

2014

NORTH  
SMITHFIELD  
SCHOOL  
DEPARTMENT

## **PHYSICAL EDUCATION CURRICULUM GRADES 2-3**

Curriculum Writers: Nancy Crowell and Ariana Stanton

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The North Smithfield School Department Physical Education Curriculum for grades K-12 was completed in December 2013 by a team of K-12 teachers. The team, identified as the Health and Physical Education Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *Common Core Maps*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*
- *Differentiated Instructional Strategies*
- Educational websites
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano*
- *The Rhode Island Physical Education Framework*
- Webb's Depth of Knowledge

## Mission Statement

*The North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 Physical Education curriculum. It is driven by research-based best practice instruction and assessment in order to develop physically educated individuals through the integration of movement concepts, responsibility, and achievement of life-long physical fitness.*

The K-12 Physical Education Curriculum identifies what all students should know and be able to do in physical education. Each grade or course includes *The Rhode Island Physical Education Framework*, and the *Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects*, research-based instructional strategies, resources, map (or suggested timeline), rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education through the study of Physical Education from *The Rhode Island Physical Education Framework* that include:

- Movement forms
- Motor skills
- Benefits of physical activity
- Physically active life styles
- Responsible personal and social behavior
- Internal and external environments that influence physical activity

## STANDARDS FOR PHYSICAL EDUCATION

- Define content standards— what students should know and be able to do in Physical Education.

## RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employs strategies of “**best practice**” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- Uses ***Classroom Instruction That Works Strategies***:
  - Setting objectives and providing feedback
  - Reinforcing effort and providing recognition
  - Cooperative learning
  - Cues, questions, and advance organizers
  - Nonlinguistic representations
  - Summarizing and note taking
  - Assigning homework and providing practice
  - Identifying similarities and differences

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- Generating and testing hypotheses
- Provide opportunities for independent, partner and collaborative group work
- Facilitates the integration of **Applied Learning Standards** (problem solving, communication, critical thinking, research, reflection/evaluation).
- **Differentiates instruction** by varying the content, process, and product and implementing
- Analyzes **formative assessment** to direct instruction.
- Provides **exemplars and rubrics**.
- Addresses **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Models the use of **graphic organizers**: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart).
- Employs Physical Education **best practices** e.g.,
  - Provides clear expectations for student learning
  - Organizes pairs, groups, and teams
  - Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives
  - Uses a variety of direct and indirect teaching styles
  - Allows students guided choices
  - Emphasizes critical thinking and problem-solving tactics
  - Demonstrates enthusiasm for an active, healthy lifestyle
  - Provides for appropriate practice

## COMMON and SUGGESTED ASSESSMENTS

The North Smithfield School Department Physical Education Curriculum includes common and suggested assessments. Required (red ink) indicates the assessment is required of all students e.g. common asks/performance- based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
- **Common Instructional Assessments (I)** - used by teachers and students during instruction
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards before taking assessments
  - teacher and student use to make decisions about what actions to take to promote further learning
  - on-going, dynamic process that involves far more frequent testing
  - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
  - make some sort of judgment, e.g. what grade
  - program effectiveness
  - e.g. state assessments (AYP), mid-year and final exams
- Additional assessments may include:
  - Activity logs/journals
  - Anecdotal records
  - Exhibits
  - High-five
  - Interviews
    - Student to student
    - Teacher to student
  - Collaboration - interpersonal
  - Graphic organizers, e.g. KWL
  - Multiple Intelligences assessments, e.g. Role playing - bodily kinesthetic
  - Oral presentations
  - Problem/Performance based/common tasks
  - Round Robin
  - Rubrics/checklists
  - Tests and quizzes
  - Technology (Photo-story, Power Point, etc.)
  - Think-alouds
  - Self-assessment
  - Self and peer evaluation
  - Skill assessment
  - Technology
  - Written responses

