

PHYSICAL EDUCATION CURRICULUM COMMITTEE
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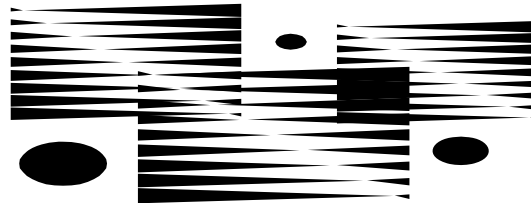
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PHYSICAL EDUCATION

Grades K - 5

Physical education is an integral part of the total educational program since physical activity is crucial to the normal development of children and to their overall educational achievement. The teachers in Wakulla believe that each child is a winner regardless of his/her abilities. Our desire is for every child to have fun, be physically fit, learn teamwork, and develop a healthy self-concept while developing life long active skills. We focus on using skills and drills in station work in order to accomplish this goal, and we exercise and jog daily to strengthen muscles like the heart. We encourage full participation by all students since this is the only way for them to increase their physical fitness.

KEY CONSIDERATIONS:

- φ Physical activity is necessary for the normal growth and development for all children.
- φ Physical activity can under gird and provide a means for increasing student achievement in the classroom.
- φ Physical education is a medium for developing and practicing appropriate social skills.
- φ Adequate physical activity is important to lifelong health and is a means for combating obesity and preventing illness.
- φ All children can and should participate in physical activity.
- φ Physical activity enhances a child's self image and helps him/her cope with the stresses of everyday life.
- φ Physical activity helps students develop and maintain positive attitudes.

GOAL:

The goal of the Physical Education program is to evaluate the fitness of each child and help him/her move forward from that point to increased physical fitness.

This edition of the Wakulla County Schools K-5 Physical Education Curriculum is organized according to the Sunshine State Standards for this subject. A review of the Physical Education Curriculum for this grade grouping assures that all of the benchmarks are addressed. The Sunshine State Standards have a specific hierarchic structure that will become evident as you use this document. There are several levels of information, each more specific than the next.

Subject Area = domain, or content area. The *subject area* for this document is Physical Education.

Strand = label (word or short phrase) for a category of knowledge. The *strands* for Physical Education are as follows:

- A. Physical Education Literacy
- B. Responsible Physical Activity Behaviors
- C. Advocate and Promote Physical Active Lifestyles

Standard = general statement of expected learner achievement. All *standards* are uniform for Pre-K through 12th grade.

Benchmark = learner expectations (what a student should know and be able to do) at the developmental levels of grades PreK – 2, 3-5, 6-8, 9-12.

Each strand in the Sunshine State Standards is made up of standards that are constant for grades PreK – 12. Each standard contains benchmarks that target several grades. The grade clusters are:

1. PreK – 2
2. 3 – 5
3. 6 – 8
4. 9 – 12

The standards and benchmarks are numbered according to the following format:

PE.A.1.1.1

- PE.** - stands for Physical Education.
- A.** - represents Strand A, which is Physical Education Literacy.
- 1.** - refers to the first standard under Strand A.
- 3.** - refers to the grade cluster K-2.
- 1.** - represents the first benchmark for this grade cluster under this standard.

CURRICULUM FORMAT KEY:

Listed in the **Benchmark** column of the curriculum are the Sunshine State Standard Benchmarks for this grade level.

The **Supporting Skills** column includes skills that the student must learn in order to attain the benchmark by the end of the grade grouping.

The **Activity/Resources** column lists Activity that may be used to teach the benchmark and resources that may be helpful to the teacher. The activity lists are not all inclusive.

The **Related Content Area** column lists skills and concepts from other content areas that may be reinforced or taught with the benchmark.

The **Grade** column lists the grade(s) in which the benchmark should be emphasized and formally taught.

COMPONENTS OF FITNESS:

The components of Physical Fitness should be interwoven throughout all physical education instruction. They are as follows:

- φ Coordination
- φ Agility
- φ Flexibility
- φ Cardio-Vascular Endurance
- φ Muscular Endurance
- φ Power
- φ Strength
- φ Force

HEALTH BENCHMARKS:

Some Health Benchmarks align well with PE curriculum expectations and are easily included in active instruction. These Health Benchmarks are noted in the Related Content Area column of the PE Curriculum. PE teachers are expected to reinforce these concepts as they cover their regular PE Curriculum.

MATERIALS AND RESOURCES:

It is the recommendation of the Physical Education Curriculum Committee that all PE teachers be provided with a current copy of the Physical Education Handbook.

