.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Fourth grade students learn to identify the components of health-related fitness. Students combine locomotor and manipulative skills in dynamic situations with body control. Students begin to identify sources of health fitness information and continue to learn about appropriate clothing and safety precautions in exercise settings.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations;
- (B) catch an object while traveling such as catch a football pass on the run;
- (C) combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;
- (D) jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending;
- (E) perform sequences that include traveling, showing good body control combined with stationary balances on various body parts;
- (F) demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force;
- (G) transfer weight along and over equipment with good body control;
- (H) create a movement sequence with a beginning, middle, and end;
- (I) perform basic folk dance steps such as grapevine, schottische, and step-together-step;
- (J) travel into and out of a rope turned by others without hesitating; and
- (K) demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving;
- (B) identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;
- (C) make appropriate changes in performance based on feedback; and
- (D) describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

- (A) describe and select physical activities that provide for enjoyment and challenge;
- (B) name the components of health-related fitness such as strength, endurance, and flexibility;
- (C) identify and demonstrate a variety of exercises that promote flexibility;
- (D) improve flexibility in shoulders, trunk, and legs;

(E) participate in activities that develop and maintain muscular strength and endurance; and

(F) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

(A) describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors;

(B) participate in moderate to vigorous physical activities on a daily basis;

(C) identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility;

(D) identify major muscle groups and the movements they cause;

(E) describe the relationship between food intake and physical activity such as calories consumed and calories expended;

(F) explain the link between physical activity/inactivity and health such as reduce stress and burn calories;

(G) explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release;

(H) describe the need for rest and sleep in recovering from exercise; and

(I) identify sources of information on skill improvement, fitness, and health such as books and technology.

(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) describe and apply safety precautions when cycling and skating; and

(D) identify potential risks associated with physical activities.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) distinguish between compliance and noncompliance with rules and regulations; and

(B) analyze potential risks associated with unsafe movement and improper use of equipment.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and etiquette;

- (B) respond to winning and losing with dignity and understanding;
- (C) work independently and stay on task; and
- (D) demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.

Source: The provisions of this §116.6 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.7. Physical Education, Grade 5.

(a) Introduction.

- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, and time. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways.

(b) Knowledge and skills.

- (1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:
 - (A) demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent;
 - (B) demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;
 - (C) demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;
 - (D) demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;
 - (E) demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;
 - (F) combine traveling and rolling with smooth transitions;
 - (G) combine weight transfer and balance on mats and equipment;
 - (H) demonstrate the ability to contrast a partner's movement;
 - (I) perform selected folk dances;

(J) jump a rope using various rhythms and foot patterns repeatedly;

(K) demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and

(L) demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw;

(B) identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and

(C) choose appropriate drills/activities to enhance the learning of a specific skill.

(3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness;

(B) identify appropriate personal fitness goals in each of the components of health-related fitness; and

(C) explain the value of participation in community physical activities such as little league and parks and recreation.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

(A) relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;

(B) self-monitor the heart rate during exercise;

(C) match different types of physical activity with health-related fitness components;

(D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;

(E) describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing;

(F) identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines;

(G) describe common skeletal problems and their effect on the body such as spinal curvatures;

(H) describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity; and

(I) describe how movement and coordination are effected by alcohol and other drugs.

(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; and

(D) identify potentially dangerous exercises and their adverse effects on the body.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense; and

(B) explain the concept and importance of team work.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and etiquette;

(B) use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all; and

(C) describe how physical activity with a partner or partners can increase motivation and enhance safety.

Source: The provisions of this §116.7 adopted to be effective September 1, 1998, 22 TexReg 7759.

For additional information, email rules@tea.state.tx.us.



Grade: K - 2

Week	Concepts	TEKS	TEKS	Week	Concepts	TEKS	TEKS
1	Orientation/Low Organized Games: <ul style="list-style-type: none">RulesSafetySportsmanshipPrevention of Injuries and First-AidMotor SkillsLow Organized Games	ELA K.4,16 1.3,4,13,18,23 2.3,4,14 MATH K.1,4 1.1,3,5 2.1,3,4,12	Physical Ed TEKS Kinder K.5,6,7 First 1.1,5,6,7 Second 2,5,7 Health Ed. TEKS Kinder K.2,8 First 1.2,3,9 Second 2..2,5,10, 11	12	Lifetime Leisure Sports- (Modified Lead-up Games): <ul style="list-style-type: none">Lead-up TennisLead-up CroquetLead-up BowlingLead-up GolfLead-up KickballLead-up TetherballBeginners Swimming (2nd Grade)Lead-up Bicycle Skills	ELA K.15,16 Math K.9 1..2,6 2..2	Physical Ed TEKS Kinder K.5 First 1.5 Second 2,5 Health Ed. TEKS Kinder K.2 First 1.2 Second 2,2,3
2	Fundamental Skills: <ul style="list-style-type: none">Manipulative SkillsLocomotor SkillsNon-locomotor SkillsPerceptual Awareness Skills	ELA K.1,4,5 1.1,4,5,7,18,20 2.1,16,20 MATH K.1,2,4,5,6,9,10 14 1.1,2,3,4,6,20 2.1,3,5,7,12,16	Physical Ed TEKS Kinder Kinder K.1,2,3,4,5, 6,7 First 1.1,2,3,4,5 6,7 Second 2.1,2,3,4,5, 6,7 Health Ed. TEKS Kinder K.1,2,3,4,8 First 1.1,2,3,4,5 9,10 Second 2.1,2,3,5,9, 10,11	14	Gymnastic Skills: <ul style="list-style-type: none">Gross Motor SkillsBalancesApparatus Activities	MATH 3..3 4..3 5..3	Physical Ed TEKS Kinder Kinder K.1,2,3,5 ,6,7 First 1.1,2,3,5, 6,7 Second 2.1,2,3,5 6,7 Health Ed. TEKS
3				15			
4	Fitness Skills: <ul style="list-style-type: none">Gross Motor SkillsAerobics/Step BenchesRunning Activities/RelaysGamesCalisthenicsObstacle CourseCircuit TrainingJump Ropes CATCH Activity Box: <ul style="list-style-type: none">CATCH Go Fitness-Pink	ELA 2,3,18,20 MATH K.4 1,2,3 2,2,3,7,12	Physical Ed TEKS Kinder Kinder K.1,3,4,5,6, 7 First 1.1,3,4,5,6 7 Second 2.2,3,4,5,6, 7 Health Ed. TEKS Kinder K.1,4,5,8,9 First 1.1,2,3,4 Second 2.1,2,3,11	16	Rhythmic: <ul style="list-style-type: none">Folk DanceSquare DanceHip-HopLine DanceLatin DanceBallroom Dance	ELA K.1,4,5,6,7,8, 10,16 1,4,5,7,11,13, 18 2..3,4,8,10,14, 20 MATH K.1,8,13 1,1,3,5,8,9,11 2,4,10,11,12	Physical Ed TEKS Kinder Kinder K.1,2,3,4 ,5,6,7 First 1.1,2,3,4, 1,1,2,3,4, 5,6,7 Second 2.1,2,3,4, 2,1,2,3,4 5,6,7 Health Ed. TEKS Kinder K.1,4,5,8 ,9 First 1.1,4,9,10 Second 2.1,3,9, 10
5							
6	Rhythmic: <ul style="list-style-type: none">Bean BagsSinging/Rhythmic MovementLummi SticksTinkling Bands/Poles	ELA K.1,4,5,6,7,8,10 16 1,4,5,7,11,13,18 2,3,4,8,10,14,20 MATH K.1,8,13 1,1,3,5,8,9,11 2,4,10,11,12	Physical Ed TEKS Kinder Kinder K.1,2,7 First 1.1,7 Second 2.1,7 Health Ed. TEKS Kinder K.1,4,5,8,9 First 1.1,4,9,10 Second 2.1,3,9,10	17	Organized Games: CATCH Activity Box: <ul style="list-style-type: none">Warm Up Activities-(Blue)Go Activities-(Green)	Physical Ed TEKS Kinder Kinder K.1,2,3,4 ,5,6,7 First 1.1,2,3,4, 5,6,7 Second 2.1,2,3,5 9,10,11 Health Ed. TEKS Kinder K.1,3,8,9 First 1.2,3,4,5, 9,10,11 Second 2.1,2,3,5 9,10,11	Physical Ed TEKS Kinder Kinder K.1,3,4,5 ,6,7 First 1.1,3,4,5, 6,7 Second 2.2,3,4,5 6,7 Health Ed. TEKS Kinder K.1,4,5,8,9 First 1.1,2,3,4 Second 2.1,2,3, 11
7							
8	Sports (Modified Lead-up Games): <ul style="list-style-type: none">Lead-up Flag FootballLead-up VolleyballLead-up BasketballLead-up SoccerLead-up T-BallLead-up Track & FieldLead-up Field Hockey	ELA K.1,4,5,7,8,14,15 5 1.1,3,4,5,6,7,11, 17,18,20 2.1,2,14,17 MATH K.3,4,5,6,9,10,14 4 1.1,2,3,4,6,7,10 2.1,2,3,6,7,9,11	Physical Ed TEKS Kinder Kinder K.1,2,3,4,5, 6,7 First 1.1,2,3,4,5 6,7 Second 2.1,2,3,4,5,6 7 Health Ed. TEKS Kinder K.1,3,8,9 First 1.2,3,4,5,9 10 Second 2.1,2,3,5,9, 10,11	O P E N	Fitness Skills: <ul style="list-style-type: none">Gross Motor SkillsAerobics/Step BenchesRunning Activities/RelaysGamesCalisthenicsObstacle CourseCircuit TrainingJump Ropes CATCH Activity Box: <ul style="list-style-type: none">CATCH Go Fitness-(Pink)	ELA 2,3,18,20 MATH K.4 1,2,3 2..2,3,7,12	Physical Ed TEKS Kinder Kinder K.1,3,4,5 ,6,7 First 1.1,3,4,5, 6,7 Second 2.2,3,4,5 6,7 Health Ed. TEKS Kinder K.1,3,4,5 ,6,7 First 1.1,3,4,5, 6,7 Second 2.2,3,4,5 6,7
9							
10							
11							