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## RESOURCES

### Supplementary books/materials

- *Appropriate Instructional Practice Guidelines for Middle School Physical Education*
- *Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition*
- *Guidelines for Physical Education Programs\_2<sup>nd</sup> edition*
- *Moving into the Future National Standards for Physical Education\_2<sup>nd</sup> Edition*
- *Opportunity to Learn Guidelines for Middle School Physical Education*, NASPE
- *P.E. Teacher's Skill by Skill*
- *Physical Best Activity Guide*, NASPE
- *Shape-up Rhode Island*
- *SPARK Physical Education*
- *Success Oriented P.E. Activities for Secondary Students Supporting Physically Active Lifestyles through Quality Physical Education* (RIDE)
- *The Rhode Island Physical Education Framework*

### Technology

- CDs, tapes
- Computer lab
- I-pads
- LCD projector/ laptop
- Elmo
- VCR/DVD
- Internet
- Pedometers
- Smart Board™

### Materials

- Clipboards
- DVDs
- Easel paper
- Easels
- Markers
- Poster boards
- Stopwatches

### Web sites

- [www.24hourfitness.com](http://www.24hourfitness.com) (fitness planning)
- [www.aahperd.org](http://www.aahperd.org) (National Physical Education Organization)

- [www.aahperd.org](http://www.aahperd.org) (National Physical Education Organization)
- [www.acefitness.org](http://www.acefitness.org) (fitness workouts)
- [www.cdc.gov](http://www.cdc.gov)
- [www.education.com](http://www.education.com) (academic benefits, e.g. improve scores)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.everdaype.org](http://www.everdaype.org)
- [www.fitness.gov](http://www.fitness.gov)
- [www.fitnessgram.net](http://www.fitnessgram.net)
- [www.healthychildren.org](http://www.healthychildren.org) (American Academy of Pediatrics)
- [www.heart.org](http://www.heart.org)
- [www.heartratemonitorzone.net](http://www.heartratemonitorzone.net)
- [www.kidsdictionary.com](http://www.kidsdictionary.com)
- [www.kidshealth.org](http://www.kidshealth.org)
- [www.letsmoveinschool.org](http://www.letsmoveinschool.org)
- [www.myfitnessplan.com](http://www.myfitnessplan.com)
- [www.myplate.org](http://www.myplate.org)
- [www.nfl.com/play60](http://www.nfl.com/play60) (children playing 60 minutes per day)
- [www.nsmithfieldri.org](http://www.nsmithfieldri.org)
- [www.opencircle.org](http://www.opencircle.org)
- [www.pbis.org](http://www.pbis.org) (Positive Behavioral Intervention and Support)
- [www.pecentral.com](http://www.pecentral.com)
- [www.peuniverse.com](http://www.peuniverse.com) (Physical Education sharing ideas)
- [www.riahperd.org](http://www.riahperd.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- [www.shapeupri.org](http://www.shapeupri.org) (where to go in RI for physical activity, hiking, biking, rock climbing)
- [www.sparkpe.org](http://www.sparkpe.org)
- [www.teachpe.com](http://www.teachpe.com) (physical education teaching resources)
- [www.teambuildingactivities.com](http://www.teambuildingactivities.com)
- [www.woonymca.org](http://www.woonymca.org)

### Sports equipment for:

- Badminton
- Basketball
- Bowling
- Chinese jump ropes
- Cup stacking
- Dance

- Fitness testing
- Flag football
- Floor Hockey
- Golf
- Jump rope
- Kick Ball
- Parachute
- Recreational games
- Scarf juggling
- Soccer
- Volleyball
- Whiffle Ball

### School/Community

- School nurse
- Boys And Girls Clubs (Woonsocket)
- Gymnasiums
- Health Centers
- Parks
- Playgrounds
- Recreation Department
- Recreational Centers e.g., batting cages
- School Grounds
- Slatersville Reservoir
- Track/Turf
- YMCA/YWCA (Woonsocket, Lincoln)