Helpful Web Sites:

- φ <http://www.pecentral.com>
- φ <http://www.speedstack.com>
- φ Teaching Elementary Physical Education (Journal)

FITNESS TESTING:

It is the recommendation of the Physical Education Curriculum Committee that Physical Fitness testing be conducted on all students a minimum of twice each year. Information on the Presidential Physical Fitness Award may be found at <http://www.fitness.gov/challenge/challenge.html>.

PHYSICAL EDUCATION REQUIREMENT:

All students shall be provided physical education consisting of physical Activity of at least moderate intensity, subject to the differing capabilities of students. Elementary students shall average ninety minutes per week of organized physical education, plus 100 minutes per week of outside recess. Middle school students shall average 200 minutes of physical education per week. High school students shall meet the 135-hour physical education graduation requirement of Personal Fitness and an elective physical education course or its equivalent.

APPENDICES:

- Appendix A - List of Possible Units
- Appendix B - FCAT Vocabulary

PHYSICAL EDUCATION – K-2

Wakulla County School Board

A. PHYSICAL EDUCATION LITERACY

1. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

Benchmark The student:	Supporting Skills	Resources/Activity	Related Content Area	Grade
<ul style="list-style-type: none"> PE.A.1.1.1 <i>combines shapes, levels, directions, pathways, and ranges into simple sequences.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Follow the Leader Simon Says Relay Races Make the Shape: Give students shape. Students use their bodies to make shapes. Hoop Activity Rope Activity 	<u>Math:</u> Geometry <u>Reading:</u> Left, Right	K, 1, 2
<ul style="list-style-type: none"> PE.A.1.1.2 <i>kicks stationary and rolled balls with strong force while maintaining balance.</i> 	Skills include: <ul style="list-style-type: none"> Dribbling Passing Kicking – with dominant and non-dominant foot Goal shots Punting 			K, 1, 2
<ul style="list-style-type: none"> PE.A.1.1.3 <i>adapts movement to changing environmental conditions.</i> 	Skills include: <ul style="list-style-type: none"> Locomotor skills 	<u>Activity:</u> <ul style="list-style-type: none"> Kickball Soccer British Bulldog Tag games Dodge ball 		K, 1, 2
<ul style="list-style-type: none"> PE.A.1.1.4 <i>chases, flees, and dodges to avoid or catch others and maneuver around obstacles.</i> 	Skills include: <ul style="list-style-type: none"> Starting Stopping Change directions Left, Right 	<u>Activity:</u> <ul style="list-style-type: none"> Dodge ball Capture the Flag Red light, Green light 	<u>Reading:</u> Left, Right	K, 1, 2

A. PHYSICAL EDUCATION LITERACY (Continued)

1. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.				
Benchmark	Supporting Skills	Resources/Activity	Related Content Area	Grade
The student:				
<ul style="list-style-type: none"> PE.A.1.1.5 <i>consistently strikes lightweight objects with body parts and with lightweight implements.</i> 	Skills include: <ul style="list-style-type: none"> Hitting a ball Eye-hand coordination 	<u>Activity:</u> <ul style="list-style-type: none"> T-Ball Tether Ball Golf Tennis 		K, 1, 2
<ul style="list-style-type: none"> PE.A.1.1.6 <i>knows ways to manage own body weight in a variety of situations (e.g., hanging and climbing and balancing in symmetrical and asymmetrical shapes in a variety of body parts on mats or apparatus).</i> 	Skills include: <ul style="list-style-type: none"> Standing on one foot Hopping on one foot Balancing Forward roll Backward roll Headstand 	<u>Activity:</u> <ul style="list-style-type: none"> Gymnastics Crab Walk Wheelbarrow race Obstacle course Balance beam 		K, 1, 2
<ul style="list-style-type: none"> PE.A.1.1.7 <i>demonstrates basic locomotor skills (e.g., hop, walk, run, jump, leap, gallop, skip, and slide).</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Relay Games Rope Activity Hoop Activity 		K, 1
<ul style="list-style-type: none"> PE.A.1.1.8 <i>uses an overhand throwing pattern with accuracy.</i> 	Skills include: <ul style="list-style-type: none"> Throwing to a target Stepping into throw Throwing for accuracy 	<u>Activity:</u> <ul style="list-style-type: none"> Wall ball 		K, 1, 2
<ul style="list-style-type: none"> PE.A.1.1.9 <i>knows various techniques for catching thrown objects.</i> 	Skills include: <ul style="list-style-type: none"> Underhand catch Overhand catch Catching with dominant and non-dominant hand. 	<u>Activity:</u> <ul style="list-style-type: none"> Catching with scoops Velcro balls/mitts 		K, 1, 2

