

Sandridge School Curriculum

K-2

Standard	Skills/Concepts	Activities	Assessments
State Goal 19	Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.		
19.A.1a 19.A.1b 19.B.1a 19.B.1b	Locomotor Skills- run, leap, jump, walk, skip, hop, gallop, slide, rhythm	Games, relays, tag/chase with those movements. Following directions.	Teacher Evaluation, Locomotor Skills Checklist, Student Self-Assessment
		Cha Cha Cha, Hockey Pokey, Conga, Chicken Dance	
	Spatial awareness, left/right, personal/general space, pathways	Relay, Signals Groups, and Boundaries, Cooperative Games, Hula Hoops	Teacher Evaluation
	Low/Med/High movement positions, Body awareness	Beanbags, Aerobic Games	
	Non-locomotor movements	Warm Up	

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Standard	Skills/Concept	Activities	Assessments
State Goal 21	Develop skills necessary to become a successful member of a team by working with others during physical activity.		
21.A.1a 21.A.1b	Follow directions and class procedures while participating in physical activities.	First week-class rules and procedures, all Physical Education activities	
21.A.1c	Work independently on tasks for short periods of time.	Station Work- beanbags, balls, hoops, bowling, Frisbee	Teacher Evaluation Rubric
21.B.1a	Work cooperatively with another to accomplish an assigned task.	Parachute, Cooperative Games, Partner/Pairing Activities, Throw/Catch, Long Rope	

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Standard	Skills/Concept	Activities	Assessments
State Goal 23	Understand human body systems and factors that influence growth and development.		
23.A.1a	Skeleton –Bones, Heart Rate, Body Part	Skeleton Relay, Jump Rope Heart Rate worksheet	
State Goal 24	Promote and enhance health and well-being through the use of effective communication and decision-making skills.		
24.A.1a- Differentiate between positive and negative behaviors.		All physical activities will cover these concepts.	Student self-assessment rubric. Pin System= Green, Yellow, Red Daily student behavior-student records
24.A.1b- Identify positive verbal and nonverbal communication skills.		All physical activities will cover these concepts, First Week Procedures, Class Rules, Safety	Thumbs up Thumbs down Student self-assessment

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3-5

Standard	Skills/Concept	Activities	Assessments
State Goal 19	Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.		
19.A.2a- Demonstrate control when performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns.			
19.A.2b 19.B.2a	Apply locomotor skills in games and sports with increased complexity.	Basketball, Volleyball, Soccer	Specific Unit Performance Rubrics, Student Self-Assessment
	Students demonstrate concepts of spatial awareness in activities.	Wiffleball, Kickball, Simple Games	DOK Extended Response Questions
19.C.2a- Identify and apply rules and safety procedures in physical activity	Manipulatives	Basketball, Volleyball, Soccer, Wiffleball, Kickball, Scooters, balls, parachute, Jump ropes, simple games	Teacher Observations

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Standard	Skills/Concept	Activities	Assessments
State Goal 20	Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.		
20.A.2a 20.A.2b 20.B.2a	Fitness Gram	Fitness Gram, Walk/Jog/Run, Activity Stations	Fitness Gram Test Fall/Spring, DOK- Student Self- Assessment
20.B.2b 20.C.2a 20.C.2b		Fall	Predict what your PACER score will be. How can you increase this score for the spring?
		Spring	Did you beat your fall score? What can you do to work on increasing fall score for next year?
		Jump Rope	

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Standard	Skills/Concept	Activities	Assessments
State Goal 21	Develop skills necessary to become a successful member of a team by working with others during physical activity.		
21.A.2a- Accept responsibility for one's own actions in group physical activities.	Cooperation and ability to work in a team setting.	Class Procedures/Rules, Safety, Cooperative Games, Capture the flag, Cooperative Kickball, Volleyball	Cooperative Skills Performance Rubric
21.A.2b- Use identified procedures and safe practices without reminders during group physical activities.		SPARK-Establishing the basics, Cooperative Games	Cooperative Skills Performance Rubric
21.A.2c- Work independently on task until completed.			Specific Unit Self-Check
21.B.2a- Work cooperatively with a partner or small group to reach a shared goal during physical activity.			

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Standard	Skills/Concept	Activities	Assessments
State Goal 24	Promote and enhance health and well-being the use of effective communication and decision-making skills.		
24.A.1a- Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line).	Sportsmanship	Beginning of the year class procedures, rules, and safety rules.	Student self-assessment rubric
24.A.1b- Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	Cooperation, Kindness, PBIS School Expectations	Cooperative games, all activities that the students participate in.	DOK Extended Response, 3 Strikes behavior expectations. -students will record

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6-8

Standard	Skills/Concept	Activities	Assessments
State Goal 19	Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.		
19.A.3a- Demonstrate control when performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns in selected activities, games, and sports.		Volleyball, Basketball, Bowling, Wiffleball	Teacher rubric, Specific Unit: Self-Check
19.A.3b- Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional movement patterns.		Soccer, Frisbee, Games, Cooperative Games, Football	Student DOK Extended Response, Debrief Question
19.B.3a- Compare and contrast efficient and inefficient movement patterns.			Student DOK Extended Response
19.B.3b- Understand multiple movement patterns and their effects on the brain.	Using both sides of your brain, dominant vs. non-dominant hands	Basketball, multicultural games	Student DOK Extended Response
19.C.3a- Apply rules and safety procedures in physical activity.	Cooperation, Good Sportsmanship, PBIS Expectations	Class Rules, procedures, safety rules. All activities.	
19.C.3b- Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports.		Basketball, Volleyball, Soccer, Basic Games	Teacher Rubric

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6-8

Standard	Skills/Concept	Activities	Assessments
State Goal 20	Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment		
20.A.3a- Identify the principles of training: frequency, intensity, time and type (FITT).	Aerobic endurance, muscle strength, flexibility	Circuits, Fitness Gram Pacer	Student debrief
20.B.3c- Discuss and understand the importance of fitness as it relates to academic performance.		Fitness Circuits, Walk/Jog/Run, Jump Rope	Student DOK
20.C.3a- Set realistic short-term and long-term goals for a health-related fitness component.		Fitness Gram- PACER	Teacher records scores, Performance Rubric, Student DOK, Fall PACER/Fitness Gram
			<ol style="list-style-type: none"> 1. Set a goal for your spring Fitness gram scores 2. How can you improve your scores? 3. What does the Fitness gram data say about you?

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6-8

Standard	Skills/Concept	Activities	Assessments
State Goal 21	Develop skills necessary to become a successful member of a team by working with others during physical activity.		
21.A.3a- Follow directions and decisions of responsible individuals (e.g., teachers, peers).	PBIS School Expectations	First Week Class Rules, procedures and cooperative games, safety rules	Students self-check
21.A.3b- Participate in establishing procedures for group physical activities.		All activities	
21.A.3c- Remain on task independent of distraction(e.g., peer pressure, environmental stressors).		All activities	
21.B.3a- Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations.		Students design a game or sport group project	Teacher Rubric Peer Assessment