### Spark PE

- Building a Foundation
- Parachute
- Catching and Throwing
- Manipulatives
- Balance, Stunts and Tumbling
- Jumping
- Kicking and trapping
- Dribbling, volleying, striking
- Dance
- Games
- Aerobic games (3)
- Fitness (3)
- Football (3)
- Basketball (3)
- Softball (3)
- Soccer (3)
- Volley ball (3)

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.1 Use mature form in combination gross locomotor patterns (skip, gallop, slide).</p>		<p><b>The student</b></p> <p>1.1.1 Begins to understand that <b>form</b> in basic skills is the most efficient technique for each skill.</p> <ul style="list-style-type: none"> <li>• warm-up</li> <li>• skill practice</li> <li>• cool-down</li> </ul> <p>1.1.2 Begins to identify and use <b>form</b> in some <b>gross locomotor</b> and some <b>combination patterns</b> (walk, run, hop, jump, leap, skip, gallop, slide).</p> <p><u>Grade 2</u></p> <ul style="list-style-type: none"> <li>• demonstrates basic form in the following: walking, running, hopping, jumping, leaping, skipping, galloping, and sliding                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>▪ <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>▪ <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> </ul> </li> </ul> <p><u>Grade 3</u></p> <ul style="list-style-type: none"> <li>• demonstrates basic form and competency in all of the following: walking, running, hopping, jumping, leaping, skipping, galloping, and sliding.                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>▪ <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>▪ <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> </ul> </li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>• <i>American Heart Association</i></li> <li>• <i>Dynamic Physical Education for Elementary School Children, Ninth Edition</i>, Victor Dauer and Robert Pangrazi</li> <li>• <i>Education</i>, NASPE</li> <li>• <i>Elementary P.E. Teachers Survival Guide</i>, Jeff Carpenter and Diane Tunnell</li> <li>• <i>Fitnessgram/Activitygram Test Administration Manual 4<sup>th</sup> Edition</i></li> <li>• <i>Games</i>, Jessie H. BanCroft</li> <li>• <i>Guidelines for Physical Education Programs, 2<sup>nd</sup> edition</i></li> <li>• <i>Moving into the Future National Standards for Physical Education, 2<sup>nd</sup> Edition</i></li> <li>• <i>New Games and Activities for the Elementary Physical Education Class</i>, Kenneth Tillman, Patricia Rizzo Toner</li> <li>• <i>P.E. Teachers' Skill by Skill Activities Program, Success-Oriented Sports Experiences for Grades K-8</i>, L.F."Bud" Turner and Susan Lilliman Turner</li> <li>• <i>Physical Best Activity Guide, Elementary Level</i>, AAHPERD</li> <li>• <i>Physical Best Activity Guide</i>, NASPE</li> <li>• <i>Physical Education for Lifelong Fitness</i>, AAHPERD</li> <li>• <i>Physical Educators Guide for Teaching Tennis</i></li> <li>• <i>Ready-to-Use P.E. Activities for grades K-2</i>, Joanne Landy and Maxwell Landy</li> <li>• <i>Shape-up Rhode Island</i></li> <li>• <i>SPARK Physical Education</i></li> <li>• <i>Teaching for Outcomes in Elementary Physical Education, A</i></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>• <b>Common units</b></li> <li>• <b>Common unit assessments</b></li> </ul> <p><b>SUGGESTED</b></p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Skill assessment</p> <p>Technology</p>