**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
CURRICULUM FRAMEWORKS 1st - 2nd Semester**

Subject: Physical Education

Grade: K - 2

Week	Concepts	TEKS	TEKS	Week	Concepts	TEKS	TEKS
18	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays 	ELA 2..3,18,20 MATH K.4 1..2,3 2..2,3,7,12	Physical Ed. TEKS First K.1,3,4,5,6,7 Second 2,2,3,4,5,6,7	27	Gymnastic Skills: <ul style="list-style-type: none"> Gross Motor Skills Balances Apparatus Activities 	MATH 3..3 4..3 5..3	Physical Ed. TEKS First K.1,2,3,5,6,7 Second 2,1,2,3,5,6,7
19	<ul style="list-style-type: none"> Games Calisthenics/Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	1..2,3 2..2,3,7,12	Health Ed. TEKS First K.1,4,5,8,9 Second 2,1,2,3,11	28			Health Ed. TEKS
20	Fundamental Skills: <ul style="list-style-type: none"> Manipulative Skills Locomotor Skills Non-locomotor Skills Perceptual Awareness Skills 	ELA K.1,4,5 1..1,4,5,7,18,20 2..1,16,20 MATH K.1,2,4,5,6,9,10,11,14 1..1,2,3,4,6,20 2..1,3,5,7,12,16	Physical Ed. TEKS First K.1,2,3,4,5,6,7,9 Second 2,1,2,3,4,5,6,7	29	Sports -(Modified Lead-up Games): <ul style="list-style-type: none"> Lead-up Flag Football Lead-up Volleyball Lead-up Basketball Lead-up Soccer Lead-up T-Ball Lead-up Track & Field Lead-up Field Hockey 	ELA K.1,4,5,7,8,14,15 1..1,3,4,5,6,7,11,17,18,20 2..1,2,14,17 MATH K.3,4,5,6,9,10,14 1..1,2,3,4,6,7,10 2..1,2,3,6,7,9,11	Physical Ed. TEKS First K.1,2,3,4,5,6,7 Second 2,1,2,3,4,5,6,7 Health Ed. TEKS First K.1,3,8,9 Second 1,2,3,4,5,9,10,11
21			Health Ed. TEKS First K.1,2,3,4,5,9,10 Second 2,1,2,3,5,9,10,11	30			
22	Rhythmic: <ul style="list-style-type: none"> Folk Dance Square Dance Hip-Hop Line Dance Latin Dance Ballroom Dance 	ELA K.1,4,5,6,7,8,10,16 1..4,5,7,11,13,18 2..3,4,8,10,14,20 MATH K.1,8,13 1..1,3,5,8,9,11,2,4,10,11,12	Physical Ed. TEKS First K.1,2,7 Second 2,1,7 Health Ed. TEKS First K.1,4,5,8,9 Second 2,1,3,9,10	31	Fundamental Skills: <ul style="list-style-type: none"> Manipulative Skills Locomotor Skills Non-locomotor Skills Perceptual Awareness Skills 	ELA K.1,4,5 1..1,4,5,7,18,20 2..1,16,20 MATH K.1,2,4,5,6,9,10 11,14 1..1,2,3,4,6,20 2..1,3,5,7,12,16	Physical Ed. TEKS First K.1,2,3,4,5,6,7,9 Second 2,1,2,3,4,5,6,7 Health Ed. TEKS First K.1,2,3,4,5,9,10 Second 2,1,2,3,5,9,10,11
23	Rhythmic: <ul style="list-style-type: none"> Bean Bags Singing/Rhythmic Movement Lummi Sticks Tinkling Bands/Poles 	ELA K.1,4,5,6,7,8,10,16 1..4,5,7,11,13,18 2..3,4,8,10,14,20 MATH K.1,8,13 1..1,3,5,8,9,11,2,4,10,11,12	Physical Ed. TEKS First K.1,2,7 Second 2,1,7 Health Ed. TEKS First K.1,4,9,10 Second 2,1,3,9,10	34	Lifetime Leisure Sports (Modified Lead-up Games): <ul style="list-style-type: none"> Lead-up Tennis Lead-up Croquet Lead-up Bowling Lead-up Golf Lead-up Kickball Lead-up Tetherball Lead-up Swimming Field Day Activities 	ELA K.15,16 MATH K.9 1,2,6 2,2	Physical Ed. TEKS First K.5 Second 2..5 Health Ed. TEKS First K.2 Second 2..2,3
24	Organized Games: <ul style="list-style-type: none"> Gross Motor Skills Running Activities/Relays Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> Go Fitness-(Pink) 	ELA 2..3,18,20 MATH K.4 1..2,3 2..2,3,7,12	Physical Ed. TEKS First K.1,2,3,4,5,6,7 Second 2,1,2,3,5,6,7	37	Organized Games: CATCH Activity Box <ul style="list-style-type: none"> Warm-Up Activities-(Blue) Go Activities-(Green) 	Physical Ed. TEKS First K.1,2,3,4,5,6,7 Second 2,1,2,3,4,5,6,7	
25			Health Ed. TEKS First K.1,4,5,8,9 Second 2,1,2,3,11	38			Health Ed. TEKS
26				39			



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT CURRICULUM FRAMEWORKS 1st - 2nd Semester

Subject: Physical Education

Grade: 3rd – 5th

Week	Concepts	TEKS	TEKS		Week	Concepts	TEKS	TEKS	
1	Orientation/Independent Skill <ul style="list-style-type: none"> Rules Safety Sportsmanship Prevention of Injuries and First-Aid Motor Skills 	ELA 3.14 4.15,16,18 5.15,16,18 MATH 3.11, 4.3,5.3	Physical Ed. TEKS		12	Lifetime Leisure Sports: <ul style="list-style-type: none"> Tennis Croquet Bowling Golf Kickball Tether Ball Swimming Bicycle Skills 	ELA 3.8, 4.2, 5.2,9 MATH 3.3,4,14 4.3,4,8,13 5.3,6,12	Physical Ed. TEKS	
			Third 3.1,2,3,5, 67	Fourth 4.3,4,5,6, 7				Third 3.1,2,4,5 6,7	Fourth 4.1,2,3,5, 67
			Health Ed. TEKS	Fifth 5.1,5,7,8,9 ,11				Health Ed. TEKS	Fifth 5.2,5,6,8 9
2	Fundamental Skills: <ul style="list-style-type: none"> Manipulative Skills Locomotor Skills Non-locomotor Skills Perceptual Awareness Skills Organized Games 	ELA 3.5,12,16 4.9,17 5.9,15,17 MATH 3.1,2,3,4,8,9 4.1,2,3,4,9 5.1,2,3,7	Physical Ed. TEKS		14	Gymnastics Skills: <ul style="list-style-type: none"> Gross Motor Skills Balances Apparatus Activities 	MATH 3.3 4.3 5.3	Physical Ed. TEKS	
			Third 3.1,3,4,5, 6	Fourth 4.1,2,3,4, 67				Third 3.1,2,3,4	Fourth 4.1 5.1
			Health Ed. TEKS	Fifth 5.1,2,5,6,9 11				Health Ed. TEKS	Fifth 5.2
3	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed. TEKS		15	Rhythmic Dance Skills: <ul style="list-style-type: none"> Folk Dance Square Dance Hip Hop Line Dance Latin Dance Ballroom Dance 	ELA 3.9 4.10,15,16,17 5.10 MATH 3.2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed. TEKS	
			Third 3.1,3,4,5, 6	Fourth 4.1,2,3,4, 56,7				Third 3.1,2,3,4 5,7,11	Fourth 4.1,2,3,4, 57,11
			Health Ed. TEKS	Fifth 5.1,2,5,6,9 11				Health Ed. TEKS	Fifth 5.1
4	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed. TEKS		16	Rhythmic Dance Skills: <ul style="list-style-type: none"> Folk Dance Square Dance Hip Hop Line Dance Latin Dance Ballroom Dance 	ELA 3.9 4.10,15,16,17 5.10 MATH 3.2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed. TEKS	
			Third 3.1,3,4,5, 6	Fourth 4.1,2,3,4, 56,7				Third 3.1,2,3,4 5,7,11	Fourth 4.1,2,3,4, 57,11
			Health Ed. TEKS	Fifth 5.1,2,5,6,9 11				Health Ed. TEKS	Fifth 5.1
5	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed. TEKS		17	Rhythmic Dance Skills: <ul style="list-style-type: none"> Folk Dance Square Dance Hip Hop Line Dance Latin Dance Ballroom Dance 	ELA 3.9 4.10,15,16,17 5.10 MATH 3.2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed. TEKS	
			Third 3.1,3,4,5, 6	Fourth 4.1,2,3,4, 56,7				Third 3.1,2,3,4 5,7,11	Fourth 4.1,2,3,4, 57,11
			Health Ed. TEKS	Fifth 5.1,2,5,6,9 11				Health Ed. TEKS	Fifth 5.1
6	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed. TEKS		17	Rhythmic Dance Skills: <ul style="list-style-type: none"> Folk Dance Square Dance Hip Hop Line Dance Latin Dance Ballroom Dance 	ELA 3.9 4.10,15,16,17 5.10 MATH 3.2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed. TEKS	
			Third 3.1,3,4,5, 6	Fourth 4.1,2,3,4, 56,7				Third 3.1,2,3,4 5,7,11	Fourth 4.1,2,3,4, 57,11
			Health Ed. TEKS	Fifth 5.1,2,5,6,9 11				Health Ed. TEKS	Fifth 5.1
7	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed. TEKS		17	Rhythmic Dance Skills: <ul style="list-style-type: none"> Folk Dance Square Dance Hip Hop Line Dance Latin Dance Ballroom Dance 	ELA 3.9 4.10,15,16,17 5.10 MATH 3.2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed. TEKS	
			Third 3.1,3,4,5, 6	Fourth 4.1,2,3,4, 56,7				Third 3.1,2,3,4 5,7,11	Fourth 4.1,2,3,4, 57,11
			Health Ed. TEKS	Fifth 5.1,2,5,6,9 11				Health Ed. TEKS	Fifth 5.1
8	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed. TEKS		17	Rhythmic Dance Skills: <ul style="list-style-type: none"> Folk Dance Square Dance Hip Hop Line Dance Latin Dance Ballroom Dance 	ELA 3.9 4.10,15,16,17 5.10 MATH 3.2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed. TEKS	
			Third 3.1,3,4,5, 6	Fourth 4.1,2,3,4, 56,7				Third 3.1,2,3,4 5,7,11	Fourth 4.1,2,3,4, 57,11
			Health Ed. TEKS	Fifth 5.1,2,5,6,9 11				Health Ed. TEKS	Fifth 5.1
9	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed. TEKS		17	Rhythmic Dance Skills: <ul style="list-style-type: none"> Folk Dance Square Dance Hip Hop Line Dance Latin Dance Ballroom Dance 	ELA 3.9 4.10,15,16,17 5.10 MATH 3.2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed. TEKS	
			Third 3.1,3,4,5, 6	Fourth 4.1,2,3,4, 56,7				Third 3.1,2,3,4 5,7,11	Fourth 4.1,2,3,4, 57,11
			Health Ed. TEKS	Fifth 5.1,2,5,6,9 11				Health Ed. TEKS	Fifth 5.1
10	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed. TEKS		17	Rhythmic Dance Skills: <ul style="list-style-type: none"> Folk Dance Square Dance Hip Hop Line Dance Latin Dance Ballroom Dance 	ELA 3.9 4.10,15,16,17 5.10 MATH 3.2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed. TEKS	
			Third 3.1,3,4,5, 6	Fourth 4.1,2,3,4, 56,7				Third 3.1,2,3,4 5,7,11	Fourth 4.1,2,3,4, 57,11
			Health Ed. TEKS	Fifth 5.1,2,5,6,9 11				Health Ed. TEKS	Fifth 5.1
11	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	ELA 2.3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed. TEKS		17	Rhythmic Dance Skills: <ul style="list-style-type: none"> Folk Dance Square Dance Hip Hop Line Dance Latin Dance Ballroom Dance 	ELA 3.9 4.10,15,16,17 5.10 MATH 3.2,8,9,11,15 4.4,9,12,14 5.7,11,14	Physical Ed. TEKS	
			Third 3.1,3,4,5, 6	Fourth 4.1,2,3,4, 56,7				Third 3.1,2,3,4 5,7,11	Fourth 4.1,2,3,4, 57,11
			Health Ed. TEKS	Fifth 5.1,2,5,6,9 11				Health Ed. TEKS	Fifth 5.1