A. PHYSICAL EDUCATION LITERACY

2. The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.				
Benchmark	Supporting Skills	Resources/Activity	Related Content Area	Grade
The student:				
<ul style="list-style-type: none"> PE.A.2.1.1 <i>knows how to absorb force by establishing a base of support to receive the force of the oncoming object.</i> 	Skills include: <ul style="list-style-type: none"> Use of various stances Knowledge of good athletic positioning 	<u>Activity:</u> <ul style="list-style-type: none"> Soccer 		2
<ul style="list-style-type: none"> PE.A.2.1.2 <i>knows ways to establish bases of support using various body parts and fundamental principles of balance.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Gymnastics Movement to music Scarf Activity Balancing with feathers 		2
<ul style="list-style-type: none"> PE.A.2.1.3 <i>knows various techniques for landing safely.</i> 		<u>Activity:</u> All Sports		K, 1, 2
<ul style="list-style-type: none"> PE.A.2.1.4 <i>uses concepts of space and movement to design and practice sequences that show the use of all three types of pathways (i.e., straight, zigzag, and curved).</i> 	Knowledge of Vocabulary: <ul style="list-style-type: none"> Straight Zigzag Curved 	<u>Activity:</u> <ul style="list-style-type: none"> Balance beams 	<u>Safety:</u> Stop, Drop & Roll: Fire Prevention Week	K, 1, 2
<ul style="list-style-type: none"> PE.A.2.1.5 <i>uses movement control to run, hop, and skip in different ways in a large group without bumping into others or falling</i> 	Locomotor Skills: <ul style="list-style-type: none"> Starting Stopping 	<u>Activity:</u> <ul style="list-style-type: none"> Tag games Relay games 		K, 1, 2
<ul style="list-style-type: none"> PE.A.2.1.6 <i>knows the characteristics of a mature throw.</i> 	Skills include: <ul style="list-style-type: none"> Underhand throw Overhand throw Stepping with correct foot 			2

A. PHYSICAL EDUCATION LITERACY

3. The student analyzes the benefits of regular participation in physical activity.				
Benchmark The student:	Supporting Skills	Resources/Activity	Related Content Area	Grade
<ul style="list-style-type: none"> PE.A.3.1.1 <i>identifies changes in the body during physical activity.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Laps 	<u>Health:</u> HE.B.1.1.1 knows and practices good personal health habits.	K, 1, 2
<ul style="list-style-type: none"> PE.A.3.1.2 <i>knows that the heart is a muscle that will become stronger as a result of physical activity.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Aerobic exercise Step training 	<u>Health:</u> HE.A.1.1.2 understands positive health behaviors that enhance wellness	K, 1, 2
<ul style="list-style-type: none"> PE.A.3.1.3 <i>understands that physical activity produces feelings of pleasure.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Fitness unit 		K, 1, 2
<ul style="list-style-type: none"> PE.A.3.1.4 <i>knows ways in which physical activity promotes muscular strength.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Obstacle course 		K, 1, 2

B. RESPONSIBLE PHYSICAL ACTIVITY

1. The student achieves and maintains a health-enhancing level of physical fitness.				
Benchmark The student:	Supporting Skills	Resources/Activity	Related Content Area	Grade
<ul style="list-style-type: none"> PE.B.1.1.1 <i>knows how to move each joint through a functional range of motion.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Daily exercise 	<u>Health:</u> HE.A.1.1.1 knows names for body parts	K, 1, 2
<ul style="list-style-type: none"> PE.B.1.1.2 <i>understands the changes that occur in respiration during vigorous physical activity.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Aerobic exercise Fitness unit 		K, 1, 2
<ul style="list-style-type: none"> PE.B.1.1.3 <i>knows various warm-up and cool-down exercises.</i> 	Skills include: <ul style="list-style-type: none"> Knowledge of the importance of warm up and cool down exercises. 	<u>Activity:</u> <ul style="list-style-type: none"> Daily exercise 		K, 1, 2
<ul style="list-style-type: none"> PE.B.1.1.4 <i>participates in health-related fitness assessment.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Fitness testing Obstacle course Presidential fitness 	<u>Math:</u> <ul style="list-style-type: none"> Graphing and reading graphs Sorting and displaying data 	K, 1, 2