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT **CURRICULUM FRAMEWORKS 1st - 2nd Semester**

Subject: Physical Education

Grade: 3rd – 5th

Week	Concepts	TEKS	TEKS	Week	Concepts	TEKS	TEKS
17	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-(Pink) 	ELA 2..3,18,20 MATH K.4 1..2,3 2..2,3,7,12	Physical Ed. TEKS Third 3.1,3,4,5,6 Fourth 4.1,2,3,4,5,6,7 Fifth 5.1,2,3,4,5,6	24	Fitness Skills: <ul style="list-style-type: none"> Gross Motor Skills Aerobics/Step Benches Running Activities/Relays Games Calisthenics Obstacle Course Circuit Training Jump Ropes CATCH Activity Box: <ul style="list-style-type: none"> CATCH Go Fitness-Pink 	ELA 2..3,18,20 MATH K.4 1..2,3 2..2,3,7,12	Physical Ed. TEKS Third 3.1,3,4,5,6 Fourth 4.1,2,3,4,5,6,7 Fifth 5.1,2,3,4,5,6
18				25			
19				26	Sports: <ul style="list-style-type: none"> Flag Football Volleyball Basketball Soccer Softball Track & Field Field Hockey 	ELA 3.1,15,16,17 4.1,15,17,18 5.1,15,16,17,18 MATH 3.1,2,3,4,6,8,11 4.1,2,3,4,7,8,11 5.1,2,3,6,7,11,12,13,18	Physical Ed. TEKS Third 3.1,2,3,4,6,7 Fourth 4.1,2,3,4,6,7 Fifth 5.1,2,3,4,5,6,7
20	Fitness Gram Testing (Spring) <ul style="list-style-type: none"> Pacer Curl ups Trunk Lift Push Ups Sit & Reach Height & Weight (BMI) 			27			
21				28			
				29			
				30			
				31	Lifetime Leisure Sports: <ul style="list-style-type: none"> Tennis Croquet Bowling Golf Kickball Swimming Bicycle Field Day Activities 	ELA 3.8,4,2,5,2,9 MATH 3.3,4,14 4.3,4,8,13 5.3,6,12	Physical Ed. TEKS Third 3.1,2,4,5,6,7 Fourth 4.1,2,3,5,6,7 Fifth 5.1,2,3,4,5,6,7
22	Rhythmic: <ul style="list-style-type: none"> Folk Dance Square Dance Hip-Hop Line Dance Latin Dance Ballroom Dance 	ELA 3..9 4.10,15,16,17 5.10 MATH 3..2,8,9,11,15 4.4,9,12,14 5.7,11,14		32			
23				33			
				34			
				35			
				36	Organized Games: CATCH Activity Box: <ul style="list-style-type: none"> Warm Up Activities-(Blue) Go Activities-(Green) 	ELA 2..3,18,20 MATH K.4 1.2,3 2.2,3,7,12	Physical Ed. TEKS Third 3.1,3,4,5,6 Fourth 4.1,2,3,4,5,6,7 Fifth 5.1,2,3,4,5,6
				37			
				39			

MODULE OVERVIEW

ABOUT THIS MODULE

This module includes content and activities that are designed to develop and reinforce all of the SHAPE America Grade-Level Outcomes associated with National Standard 3. In order to address each outcome, it's important that teachers and students utilize the included Fitness Portfolio. The suggested Module Block Plan can be followed exactly or used as a guide for introducing Fitness Portfolio pages in an appropriate sequence. Participation in the [Presidential Youth Fitness Program \(PYFP\)](#) and the use of [FITNESSGRAM™ 2015](#) are strongly recommended.

NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✓ **Standard 3.** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- ✓ **Outcome E1.3-5.** Charts participation in physical activities outside physical education class (3a); Identifies physical activity benefits as a way to become healthier (3b); Analyzes opportunities for participating in physical activity outside physical education class (4); Charts and analyzes physical activity outside physical education class for fitness benefits of activities (5).
- ✓ **Outcome E2.3-5.** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher- directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Outcome E3.3-5.** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Outcome E4.3-5.** Recognizes the importance of warm-up & cool-down relative to vigorous physical activity (3); Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment (4); Identifies the need for warm-up & cool-down relative to various physical activities (5).
- ✓ **Outcome E5.3-5.** Demonstrates, with teacher direction, the health-related fitness components (3); Completes fitness assessments (pre- & post-) (4a); Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas (4b); Analyzes results of fitness assessment (pre- & post), comparing results to fitness components for good health. (5a); Designs a fitness plan to address ways to use physical activity to enhance fitness (5b).

MODULE OVERVIEW

- ✓ **Outcome E6.3-5.** Identifies foods that are beneficial for pre- and post-physical activity (3); Discusses the importance of hydration and hydration choices relative to physical activities (4); Analyzes the impact of food choices relative to physical activity, youth sports & personal health (5).

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NOTE: Additional standards and outcomes addressed are specified on each activity plan.

PLANNING COMPLETE LESSONS

Each fitness knowledge activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

Instant Activity (not on block plan)	5-10 minutes
+ Activity with Debrief	10-15 minutes
+ Activity with Debrief	10-15 minutes
+ Check for Understanding	5 minutes

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

MODULE OVERVIEW

ASSESSMENT

Three assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

STUDENT FITNESS PLAN

As a part of the Fitness Knowledge module, students will set FITNESSGRAM™ goals and record progress toward those goals. The Fitness Plan worksheet will also prompt them to answer questions about their physical activity and nutrition habits, as well as ask them to reflect on their personal wellness journey.

The major objective of this assessment is for students to use their knowledge of health-related fitness to set and track health-related goals. For more resources and information on helping students set and work toward meaningful goals, visit the OPEN Blog post from our friends at the Cooper Institute®: [Prioritize Goal Setting and BIG Changes Can Happen](#).

USING THE STUDENT FITNESS PLAN FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Student Fitness Plan, the student's score should be based on the process and quality of self-reflection, not the student's direct performance on the FITNESSGRAM™ assessments. Here is a sample rating scale for Fitness Plan evaluation:

- Well Below Competence (1): Was present, but refused to complete a Fitness Plan.
- Lacks Competence (2): Completed FITNESSGRAM™ with little effort. Student goals and reflections are not specific, measurable, and/or realistic.
- Competent (3): Completed FITNESSGRAM™ showing effort. Set SMART goals for improvement, and worked during class toward improvement. Reflections are present.
- Proficient (4): Completed FITNESSGRAM™ showing interest and effort. Set SMART goals for improvement, and worked in and out of class toward improvement. Reflections and a regard for quality of work are present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubric discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

MODULE OVERVIEW

HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria, including both fitness knowledge and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates fitness knowledge and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full at the end of the module in order to provide a final holistic evaluation of each student's performance.