B. RESPONSIBLE PHYSICAL ACTIVITY

2. The student demonstrates responsible personal and social behavior in physical activity.				
Benchmark	Supporting Skills	Resources/Activity	Related Content Area	Grade
<p>The student:</p> <ul style="list-style-type: none"> PE.B.2.1.1 <i>understands the importance of being aware of one's surroundings and acting in a safe manner while participating in physical activity settings.</i> 	<p>Skills include:</p> <ul style="list-style-type: none"> Knowledge of safety procedures. 	<p><u>Activity:</u></p> <ul style="list-style-type: none"> Daily Emphasis 	<p><u>Health:</u> HE.A.1.1.7 recognizes that injuries may be prevented. HE.B.1.1.4 knows and practices ways to prevent injuries. <u>Character Education:</u> Responsibility</p>	K, 1, 2
<ul style="list-style-type: none"> PE.B.2.1.2 <i>follows directions given by instructor or group leader.</i> 			<p><u>Health:</u> HE.B.3.1.5 listens attentively (e.g., does not talk while others are talking). <u>Character Education:</u> Respect</p>	K, 1, 2
<ul style="list-style-type: none"> PE.B.2.1.3 <i>understands the difference between compliance and noncompliance with game rules and fair play.</i> 	<p>Skills include:</p> <ul style="list-style-type: none"> Demonstration of good sportsmanship 		<p><u>Character Education:</u> Citizenship</p>	K, 1, 2
<ul style="list-style-type: none"> PE.B.2.1.4 <i>identifies appropriate behaviors for participating with others in physical activity settings.</i> 	<p>Skills include:</p> <ul style="list-style-type: none"> Cooperation Accepting winning/losing Accepting other's differences 		<p><u>Character Education:</u> Cooperation</p>	K, 1, 2

C. ADVOCATE AND PROMOTE PHYSICAL ACTIVE LIFESTYLES

1. The student understands how participating in physical activity promotes inclusion and understanding of the abilities and cultural diversity of people.				
Benchmark	Supporting Skills	Resources/Activity	Related Content Area	Grade
The student:				
<ul style="list-style-type: none"> PE.C.1.1.1 <i>knows the importance of demonstrating consideration of others in physical activity settings.</i> 	Skills include: <ul style="list-style-type: none"> Accepting other's differences Taking turns 	<u>Activity:</u> <ul style="list-style-type: none"> Peer Coaching 	<u>Character Education:</u> Kindness; Respect	K, 1, 2
<ul style="list-style-type: none"> PE.C.1.1.2 <i>knows games to play with students who have disabilities.</i> 	Skills include: <ul style="list-style-type: none"> Accepting other's differences 		<u>Health:</u> HE.B.2.1.3 knows and accepts the differences of people with special health needs. <u>Character Education:</u> Kindness; Tolerance	K, 1, 2

C. ADVOCATE AND PROMOTE PHYSICAL ACTIVE LIFESTYLES

2. The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.				
Benchmark	Supporting Skills	Resources/Activity	Related Content Area	Grade
The student:				
<ul style="list-style-type: none"> PE.C.2.1.1 <i>identifies the feelings resulting from challenges, successes, and failures in physical activity.</i> 	Skills include: <ul style="list-style-type: none"> Ability to accept mental or physical challenge 	<u>Activity:</u> <ul style="list-style-type: none"> Daily interaction with students. Thumbs Up/Thumbs Down Charting progress toward fitness 		K, 1, 2
<ul style="list-style-type: none"> PE.C.2.1.2 <i>knows various ways to use the body and movement Activity to communicate ideas and feelings (e.g., creative movement)..</i> 	Skills include: <ul style="list-style-type: none"> Knowledge of various ways to move Locomotor/non-locomotor 	<u>Activity:</u> <ul style="list-style-type: none"> Pretend to move like various animals Scarf Activity Rope Activity 	<u>Character Education:</u> Self-Control	K, 1, 2
<ul style="list-style-type: none"> PE.C.2.1.3 <i>recognizes the benefits that accompany cooperation and sharing.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Daily interaction with students 	<u>Character Education:</u> Cooperation; Kindness	K, 1, 2

PHYSICAL EDUCATION – 3RD THROUGH 5TH

Wakulla County School Board

A. PHYSICAL EDUCATION LITERACY

1. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.				
Benchmark The student:	Supporting Skills	Resources/Activity	Related Content Area	Grade
<ul style="list-style-type: none"> PE.A.1.2.1 <i>knows various techniques for throwing or catching different objects.</i> 	Skills include: <ul style="list-style-type: none"> Dominant hand/Non-Dominant hand Throwing different sizes Throwing different weights and shapes Overhand and Underhand 	<u>Activity:</u> <ul style="list-style-type: none"> All sports 		3, 4, 5
<ul style="list-style-type: none"> PE.A.1.2.2 <i>knows how to design and modify sequences that show changes in direction and speed.</i> 	Skills include: <ul style="list-style-type: none"> Locomotor skills 	<u>Activity:</u> <ul style="list-style-type: none"> Tag games Football Basketball Soccer Hockey 		3, 4, 5
<ul style="list-style-type: none"> PE.A.1.2.3 <i>knows how to demonstrate functional patterns of striking, dribbling, volleying, throwing, and catching in dynamic situations.</i> 	Skills include: <ul style="list-style-type: none"> Striking Dribbling Volleying Throwing Catching 	<u>Activity:</u> <ul style="list-style-type: none"> Football Basketball Soccer Volleyball Golf 		3, 4, 5
<ul style="list-style-type: none"> PE.A.1.2.4 <i>understands that games consist of people, boundaries, equipment, purpose, and rules which all interrelate during game play.</i> 	Skills include: <ul style="list-style-type: none"> Knowledge of game rules Understanding of sport – specific vocabulary 	<u>Activity:</u> <ul style="list-style-type: none"> All sports/games 	<u>Character Education:</u> Citizenship	3, 4, 5
<ul style="list-style-type: none"> PE.A.1.2.5 <i>knows how to create, explore, and devise game strategies.</i> 			<u>Math:</u> Logic	3, 4, 5