SUGGESTED BLOCK PLAN

Lesson	Fitness Activity	Suggested Academic Language
1	Plank Tag + 1-Minute Fitness Challenges (Introduce Fitness Plan & Goal Setting)	Active Lifestyle, Warm-Up, Cool-Down, Fitness, Health-Related Fitness, Cardiorespiratory Endurance, Body Composition, Flexibility, Muscular Endurance, Muscular Strength
2	Dynamic Warm-Up + Invisible Dumbbells + Dice Stretch	Warm-Up, Cool-Down, Dynamic Stretching, Static Stretching, Circuit Training, Fitness
3	Dynamic Warm-Up + Health-Related Fitness Challenges + Walk 'n Talk Cool-Down	Health-Related Fitness, Body Composition, Cardiorespiratory Endurance, Flexibility, Muscular Endurance, Muscular Strength
4	Plank Tag + Fitness Test Day + Dice Stretch	Flexibility, Health-Related Fitness, Body Composition, Cardiorespiratory Endurance, Flexibility, Muscular Endurance, Muscular Strength
5	Dynamic Warm-Up + Fitness Test Day + Walk 'n Talk Cool-Down	Dynamic Stretching, Static Stretching, Health-Related Fitness, Body Composition, Cardiorespiratory Endurance, Flexibility, Muscular Endurance, Muscular Strength
6	Plank Tag + Skill Related Fitness Challenges + Final Fitness Test Day (If needed)	Skill-Related Fitness, Agility, Balance, Coordination, Power, Reaction Time, Speed
7	Food Card Warm-Up + Health-Related Fitness Challenges + Walk 'n Talk Cool-Down	Active Lifestyle, Health-Related Fitness, Body Composition
8	Food Card Warm-Up + Roll the Dice + Dice Stretch	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
1	<i>Basic OPEN Activity Pack [Includes all items below]</i>		Link to e-Store
12	Hula Hoops	02160XXX	Link to e-Store
24	Exercise Bands/Tubes	1249712 / 1249811	Link to e-Store
4	Fitness Balls (55CM)	1335880	Link to e-Store
24	Jump Ropes (various sizes)	Item #s on e-Store	Link to e-Store
6	Foam Dice	1373995	Link to e-Store
1	FITNESSGRAM Resource II Pack	1384317	Link to e-Store
			OPENPhysEd.org
20	Academic Language Cards		OPENPhysEd.org
12	Numbered Station Cards		OPENPhysEd.org
1	Fitness Plan Worksheet		OPENPhysEd.org
1	Student Fitness Portfolio		OPENPhysEd.org
1	Holistic Rubric		OPENPhysEd.org
1	Self Check Assessment		OPENPhysEd.org
1	Page of Food Group Cards		OPENPhysEd.org
6	Various Fitness Charts, Cards, & Pages		OPENPhysEd.org

* Economy Equipment Package is also available

Plank Tag

STUDENT TARGETS

- ✓ **Skill:** I will safely dodge taggers by keeping my eyes up and alert.
- ✓ **Cognitive:** I will define warm-up and cool-down.
- ✓ **Fitness:** I will remain actively engaged in class with no teacher reminders.
- ✓ **Personal & Social Responsibility:** I will discuss and demonstrate behaviors that contribute to a positive physical activity environment.

TEACHING CUES

- ✓ Move at a Safe Pace
- ✓ Watch Where You're Going
- ✓ Taggers: Tag with Fingers, Shoulders Only

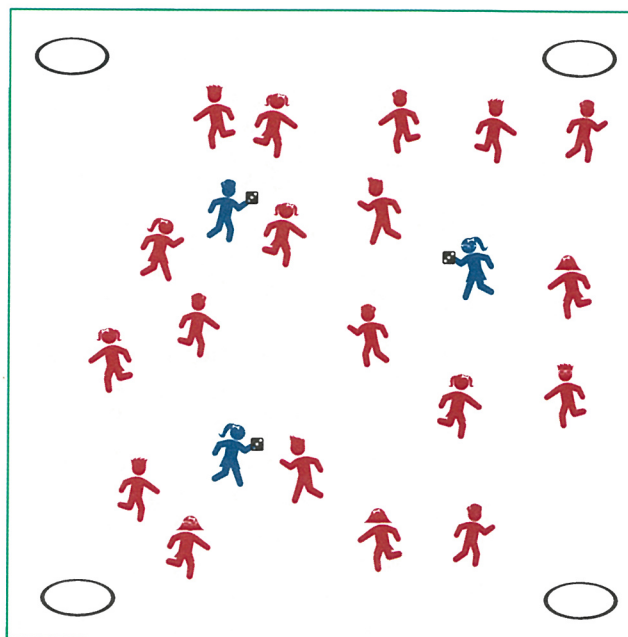
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 hoops
- ✓ 3 foam dice or other small manipulative to identify taggers.

Set-Up:

1. Place hoops in the corners of a large activity area as boundary markers.
2. Scatter students in the activity area.
3. Give foam dice to 2 or 3 students to identify them as taggers.



Activity Procedures:

1. Today we're going to work on improving our health-related fitness by playing Plank Tag.
2. When I say "GO!" begin playing at a speed-walking pace. The taggers will do 5 jumping jacks to give you time to move away from them. If you're tagged, move into forward or side plank position.
3. To be freed, a classmate must come to you and name a fruit or vegetable. (Don't repeat the same food twice.)
4. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

- 3rd: Keep the pace at a speed walk, students performing only standard planks when tagged.
- 4th: When students demonstrate safe movement, increase the pace to a skip or gallop. Add side planks.
- 5th: Add a single pushup right after the fruit or vegetable is named.



Plank Tag

CHALLENGE PROGRESSIONS

- ✓ Challenge students to perform in and out movements with their legs ("Plank-jacks").

MODIFICATIONS

- ✓ Allow students to hold a modified plank from their knees instead of their feet.

ACADEMIC LANGUAGE

Active Lifestyle, Warm-Up, Cool-Down, Fitness, Cardiorespiratory Endurance, Agility

- ✓ Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies and tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b).
- ✓ Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✓ Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is a warm-up? What is a cool-down?
- ✓ **DOK 2:** What's the difference between a warm-up and a cool-down?
- ✓ **DOK 3:** Can you tell me why warm-ups and cool-downs are important? Provide as many details as you can.
- ✓ **DOK 1:** Name one thing that you can do to create a positive environment during physical education class.
- ✓ **DOK 2:** Can you explain how your behavior can affect the behavior of others?
- ✓ **DOK 3:** Can you describe the social environment of our class during the last activity? Elaborate on your answer.

TEACHING STRATEGY FOCUS

Manage response rates with tiered questioning techniques: The depth of knowledge (DOK) debrief questions provided on each OPEN activity plan provides a functional example of a tiered questioning sequence. As you use these examples within your lessons, be mindful of how your students are responding to each question. This will help you recognize opportunities for advancing to higher order thinking or causes for reviewing content that has not yet been learned.

1-Minute Fitness Challenges

STUDENT TARGETS

- ✓ **Skill:** I will successfully demonstrate 1 jump-rope skill.
- ✓ **Cognitive:** I will discuss and identify the components of a health-related fitness plan.
- ✓ **Fitness:** I will design a fitness plan with a variety of different physical activities that I enjoy.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with classmates, participating with and accepting all skill levels.

TEACHING CUES

- ✓ Begin on the Start Signal
- ✓ Stay Active in Your Station Area
- ✓ On Stop Signal, Reset Station Equipment and Rotate to the Next Station

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 12 hula-hoops
- ✓ Fitness Station Cards
- ✓ 4 exercise balls
- ✓ 4 exercise bands
- ✓ 2 foam dice
- ✓ 1 1-Minute Fitness Challenge Card per student
- ✓ 2 pencils per station
- ✓ 1 Fitness Plan Worksheet per student

Set-Up:

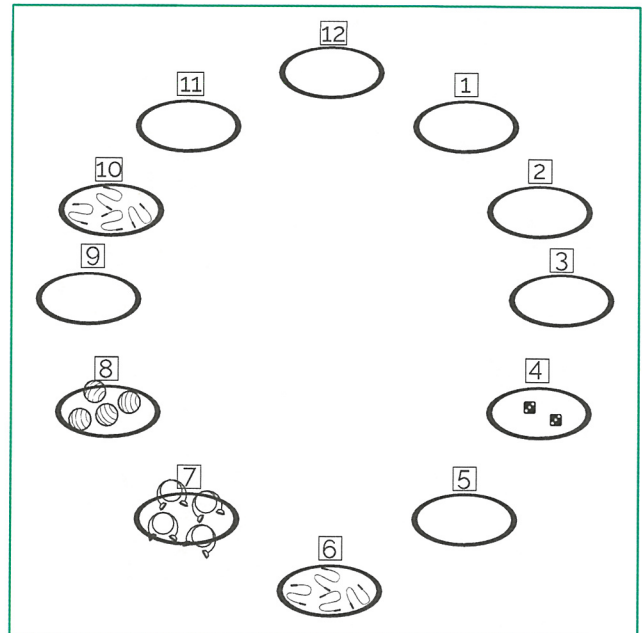
1. Create a large circle or grid with hula-hoops, identifying each station with numbered station cards.
2. Place station equipment and pencils inside hoops. Station 12 is an Individual assessment station. Choose an assessment (e.g., height/weight, fitness knowledge DOK questions, etc.) for that station.
3. Create groups of 2-4 students. Send each group to a different station to begin the rotation.

Activity Procedures:

1. Today we're going to complete a series of 1-Minute Fitness Challenges by working in stations and then rotating after 1 minute.
2. Look at the station number where you're starting. Be sure to start with the same number on your challenge card (teachers provide an example). Write down how many repetitions of each exercise or challenge you complete. I will be at Station 12 helping with your individual assessment.
3. When you hear the stop signal, clean your station area and then rotate to the next station.