A. PHYSICAL EDUCATION LITERACY

2. The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.				
Benchmark	Supporting Skills	Resources/Activity	Related Content Area	Grade
The student:				
<ul style="list-style-type: none"> PE.A.2.2.1 <i>recognizes the proper techniques of performing an overhand throw.</i> 				3, 4, 5
<ul style="list-style-type: none"> PE.A.2.2.2 <i>understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to games, dance, and gymnastics.</i> 	Tumbling Skills: <ul style="list-style-type: none"> Round off Dive off Elbow stand Bridge 	<u>Activity:</u> <ul style="list-style-type: none"> Gymnastics Limbo Jump Rope Scarf Activity 		3, 4, 5
<ul style="list-style-type: none"> PE.A.2.2.3 <i>knows the reasons that appropriate practice improves performance.</i> 			<u>Character Education:</u> Responsibility, Self-Control	3, 4, 5

A. PHYSICAL EDUCATION LITERACY

3. The student analyzes the benefits of regular participation in physical activity.				
Benchmark	Supporting Skills	Resources/Activity	Related Content Area	Grade
The student:				
<ul style="list-style-type: none"> PE.A.3.2.1 <i>describes healthful benefits that result from regular participation in vigorous physical activity.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Fitness testing Aerobic exercise 	<u>Health:</u> HE.A.1.2.1 understands the functions of the human body systems.	3, 4, 5
<ul style="list-style-type: none"> PE.A.3.2.2 <i>understands how a healthy body contributes to positive self-concepts.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Fitness training 	<u>Health:</u> HE.A.1.2.2 knows how personal health behaviors influence individual well-being.	3, 4, 5
<ul style="list-style-type: none"> PE.A.3.2.3 <i>knows the opportunities in the school and community for regular participation in physical activity.</i> 				3, 4, 5
<ul style="list-style-type: none"> PE.A.3.2.4 <i>selects and participates regularly in physical Activity for the purpose of improving skills and health.</i> 			<u>Character Education:</u> Responsibility, Self-Control	3, 4, 5

B. RESPONSIBLE PHYSICAL ACTIVITY

1. The student achieves and maintains a health-enhancing level of physical fitness.

Benchmark The student:	Supporting Skills	Resources/Activity	Related Content Area	Grade
<ul style="list-style-type: none"> PE.B.1.2.1 <i>knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Track and field activity Aerobic exercise 	<u>Health:</u> HE.A.1.2.1 understands the functions of the human body systems. <u>Character Education:</u> Self-Control	5
<ul style="list-style-type: none"> PE.B.1.2.2 <i>knows Activity that promote a faster heart rate.</i> 	The student will: <ul style="list-style-type: none"> Name an activity that promotes a faster heart rate. 		<u>Health:</u> HE.A.1.2.1 understands the functions of the human body systems.	3, 4, 5
<ul style="list-style-type: none"> PE.B.1.2.3 <i>knows how proper stretching increases flexibility and understands why flexibility is important.</i> 	Skills include: <ul style="list-style-type: none"> Knowledge of stretching techniques 	<u>Activity:</u> <ul style="list-style-type: none"> Fitness testing Daily warm-up and cool down 	<u>Health:</u> HE.A.1.2.1 understands the functions of the human body systems.	3, 4, 5
<ul style="list-style-type: none"> PE.B.1.2.4 <i>knows how exercise helps control obesity.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Daily exercise 	<u>Health:</u> HE.A.1.2.1 understands the functions of the human body systems.	3, 4, 5
<ul style="list-style-type: none"> PE.B.1.2.5 <i>understands that correct body position and proper use of muscles are necessary to improve strength and flexibility.</i> 	Skills include: <ul style="list-style-type: none"> Knowledge of correct body position for exercising (example: sit-ups) Understanding of full range of motion 	<u>Activity:</u> <ul style="list-style-type: none"> Fitness testing Daily exercise 	<u>Health:</u> HE.A.1.2.1 understands the functions of the human body systems.	3, 4, 5