Grade Level Progression:

- 3rd:** Provide detailed instruction for each station and post discussion questions at Station 12. This will allow you to circulate and supervise all stations.
- 4th:** Provide a brief overview of each station and use Station 12 for individual assessments.
- 5th:** Give students 1 minute to read and review the challenge card, then check for understanding. Use Station 12 to explain the Fitness Plan Assessment Worksheet (Fitness Lesson 1 Exit Assessment).



1-Minute Fitness Challenges

CHALLENGE PROGRESSIONS

- ✓ Have students set a goal for exercise repetitions before beginning each challenge.

MODIFICATIONS

- ✓ Perform challenges one at a time as a class. Shorten the duration to 30 seconds if necessary.

ACADEMIC LANGUAGE

Circuit Training, Dynamic Stretching, Static Stretching, Fitness, Health-Related Fitness, Body Composition, Cardiorespiratory Endurance, Flexibility, Muscular Endurance, Muscular Strength

- ✓ Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force. (3); Throws overarm using a mature pattern in non-dynamic environments. (4a) Throws overarm to a partner or at a target with accuracy at a reasonable distance (4b).
- ✓ Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3).
- ✓ Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ Designs a fitness plan to address ways to use physical activity (5b).
- ✓ Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is health-related fitness?
- ✓ **DOK 1:** What are the components of health-related fitness?
- ✓ **DOK 2:** How does each component affect the way that you feel?
- ✓ **DOK 3:** What facts can you give to support the importance of health-related fitness?
- ✓ **DOK 4:** Using the information that you know about your own health-related fitness. Complete Column A on your fitness plan worksheet in order to set a goal for the PACER Test, push-ups, and curl-ups.

TEACHING STRATEGY FOCUS

Organize students to interact with content: 1-Minute Fitness Challenges are designed to allow students to experience the components of fitness through physical activity/exercise. Use this instructional organization to connect fitness concepts to student performance, making specific references to the physiological responses the students are experiencing.

Walk 'n Talk Cool-Down

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate a brisk walking pace during the cool-down activity.
- ✓ **Cognitive:** I will discuss the benefits of improving or maintaining good health during the Walk 'n Talk.
- ✓ **Fitness:** I will recall and document 1 full day of physical activity using my Fitness Portfolio.
- ✓ **Personal & Social Responsibility:** I will follow the rules and etiquette of class so that everyone in class can enjoy physical activity.

TEACHING CUES

- ✓ Identify a Topic
- ✓ Start Walking & Talking
- ✓ Keep Talks on Topic
- ✓ Find Your Portfolio and Express Thoughts in Writing

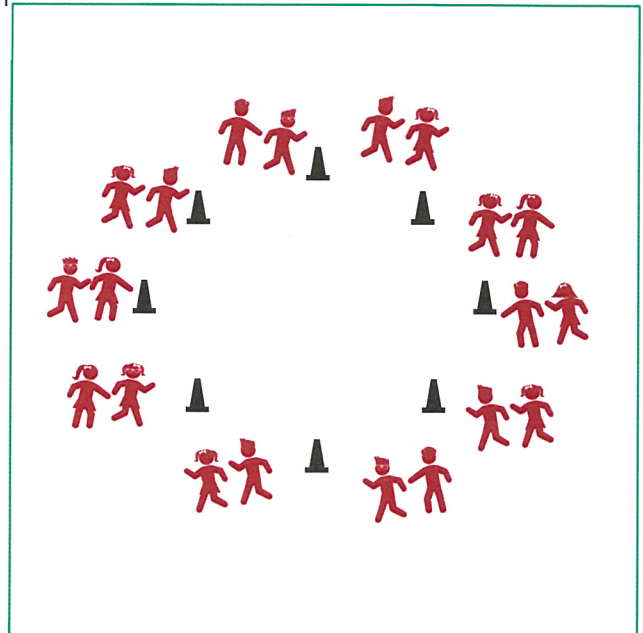
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 Fitness Portfolio Per Student

Set-Up:

1. Set-up a walk/run course around the perimeter of the activity area.
2. Split students into pairs or small groups to walk in.
3. Fitness Portfolios, organized for easy access by students.



Activity Procedures:

1. Today's cool-down activity is a Walk 'n Talk. On the start signal, walk along the perimeter of our activity area.
2. During the walk, use your Fitness Portfolio to guide your conversations. We'll get together after 2-minutes and review, and then you'll quickly write about what you discussed with your partner/group.

Grade Level Progression:

3rd & 4th: Provide specific discussion questions for all students to use during their Walk 'n Talk.

5th: Allow students to choose discussion topics from their Fitness Portfolios. Prompt students to choose topics from the pages/sections that have not yet been completed.



Walk 'n Talk Cool-Down

CHALLENGE PROGRESSIONS

- ✓ Work with students to create a series of health-related fitness challenge questions that pairs can use as discussion starters.

MODIFICATIONS

- ✓ Guide discussion by asking students to brainstorm everything that they know about a health-related fitness term. Then use those brainstormed ideas to prompt large group dialog.

ACADEMIC LANGUAGE

Warm-Up, Cool-Down, Dynamic Stretching, Static Stretching, Health-Related Fitness, Body Composition, Cardiorespiratory Endurance, Flexibility, Muscular Endurance, Muscular Strength

- ✓ Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✓ Charts participation in physical activities outside physical education class (3a); Identifies physical activity benefits as a way to become healthier. (3b); Analyzes opportunities for participating in physical activity outside physical education class. (4); Charts and analyzes physical activity outside physical education class for fitness benefits of activities (5).
- ✓ Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- ✓ Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you recall physical activities that you participated in during your free time in the past week?
- ✓ **DOK 2:** Can you explain how one or more of those activities worked to improve your health-related fitness?
- ✓ **DOK 3:** How could you change your daily schedule in order to get more physical activity?
- ✓ **DOK 4:** Use the information that you've learned about physical activity and fitness to accurately complete the Tracking Physical Activity section of your Fitness Portfolio.

TEACHING STRATEGY FOCUS

Help students to process content: Use the Walk 'n Talk Cool-Down as an opportunity for students to discuss and elaborate on content with their peers in a student-centered environment. It's the teacher's role to get discussion started and monitor the class to ensure that students stay on task. Once discussions have been started, teachers should then take a step back and allow students to summarize, question, and build upon the ideas of their partners. Bring the group together at the end of the activity to validate, clarify, and extend the work that students have done.

Food Card Warm-Up

STUDENT TARGETS

- ✓ **Skill:** I will maintain a steady pace that increases my heart rate.
- ✓ **Cognitive:** I will identify beneficial foods from each food group.
- ✓ **Fitness:** I will discuss the reasons why drinking water is important to my health and activity performance.
- ✓ **Personal & Social Responsibility:** I will work independently with no reminders.

TEACHING CUES

- ✓ Walk or Jog at a Good Pace
- ✓ Collect a Card and Keep Moving

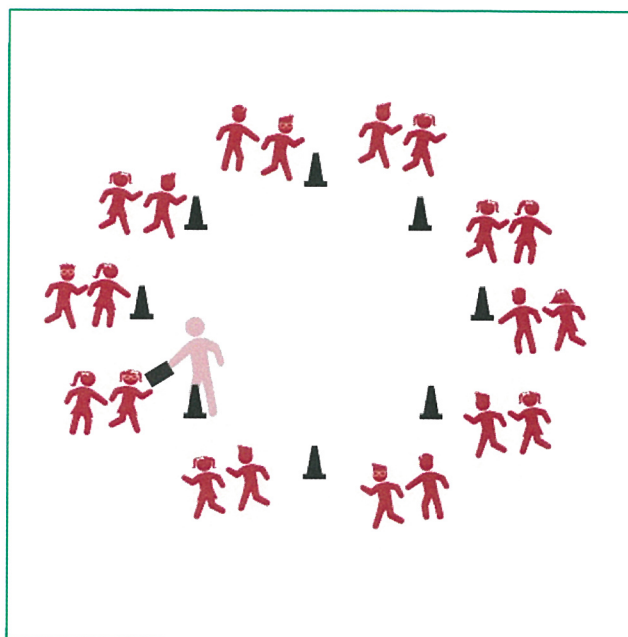
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 5 MyPlate Food Group Cards per student

Set-Up:

1. Set-up a walk/run course around the perimeter of the activity area.
2. Students walk and/or jog at their own pace.



Activity Procedures:

1. Today we're going to complete a Food Card Warm-Up.
2. You'll collect as many MyPlate Food Cards as you can in 3 minutes. Each time you complete a lap, I'll hand you a card.

Grade Level Progression:

3rd: Focus on the benefits of physical activity and healthy food choices.

4th: Discuss the importance of hydration and the different drinks students can choose in order to stay hydrated.

5th: Prompt students to identify foods that they regularly choose from each food group. Then analyze those food choices in relation to performance and personal health.

Food Card Warm-Up

CHALLENGE PROGRESSIONS

- ✓ Emphasize the concept of pacing with students by challenging them to maintain a jog at an equal speed throughout the duration of the activity.

MODIFICATIONS

- ✓ Have students begin with a walk, then slowly build up to a jog.

ACADEMIC LANGUAGE

Active Lifestyle, Warm-Up, Cool-Down, Dynamic Stretching, Static Stretching, Fitness, Health-Related Fitness, Body Composition, Skill-Related Fitness, Speed

- ✓ Identifies foods that are beneficial for before and after physical activity (3); Discusses the importance of hydration and hydration choices relative to physical activities (4); Analyzes the impact of food choices relative to physical activity, youth sports, & personal health (5).
- ✓ Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✓ Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What food groups are included on the MyPlate nutrition guide?
- ✓ **DOK 2:** Name 1 food from each group that you like to eat.
- ✓ **DOK 3:** Are the foods you named beneficial for your health? Provide proof to support your answers.
- ✓ **DOK 4:** Use the information you know about health and nutrition to describe a perfectly balanced MyPlate meal.
- ✓ **DOK 1:** What do you need to do in order to stay hydrated?
- ✓ **DOK 2:** Why is it important to stay hydrated?
- ✓ **DOK 3:** How is hydration related to physical activity?
- ✓ *Begin the Nutrition and Hydration sections of the Physical Education Fitness Portfolio.*

TEACHING STRATEGY FOCUS

Help students revise knowledge: Modern media and culture seems to manufacture misinformation when it comes to nutrition, diet, and exercise. Students are exposed to these messages and can often come into class with a distorted wellness lens. Take the time and energy to learn what your students believe is true and help them build a new and healthy perspective from which they can view their physical fitness journey.