B. RESPONSIBLE PHYSICAL ACTIVITY

2. The student demonstrates responsible personal and social behavior in physical activity.

Benchmark The student:	Supporting Skills	Resources/Activity	Related Content Area	Grade
<ul style="list-style-type: none"> PE.B.2.2.1 <i>knows potential risks associated with physical Activity.</i> 	Skills include: <ul style="list-style-type: none"> Knowledge of safety procedures 	<u>Activity:</u> <ul style="list-style-type: none"> Instruction on procedures 	<u>Health:</u> HE.A.1.2.8 knows how childhood injuries and illnesses can be prevented and treated.	3, 4, 5
<ul style="list-style-type: none"> PE.B.2.2.2 <i>applies and follows rules while playing sports and games.</i> 	Skills include: <ul style="list-style-type: none"> Knowledge of rules of sports and games 	<u>Activity:</u> <ul style="list-style-type: none"> All sports/games 	<u>Character Education:</u> Citizenship	3, 4, 5
<ul style="list-style-type: none"> PE.B.2.2.3 <i>know the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.</i> 	Skills include: <ul style="list-style-type: none"> Acceptance of other's differences 	<u>Activity:</u> <ul style="list-style-type: none"> Class procedures that minimize differences and promote respect. 	<u>Character Education:</u> Respect; Kindness; Tolerance	3, 4, 5

C. ADVOCATE AND PROMOTE PHYSICAL ACTIVE LIFESTYLES

1. The student understands how participating in physical activity promotes inclusion and understanding of the abilities and cultural diversity of people.

Benchmark The student:	Supporting Skills	Resources/Activity	Related Content Area	Grade
<ul style="list-style-type: none"> PE.C.1.2.1 <i>recognizes the differences and similarities in the physical activity choices of others.</i> 			<u>Character Education:</u> Tolerance	3, 4, 5
<ul style="list-style-type: none"> PE.C.1.2.2 <i>knows how to perform games and/or dances from a variety of cultures.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Games from different nations 	<u>Social Studies:</u> Knowledge of different cultures. <u>Character Education:</u> Respect	3, 4, 5

C. ADVOCATE AND PROMOTE PHYSICAL ACTIVE LIFESTYLES

2. The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

Benchmark	Supporting Skills	Resources/Activity	Related Content Area	Grade
The student:				
<ul style="list-style-type: none"> PE.C.2.2.1 <i>identifies physical Activity that contribute to personal feelings of joy.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Free center choice 		3, 4, 5
<ul style="list-style-type: none"> PE.C.2.2.2 <i>knows the positive benefits of exercising at home.</i> 			<u>Character Education:</u> Responsibility; Self-Control	3, 4, 5
<ul style="list-style-type: none"> PE.C.2.2.3 <i>designs and performs games, gymnastics, and dance sequences that allow for group creativity and discussion.</i> 		<u>Activity:</u> <ul style="list-style-type: none"> Movement with music Step aerobics Creative movement Gymnastics 		3, 4, 5

APPENDIX A

List of Possible Units/Activity

- φ Soccer
- φ Tennis
- φ Golf / Golf T-Ball
- φ Fitness Testing
- φ Hockey
- φ Jump Rope for Heart
- φ PE Challenge (www.pecentral.com)
- φ Lacrosse
- φ Relay Races
- φ Yo-Yo Unit
- φ Speed Stackers
- φ Organized Games (kickball, fumble ball, basketball, hockey)
- φ Loco Motor Skills (hopping skipping, jumping, sliding, galloping, etc.)
- φ Parachute
- φ Obstacle Course
- φ Wall Ball
- φ “Wack It” Ball
- φ Flag Football
- φ Gymnastics
- φ Aerobic Training (step aerobics, running, etc.)
- φ Track and Field Activity
- φ Tagging and Fleeing Games
- φ Creative Movement (scarf Activity, moving to music)
- φ Volleyball
- φ Games from Different Nations



Appendix B

FCAT Mathematics Glossary

Grades 3-5

Physical Education topics addressed on FCAT:

- Specialized Techniques in Human Movement
- Benefits of Physical Activity

The terms defined in this glossary pertain to the *Sunshine State Standards* in mathematics for grades 3-5 and the content assessed on FCAT in mathematics. They are included here to encourage their use throughout the school day. The items in bold are easily incorporated into Physical Education activities.

Acute angle	An angle that measures less than 90° and greater than 0°.
Algebraic rule	A mathematical expression that contains variables and describes a pattern or relationship.
Angle	The shape made by two rays extending from a common end point, the vertex. Measures of angles are described using the degree system.
Area	The inside region of a two-dimensional figure measured in square units (e.g., a rectangle with sides of 4 units by 6 units contains 24 square units or has an area of 24 square units).
Axes (of a graph)	The horizontal and vertical number lines used in a rectangular graph or coordinate grid system.
Bar graph	A graph that uses bars to display data.
Base	The line or plane upon which a figure is thought to rest.
Capacity	The amount of space that can be filled. Both capacity and volume are used to measure three-dimensional spaces; however, capacity usually refers to fluids, whereas volume usually refers to solids.
Closed figure	A two-dimensional figure whose beginning and ending points meet, such that the plane in which the figure lies is divided into two parts – the part inside the figure and the part outside the figure (e.g., circles, squares, rectangles).

Composite number	A whole number that has more than two factors.
Concrete representation of numbers	Having a definite form or relating to an actual object.
Congruent	A term describing figures or objects that are the same shape and size.
Coordinate grid or system	A network of evenly spaced, parallel, horizontal and vertical lines, especially designed for locating points, displaying data, or drawing maps.
Customary units	The units of measure developed and used in the United States. Customary units for length are inches, feet, yards, and miles. Customary units for weight are ounces, pounds, tons. Customary units for volume are cubic inches, cubic feet, and cubic yards. Customary units for capacity are fluid ounces, cups, pints, quarts, and gallons.
Decimal number	Any number written with a decimal point in the number. A decimal number falls between two whole numbers (e.g., 1.5 falls between 1 and 2). Decimal numbers smaller than 1 are sometimes called decimal fractions (e.g., five-tenths is written 0.5).
Direct measure	Obtaining the measure of an object by using measuring devices, either standard devices of the customary or metric systems, or nonstandard devices such as a paper clip or pencil.
Divisible	A term describing a number capable of being divided into equal parts without a remainder.
Effects of operations	The results of applying an operation to given numbers (e.g., adding two whole numbers results in a number greater than or equal to the original numbers).
Empirical probability	The likelihood of an event happening that is based on experience and observation rather than on theory.
Equation	A mathematical sentence (e.g., $2x = 10$) that equates one expression ($2x$) to another expression (10).
Equivalent forms of a number	The same number expressed in different forms (e.g., $\frac{3}{4}$, 0.75, 75%).
Estimation	The use of rounding and/or other strategies to determine a reasonably accurate approximation, without calculating an exact answer.
Evaluate an algebraic expression	Substitute numbers for the variables and follow the operation symbols to find the numerical value of the expression.

Explain in words	Directions requesting a written description of the procedure for finding the solution to the problems presented.
Expression	A collection of numbers, symbols, and/or operation signs that stands for a number.
Extrapolate	To estimate or infer a value or quantity beyond the known range.
Face	One of the plane surfaces bounding a three-dimensional figure (a side).
Factor	A number or expression that exactly divides another number (e.g., 1, 2, 4, 5, 10, and 20 are factors of 20).
Flip	A transformation that produces the mirror image of a geometric figure. Also called a <i>Reflection</i>.
Fraction	Any part of a whole is called a fraction (e.g., one-half written in fractional form is $\frac{1}{2}$).
Function	A relation in which each value of x is paired with a unique value of y .
Grid	A network of evenly spaced, parallel, horizontal and vertical lines.
Height	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or basal plane.
Indirect measure	The measurement of an object through the known measure of another object.
Inequality	A sentence that states one expression is greater than, greater than or equal to, less than, less than or equal to, or not equal to, another expression (e.g., $a \neq 5$ or $x < 7$).
Intersection	The point at which two lines meet.
Labels (for a graph)	The titles given to a graph, the axes of a graph, or to the scales on the axes of a graph.
Length	A one-dimensional measure that is the measurable property of line segments.
Likelihood	The chance that something is likely to happen. See <i>Probability</i>.
Line	A straight line that is endless in length.
Line graph	A graph that displays data using connected line segments.

Line segment	A portion of a line that has a defined beginning and end (e.g., the line segment AB is between point A and point B).
Mean	The arithmetic average of a set of numbers.
Median	The middle point of a set of ordered numbers where half of the numbers are above the median and half are below it.
Metric units	The units of measure developed in Europe and used in most of the world. Like the decimal system, the metric system uses the base 10. Metric units for length are milliliters, centimeters, meters, and kilometers. Metric units for weight are milligrams, grams, and kilograms. Metric units for volume are cubic millimeters, cubic centimeters, and cubic meters. Metric units for capacity are milliliters, centiliters, liters, and kiloliters.
Mode	The score or data point found often in a set of numbers.
Multiples	The numbers that result from multiplying a given number by the set of whole numbers (e.g., the multiple of 15 are 0, 15, 30, 45, 60, 75, etc.).
Nonstandard units of measure	Objects such as blocks, paper clips, crayons, or pencils that can be used to obtain a measure.
Number line	A line on which numbers can be written or visualized.
Obtuse angle	An angle with a measure of more than 90° but less than 180°.
Operation	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Ordered pair	The location of a single point on a rectangular coordinate system where the digits represent the position relative to the <i>x</i> -axis and <i>y</i> -axis [e.g., (<i>x</i> , <i>y</i>) or (3, 4)].
Organized data	To arrange data in a display that is meaningful and that assists in the interpretation of the data. See <i>Data Displays</i> .
Parallel lines	Two lines in the same plane that never meet. Also, lines with equal slopes.