Invisible Dumbbells

STUDENT TARGETS

- ✓ **Skill:** I will perform each exercise with correct form.
- ✓ **Cognitive:** I will discuss the reasons why I chose certain activities over others.
- ✓ **Fitness:** I will perform each exercise without teacher prompting.
- ✓ **Personal & Social Responsibility:** I will work with my peers in a positive and helpful way.

TEACHING CUES

- ✓ Exercises are Smooth and Slow
- ✓ Contract (Tighten) Muscles as You Work
- ✓ Move Carefully from Station to Station

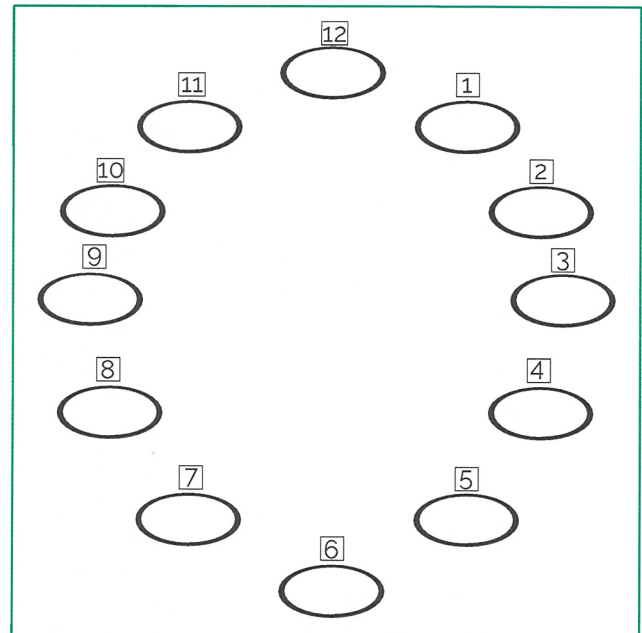
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 12 hula-hoops
- ✓ 12 Fitness Station Cards
- ✓ 1 Invisible Dumbbell Challenge Card per student
- ✓ 2 pencils per station

Set-Up:

1. Create a large circle or grid with hula-hoops identifying each station. Number stations 1-12 using Fitness Station Cards.
2. Place station cards and pencils inside hoops.
3. Create groups of 2-4 students. Send each group to a different station to begin the rotation.



Activity Procedures:

1. Today we're going to complete a series of Invisible Dumbbell Challenges by working in stations and then rotating after 1 minute.
2. Look at the station number where you're starting. Be sure to start with the same number on your challenge card (teachers provide an example). Write down how many repetitions of each exercise or challenge you complete.

Grade Level Progression:

- 3rd: Provide detailed instruction for each station and post discussion questions at Station 12. This will allow you to circulate and supervise all stations.
- 4th: Provide a brief overview of each station and observe student performance as an assessment of reading and content comprehension.
- 5th: Give students 1 minute to read and review the challenge card, then check for understanding.



Invisible Dumbbells

CHALLENGE PROGRESSIONS

- ✓ Instead of invisible dumbbells, have students perform the routines at some of the stations using exercise bands.

MODIFICATIONS

- ✓ Perform each routine one at a time, together with the entire class.

ACADEMIC LANGUAGE

Active Lifestyle, Circuit Training, Fitness, Health-Related Fitness, Muscular Endurance, Muscular Strength, Skill-Related Fitness, Balance, Coordination, Power

- ✓ Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations. (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- ✓ Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What are physical activities that you like to do?
- ✓ **DOK 1:** What are physical activities that you do not like to do?
- ✓ **DOK 2:** What are some differences between the activities you like and those you don't?
- ✓ **DOK 3:** Can you elaborate on reasons why you don't like specific types of activities?
- ✓ **DOK 3:** How might you change or modify an activity you said you didn't like so that it becomes enjoyable? Provide details.
- ✓ *Complete the Feelings and Attitudes section of the Physical Education Fitness Portfolio.*

TEACHING STRATEGY FOCUS

Help students examine their reasoning: Finding health-enhancing physical activities that are enjoyable is an important aspect of becoming physically literate. Help students process and examine their physical activity preferences in order to guide their interests and expand their possibilities.

Dice Stretch

STUDENT TARGETS

- ✓ **Skill:** I will perform and hold each stretch for 30 seconds.
- ✓ **Cognitive:** I will discuss the reason why cooling down is important after being physically active.
- ✓ **Fitness:** I will demonstrate the Dice Stretch cool-down using proper stretching technique.
- ✓ **Personal & Social Responsibility:** I will interact positively with my peers, demonstrating respect and appreciation.

TEACHING CUES

- ✓ Move Slowly In and Slowly Out of Each Stretch
- ✓ Hold for 30 Seconds
- ✓ Feel the Stretch Without Over-Stretching

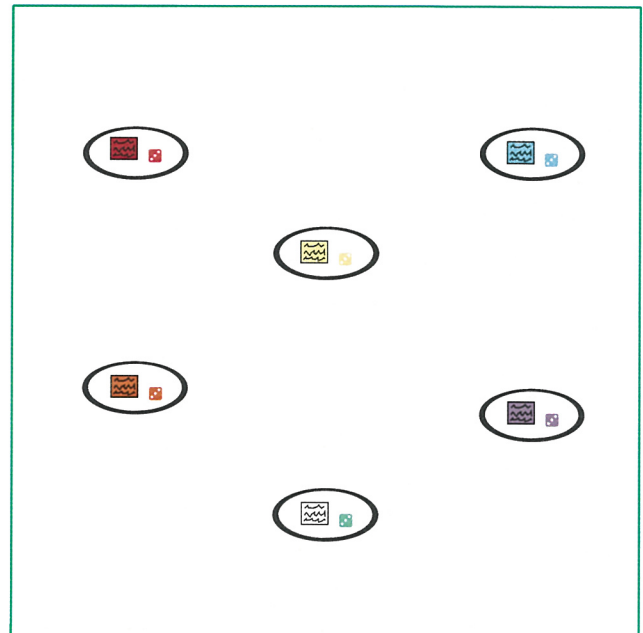
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 6 colored dice
- ✓ 6 hula hoops
- ✓ 6 Dice Stretch Colored Charts (colors of paper/ink match the colors of the dice)

Set-Up:

1. Scatter hoops around the activity area. Place 1 die in each hoop.
2. Post Colored Charts around the activity area.
3. Scatter students in the activity area with enough personal space to perform each stretch.



Activity Procedures:

1. It's time to cool-down with a Dice Stretch activity. I'll select a student who is actively listening and demonstrating responsible behavior to roll one of the colored dice. Then I'll check a Colored Chart to see which stretch we'll perform as a class.
2. Each time we roll, we'll roll a different color die. We'll perform as many stretches as we can in 3 minutes.

Grade Level Progression:

- 3rd:** Demonstrate and practice each stretch as a class. Focus on safe performance.
- 4th:** Quickly review each stretch. Begin to ask students questions that examine their understanding of why stretching is an important part of a cool-down routine.
- 5th:** Allow students to complete the activity independently, guiding their performance and asking questions while they stretch.



Dice Stretch

CHALLENGE
PROGRESSIONS

- ✓ Have student identify the muscle being stretched each time they roll a die.

MODIFICATIONS

- ✓ Perform the stretches as a class. Have students take turns rolling the dice. The teacher can demonstrate the proper stretch and then students can copy.

ACADEMIC
LANGUAGE

Active Lifestyle, Warm-Up, Cool-Down, Dynamic Stretching, Static Stretching, Fitness, Flexibility, Health-Related Fitness, Skill-Related Fitness, Balance, Coordination

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 3 [E4.3-5]** Recognizes the importance of warm-up & cool-down relative to vigorous physical activity (3); Demonstrates warm-up & cool-down relative to cardio-respiratory fitness assessment (4); Identifies the need for warm-up & cool-down relative to various physical activities (5).
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✓ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is a cool-down?
- ✓ **DOK 2:** Can you summarize why Dice Stretch could be used as a cool-down?
- ✓ **DOK 3:** How are stretching activities related to health-related fitness?
- ✓ **DOK 3:** Can you elaborate on the reasons why stretching is important?
- ✓ **DOK 2:** Do you think this activity would be more fun when done in small groups or individually? Support your answer.

TEACHING
STRATEGY
FOCUS

Help students practice skills, strategies, and processes: Both cooling down after vigorous activity and stretching for improved flexibility are strategies that should be included in all fitness plans and programs. Dice Stretch reinforces these strategies while prompting students to practice specific flexibility exercises.

Dynamic Warm-Up

STUDENT TARGETS

- ✓ **Skill:** I will perform each dynamic warm-up exercise safely and with correct form.
- ✓ **Cognitive:** I will discuss the reason why warming up is important before being physically active.
- ✓ **Fitness:** I will complete a dynamic warm-up routine.
- ✓ **Personal & Social Responsibility:** I will discuss why challenging myself during physical education class is important.

TEACHING CUES

- ✓ Follow Teacher Cues & Demo
- ✓ Move with Control
- ✓ Full Range of Motion

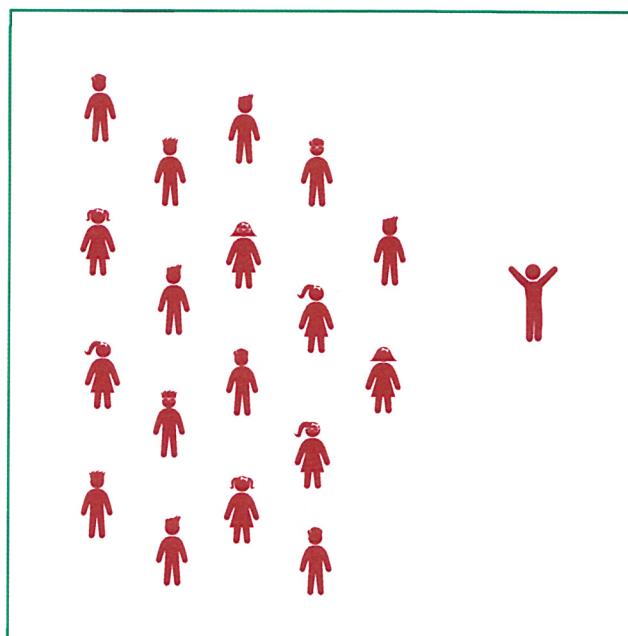
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ None

Set-Up:

1. Scatter students in the activity area with enough personal space to perform each stretch.



Activity Procedures:

1. Today we're going to warm-up our muscles using a Dynamic Stretching warm-up routine.
2. I'll demonstrate each dynamic stretch and then you'll follow along, mirroring my movements.
3. Sample Routine:
Side Shuffle > Grapevine > Straight Leg Kick > Walking Knee to Chest > Walking Lunges
For technique videos and additional exercises visit:
http://kidshealth.org/teen/food_fitness/sports/stretching_vd.html

Grade Level Progression:

- 3rd & 4th: Perform this warm-up in a teacher-led format with students following teacher demonstrations.
5th: Allow student leaders to design and lead a dynamic stretching routine.

Dynamic Warm-Up

CHALLENGE PROGRESSIONS

- ✓ Add more dynamic stretches to the routine so that muscles groups are being utilized multiple times.

MODIFICATIONS

- ✓ Decrease the distance over which each dynamic stretch is performed.

ACADEMIC LANGUAGE

Warm-Up, Cool-Down, Dynamic Stretching, Static Stretching, Agility, Balance, Coordination, Power, Reaction Time, Speed

- ✓ Recognizes locomotor skills specific to a wide variety of physical activities (3).
- ✓ Recognizes the importance of warm-up & cool-down relative to vigorous physical activity (3); Demonstrates warm-up & cool-down relative to cardio-respiratory fitness assessment (4); Identifies the need for warm-up & cool-down relative to various physical activities (5).
- ✓ Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- ✓ Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4).

DEBRIEF QUESTIONS

- ✓ **DOK 2:** Can you summarize the reasons why warming up is important before being physically active?
- ✓ **DOK 1:** What physical activities have you done that have been challenging?
- ✓ **DOK 2:** Where the challenges physical, mental, or both? Provide evidence to support your answer.
- ✓ **DOK 3:** How is challenge related to improvements? Provide evidence to support your answer.
- ✓ *Complete the Warm-up & Cool-down section of the Physical Education Fitness Portfolio.*

TEACHING STRATEGY FOCUS

Help students examine their reasoning: Helping students to develop a growth mindset takes guided instruction with a focus on the process of learning. Prompting students to examine the benefits of challenge (and even failure) is essential in this regard. Developing fitness is an endeavor that will challenge students physically, mentally, and even emotionally. Discussing, examining, accepting, and then overcoming inevitable difficulty is an important skill that has the potential to transfer across all aspects of life.

Health-Related Fitness Challenges

STUDENT TARGETS

- ✓ **Skill:** I will accurately perform each fitness challenge.
- ✓ **Cognitive:** I will identify at least 3 activities that enhance fitness.
- ✓ **Fitness:** I will identify the components of health-related fitness.
- ✓ **Personal & Social Responsibility:** I will follow class rules and etiquette in order to help create a positive activity environment.

TEACHING CUES

- ✓ Begin on the Start Signal
- ✓ Stay Active in your Station Area
- ✓ On Stop Signal, Reset Station Equipment and Rotate to the Next Station

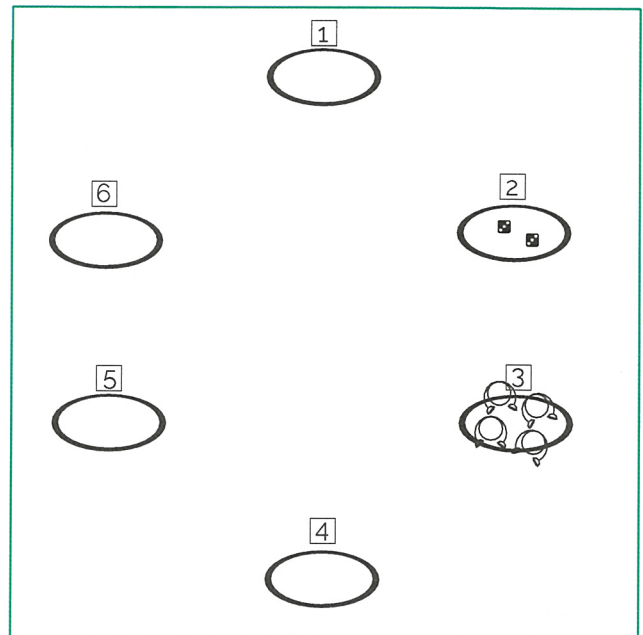
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 6 hula-hoops
- ✓ 6 Fitness Station Cards
- ✓ 1 Health-Related Fitness Challenge Card per group
- ✓ 4-6 exercise bands
- ✓ 1 [MyPlate Coloring Sheet](#) per student
- ✓ 2 pencils per station

Set-Up:

1. Create a large circle or grid with hula-hoops identifying each station. Number stations 1-6 using Fitness Station Cards.
2. Place station cards and pencils inside hoops.
3. Create groups of 4-6 students. Send each group to a different station to begin the rotation.



Activity Procedures:

1. Today we're going to complete a series of Health-Related Fitness Challenges by working in stations and then rotating after 3 minutes.
2. Look at the station number where you're starting. Be sure to start with the same number on your challenge card (teachers provide an example). Write down how many repetitions of each exercise or challenge you complete.
3. I will be at Station 6 helping with your individual assessment.

Grade Level Progression:

- 3rd:** Provide detailed instruction for each station and post discussion questions at Station 12. This will allow you to circulate and supervise all stations.
- 4th:** Provide a brief overview of each station and observe student performance as an assessment of reading and content comprehension.
- 5th:** Give students 1-minute to read and review the challenge card, then check for understanding.

Health-Related Fitness Challenges

CHALLENGE PROGRESSIONS

- ✓ Provide blank challenge cards to small groups of students. Allow them to generate their own exercises and activities to build different components of fitness. Save the cards for use throughout the year.

MODIFICATIONS

- ✓ Complete each activity as a group. Everyone follows the same cues and moves together.

ACADEMIC LANGUAGE

Active Lifestyle, Circuit Training, Fitness, Health-Related Fitness, Body Composition, Cardiorespiratory Endurance, Flexibility, Muscular Endurance, Muscular Strength, Skill-Related Fitness

- ✓ Demonstrates, with teacher direction, the health-related fitness components (3).
- ✓ Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- ✓ Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What are the components of health-related fitness?
- ✓ **DOK 2:** What physical activities can you do to enhance the components of health-related fitness?
- ✓ **DOK 3:** Can you elaborate on the reasons why the activities you selected enhance specific components of health-related fitness?
- ✓ **DOK 3:** How is nutrition related to body composition? Provide facts and evidence that support you answer.
- ✓ *If students have not yet done so, complete the Nutrition section of the Physical Education Fitness Portfolio.*

TEACHING STRATEGY FOCUS

Organize students to interact with content: The instructional format used in OPEN's Fitness Challenges facilitates shared student experience and cooperative learning. It also provides teachers individualized instructional time. Both teacher and students are provided structure to help maximize teaching and learning.

Skill-Related Fitness Challenges

STUDENT TARGETS

- ✓ **Skill:** I will accurately perform each skill challenge.
- ✓ **Cognitive:** I will identify at least 3 activities that enhance skill-related fitness.
- ✓ **Fitness:** I will identify the components of skill-related fitness.
- ✓ **Personal & Social Responsibility:** I will work safely with my peers in order to complete each skill challenge.

TEACHING CUES

- ✓ Begin on the Start Signal
- ✓ Stay Active in your Station Area
- ✓ On Stop Signal, Reset Station Equipment and Rotate to the Next Station

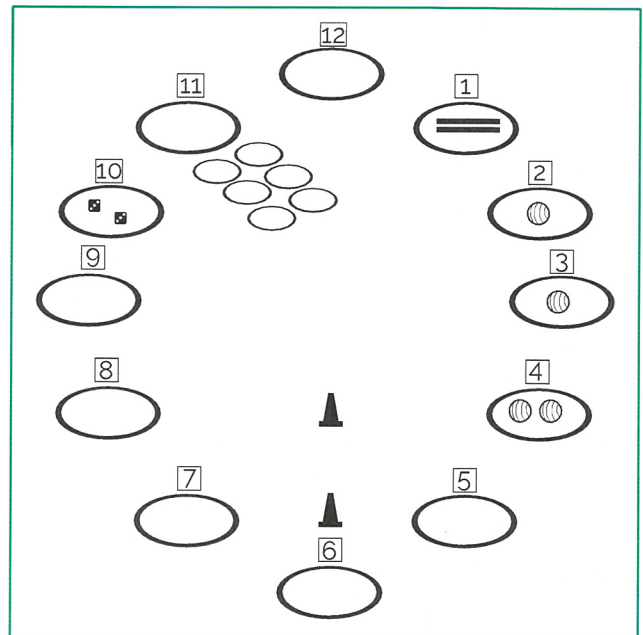
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 Skill-Related Fitness Challenge Card per group
- ✓ See Challenge Cards for equipment requirements
- ✓ Fitness Station Cards
- ✓ 12 hula hoops
- ✓ 2 pencils per station

Set-Up:

1. Create a large circle or grid with Fitness Station Cards numbering and identifying each station.
2. Place pencils next to station cards. Set up equipment according to each station on the Fitness Challenge Card.
3. Create groups of 2-4 students. Send each group to a different station to begin the rotation.