Pattern (relationship)	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions). Also called a <i>Relation</i> .
Percent	A special-case ratio in which the second term is always 100. The ratio is written as a whole number followed by a percent sign (e.g., 25% means the ratio of 25 to 100).
Perimeter	The distance around a figure.
Perpendicular	A term describing two line segments that cross to form a right angle.
Place value	The position of a single digit in a whole number or decimal number containing one or more digits.
Plane	An undefined, two-dimensional (no depth) geometric surface that has no boundaries specified. A plane is determined by defining points or lines existing on the plane.
Plane figure	A two-dimensional figure that lies entirely within a single plane.
Point	A location in space that has no discernible length or width.
Polygon	A closed plane figure whose sides are straight lines that are connected end-point to end-point.
Prime number	Any whole number with only two factors, 1, and itself (e.g., 2, 3, 5, 7, 11, etc.)
Probability	A measure of the likelihood that a given event will occur; expressed as a number between 0 and 1 (see <i>Empirical probability</i> and <i>Theoretical/expected probability</i>).
Range	The lowest value (L) in a set of numbers through the highest value (H) in the set. When the width of the range is expressed as a single number, the range is calculated as the difference between the highest and lowest values. More advanced presentations show the range calculated as (H - L + 1). The result of either calculation would be considered correct.
Ratio	The quotient of two numbers used to compare two quantities (e.g., the ratio of 3 to 4 is 3/4).
Ray	A portion of a line that begins at a point and goes on forever in one direction.
Reflection	See <i>Flip</i>.

Regular polygon	A polygon that is both equilateral and equiangular.
Relation (relationship)	See <i>Pattern</i> .
Relative size	The size of one number in comparison to the size of another number or numbers.
Right angle	An angle whose measure is exactly 90°.
Rotation	A transformation of a figure by turning it about a center point or axis. The amount of rotation is usually expressed in the number of degrees (e.g., 90° rotation). Also called a <i>Turn</i>.
Rule	A mathematical expression that describes a pattern or relationship, or a written description of the pattern or relationship.
Run	The change in x from one point of y to another (the horizontal change on the graph).
Scale model	A model or drawing based on a ratio of the dimensions for the model and the actual object it represents (e.g., a map).
Scales	The numeric values assigned to the axes of a graph.
Side	The edge of a geometric figure (e.g., a triangle has three sides).
Similar figures	Figures that are the same shape, have corresponding, congruent angles, and have corresponding sides that are proportional in length.
Similarity	A term describing figures that are the same shape but are not necessarily the same size or in the same position.
Slide	To move along in constant contact with the surface in a vertical, horizontal, or diagonal direction. Also called a <i>Translation</i>.
Spatial relationships	Relationships of figures existing or happening in space.
Standard units of measure	Accepted measuring devices and units of the customary or metric system.
Straight angle	An angle whose measure is exactly 180° .
Symbolic expression	A symbol or set of symbols expressing a mathematical quantity or operation (e.g., $2x$ is equal to two times x).

Symmetry	A term describing the result of a line drawn through the center of a figure such that the two halves are congruent.
Theoretical/expected probability	The likelihood of an event happening based on a theory rather than on experience and observation.
Transformation	An operation on a geometric figure by which another image is created. Common transformations include flips, slides, and turns.
Translation	See <i>Slide</i>.
Tree diagram	A diagram in which all possible outcomes of a given event are displayed.
Turn	See <i>Rotation</i>.
Unorganized data	Data that are presented in a random manner.
Variable	Any symbol that could represent a number.
Vertex	The common endpoint from which two rays begin (i.e., the vertex of an angle) or the point where two lines intersect; the point on a triangle or pyramid opposite to and farthest from the base.
Volume	The amount of space occupied in three dimensions and expressed in cubic units. Both capacity and volume are used to measure empty spaces; however, capacity usually refers to fluids, whereas volume usually refers to solids.
Weight	Measure that represents the force that attracts an object to the center of Earth.
Whole numbers	The numbers in the set $\{0, 1, 2, 3, 4 \dots\}$.