Activity Procedures:

1. Today we're going to complete a series of Skill-Related Fitness Challenges by working in stations and then rotating after 3 minutes.
2. Look at the station number where you are starting. Be sure to start with the same number on your challenge card (teachers provide an example). Write down the correct component of skill-related fitness next to each activity.
3. I will be at Station 12 helping with your individual assessment.

Grade Level Progression:

- 3rd: Provide detailed instruction for each station and post discussion questions at Station 12. This will allow you to circulate and supervise all stations.
- 4th: Provide a brief overview of each station and observe student performance as an assessment of reading and content comprehension.
- 5th: Give students 1 minute to read and review the challenge card, then check for understanding.

Skill-Related Fitness Challenges

CHALLENGE PROGRESSIONS

- ✓ Provide blank challenge cards to small groups of students. Allow them to generate their own exercises and activities to build different components of fitness. Save the cards for use throughout the year.

MODIFICATIONS

- ✓ Complete each activity as a group. Everyone follows the same cues and moves together.

ACADEMIC LANGUAGE

Circuit Training, Warm-Up, Cool-Down, Skill-Related Fitness, Agility, Balance, Coordination, Power, Reaction Time, Speed

- ✓ Throws underhand to a partner or target with reasonable accuracy (3); Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (both underhand and overarm) to a large target with accuracy (5b).
- ✓ Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c).
- ✓ Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What are the components of skill-related fitness?
- ✓ **DOK 2:** What physical activities can you do to enhance the components of skill-related fitness?
- ✓ **DOK 3:** Can you elaborate on the reasons why the activities you selected enhance specific components of skill-related fitness?
- ✓ **DOK 3:** How is skill-related fitness related to your overall wellbeing?
- ✓ *Complete the Fitness section of the Physical Education Fitness Portfolio.*

TEACHING STRATEGY FOCUS

Organize students to interact with content: The instructional format used in OPEN's Fitness Challenges facilitates shared student experience and cooperative learning. It also provides teachers individualized instructional time. Both teacher and students are provided structure to help maximize teaching and learning.

Roll the Dice

STUDENT TARGETS

- ✓ **Skill:** I will travel through the activity area at a controlled and moderate pace in order to maintain a safe environment.
- ✓ **Cognitive:** I will complete my Fitness Portfolio with my personalized fitness data and reflections.
- ✓ **Fitness:** I will demonstrate fitness activities that work to improve health-related fitness.
- ✓ **Personal & Social Responsibility:** I will listen to and implement teacher suggestions for improvement.

TEACHING CUES

- ✓ Roll the Dice
- ✓ Read the Chart
- ✓ Complete the Activity
- ✓ Repeat

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 jump ropes
- ✓ 12 hula hoops
- ✓ 12 exercise bands
- ✓ 4 exercise balls
- ✓ 2 rulers or yardsticks
- ✓ 2 balls that bounce
- ✓ 6 Fitness Dice Charts
- ✓ 1 Fitness Portfolio per student

Set-Up:

1. Create safe equipment zones by placing jump ropes, hoops, exercise bands, exercise balls, meter sticks, and balls in separate areas.
2. Lay 6 hoops down in 2 staggered rows, with hoops touching, to create an agility run course.
3. Scatter 6 other hoops in the activity area, with 1 die and 1 Fitness Dice Chart in each hoop.

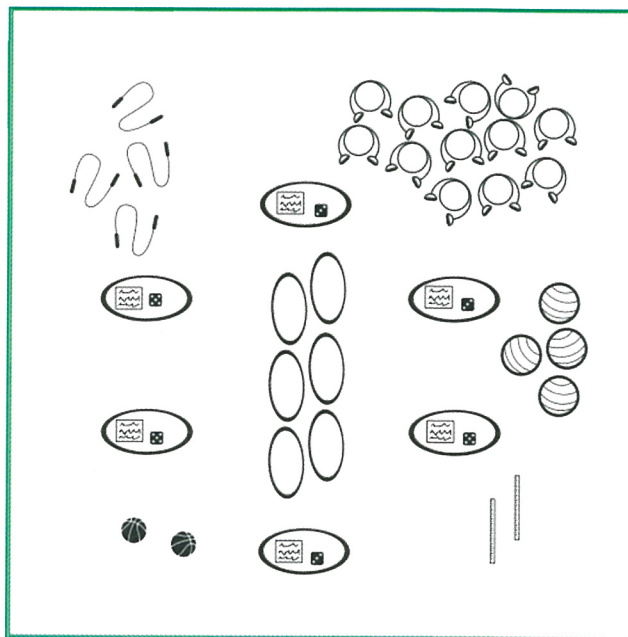
Activity Procedures:

1. The purpose of the Roll the Dice activity is to review the areas of fitness that we've learned about in this module. During the activity, I'll be meeting with each of you to review fitness test scores and identify areas that you can focus on in order to maintain or improve your fitness.
2. On the start signal, you and your partner will go to a die and roll it. This is not a race, so be sure to take turns in a respectful way. After you roll the die, look at the Fitness Dice Chart to see what exercise you'll need to complete.
3. Together, you and your partner will then move to the appropriate equipment and complete the exercise. Next, return to any die and roll again. Continue until you hear me say freeze.

Grade Level Progression:

3rd: Implement the activity as written above.

4th & 5th: During the dice activity, meet with each student. Review student fitness scores and, if possible, the healthy fitness zone (HFZ) for each assessment. If possible, print out a FITNESSGRAM report and identify ways that each student can improve. If possible, FITNESSGRAM reports should help guide this discussion.



Roll the Dice

CHALLENGE PROGRESSIONS

- ✓ As a class or in small groups, create new Fitness Dice Charts with student-generated activities.

MODIFICATIONS

- ✓ Roll the dice and complete activities together as a class so students can benefit from teacher-led demonstrations.

ACADEMIC LANGUAGE

Health-Related Fitness, Body Composition, Cardiorespiratory Endurance, Flexibility, Muscular Endurance, Muscular Strength, Agility, Balance, Coordination, Power, Reaction Time, Speed

- ✓ Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b).
- ✓ Demonstrates, with teacher direction, the health-related fitness components (3); Completes fitness assessments (pre- & post-)(4a); Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas (4b); Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health (5a); Designs a fitness plan to address ways to use physical activity to enhance fitness (5b).
- ✓ Accepts and implements specific corrective teacher feedback (3); Listens respectfully to corrective feedback from others (e.g., peers, adults) (4); Gives corrective feedback respectfully to peers (5).
- ✓ Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF QUESTIONS

- ✓ **Use debrief time to complete Physical Education Fitness Portfolios.**
- ✓ *As the students participate in this activity, call individuals or pairs over to you and review fitness test results. If you have FITNESSGRAM, print out individual reports for each student in order to identify where they are in relation to Healthy Fitness Zones (HFZ) and provide feedback for improvement. FITNESSGRAM reports will help guide discussion.*

TEACHING STRATEGY FOCUS

Review content: Roll the Dice provides a fun and active review session that emphasizes the cumulative nature of the fitness knowledge material presented. It also provides a setting in which the teacher can talk with each student and apply fitness concepts to the fitness test results.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 2 [E5.3-4b]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies and tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).

FOCUS TARGETS

- ✓ **Skill:** I will safely dodge taggers by keeping my eyes up and alert.
- ✓ **Cognitive:** I will set realistic goals for my Fall FITNESSGRAM assessments.
- ✓ **Fitness:** I will remain actively engaged in class with no teacher reminders.
- ✓ **Personal & Social Responsibility:** I will discuss and demonstrate behaviors that contribute to a positive physical activity environment.

ACADEMIC LANGUAGE

- ✓ Health-Related Fitness
- ✓ Cardiorespiratory Endurance
- ✓ Flexibility
- ✓ Muscular Endurance
- ✓ Muscular Strength
- ✓ Body Composition

SELECTED ASSESSMENT

- ✓ Fitness Plan Worksheet

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
1 INSTANT ACTIVITY	<p>Boundary cones and Fitness Challenge stations are set up around the perimeter with enough space in the center of the area for Plank Tag.</p> <p>Students enter, read lesson targets, and begin walking the perimeter. When half of the class has entered, begin Plank Tag.</p>	<p>Plank Tag</p>	<p>What is a warm-up? What is a cool-down?</p> <p>What's the difference between a warm-up and a cool-down?</p> <p>Can you tell me why warm-ups and cool-downs are important? Provide as many details as you can.</p>
2 LEARNING TASK	<p>Fitness Challenge stations are set up and organized. The final station contains student Fitness Plans and equipment to measure height and weight. At that station, students record their data and read the fitness plan worksheet.</p> <p>Fitness Challenge Cards are in 4 piles along 1 side of the activity area. Students collect a card and then begin the activity.</p>	<p>1-Minute Fitness Challenges</p>	<p>What is health-related fitness?</p> <p>Name the components?</p> <p>How does each one affect how you feel?</p> <p>What facts can you give to support the importance of health-related fitness?</p>
3 LEARNING TASK	<p>If time allows, select a Dice Stretch Colored Chart and perform stretching exercises as a class.</p>	<p>Dice Stretch (Intro- Complete as a Group)</p>	<p>Using the information that you know about your own health-related fitness, complete Column A on your Fitness Plan worksheet in order to set a goal for the PACER Test, push-ups, and curl-ups.</p>
4 EXIT ASSESSMENT	<p>Fitness Plan Introduction</p> <p>Students work with the Fitness Plan worksheet during their Fitness Challenge rotation and complete the Fall Goals at the end of the class if additional time is needed. Make information about Healthy Fitness Zones available to students as they set their goals and provide guidance on how to set realistic goals.</p>		