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
				<p><i>Guide for Curriculum and Assessment</i>, Christine Hopple</p> <ul style="list-style-type: none"> <li>• <i>The Physical Best Teacher's Guide</i>, AAHPERD</li> <li>• <i>The Rhode Island Physical Education Framework</i></li> <li>• <i>What are we Doing in Gym Today?</i> Kenneth Tillman, Patricia Rizzo Toner</li> <li>• <i>You'll Never Guess What We Did in Gym today?</i> Kenneth Tillman and Patricia Rizzo Toner</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CD player</li> <li>• CDs, tapes</li> <li>• Internet</li> <li>• I-pad (TBD)</li> <li>• LCD projector/ laptop</li> <li>• Pedometers</li> <li>• VCR/DVD</li> </ul> <p><b>Web sites</b></p> <ul style="list-style-type: none"> <li>• See introduction</li> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clipboards</li> <li>• DVDs</li> <li>• Easel paper</li> <li>• Easels</li> <li>• Markers</li> <li>• Poster boards</li> <li>• Stopwatches</li> <li>• Sports equipment for:               <ul style="list-style-type: none"> <li>○ Badminton, soft</li> <li>○ Basketball, small</li> <li>○ Bowling, soft and small</li> <li>○ Chinese jump ropes</li> <li>○ Cup stacking</li> <li>○ Dance</li> <li>○ Fitness testing</li> <li>○ Flag football, soft</li> <li>○ Floor Hockey, soft and small</li> <li>○ Golf, mini, rubber</li> <li>○ Jump rope</li> </ul> </li> </ul>	Written responses

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				<ul style="list-style-type: none"> <li>○ Kick Ball, soft</li> <li>○ Parachute</li> <li>○ Recreational games</li> <li>○ Scarf juggling</li> <li>○ Soccer, soft</li> <li>○ Volleyball, soft</li> <li>○ Whiffle Ball , wide and plastic, tee, soft ball</li> <li>● Student white boards</li> <li>● White board markers and erasers</li> </ul> <p><u>School/Community</u></p> <ul style="list-style-type: none"> <li>● See introduction</li> </ul>	
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.2 Master non-locomotor skills (body, space, time, effort, relationship).</p>		<p><b>The student</b></p> <p>1.2.1 Begins to demonstrate form in basic non-locomotor skills</p> <ul style="list-style-type: none"> <li>● balancing</li> <li>● bending</li> <li>● bilateral movement</li> <li>● pushing and pulling</li> <li>● raising and lowering</li> <li>● stretching</li> <li>● swinging and swaying</li> <li>● twisting and turning</li> </ul>	<p style="color: red;"><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>● <i>Provides clear expectations for student learning</i></li> <li>● <i>Organizes pairs, groups, and teams</i></li> <li>● <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>● <i>Uses a variety of direct and indirect teaching styles</i></li> <li>● <i>Allows students guided choices</i></li> <li>● <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>● <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>● <i>Provides for appropriate practice</i></li> </ul>	<p style="color: red;"><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><u>Web sites</u></p> <ul style="list-style-type: none"> <li>● See introduction</li> <li>● <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul> <p><b>Spark PE</b></p> <ol style="list-style-type: none"> <li>1. Building a Foundation</li> <li>2. Parachute</li> <li>3. Catching and Throwing</li> <li>4. Manipulatives</li> <li>5. Balance, Stunts and Tumbling</li> <li>6. Jumping</li> <li>7. Kicking and trapping</li> <li>8. Dribbling, volleying, striking</li> <li>9. Dance</li> <li>10. Games</li> <li>11. Aerobic games (3)</li> <li>12. Fitness (3)</li> <li>13. Football (3)</li> <li>14. Basketball (3)</li> <li>15. Softball (3)</li> <li>16. Soccer (3)</li> <li>17. Volley ball (3)</li> </ol>	<p style="color: red;"><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p style="color: red;"><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>● Common units</li> <li>● Common unit assessments</li> </ul> <p><u>SUGGESTED</u></p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p>



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					Rubrics/checklists  Self-assessment  Self and peer evaluation  Skill assessment  Technology  Written responses
1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.  1.3 Use basic form in fundamental manipulative skills (e.g., throw, catch, strike, dribble).		<p><b>The student</b></p> <p>1.3.1 Begins to identify and demonstrate basic <b>form</b> in the following fundamental <b>manipulative skills (Grade 2)</b>:</p> <ul style="list-style-type: none"> <li>• catching (one hand, two hand)</li> <li>• foot dribbling (inside, outside)</li> <li>• hand dribbling</li> <li>• rolling</li> <li>• striking</li> <li>• striking with long handle implements (pilo polo stick and bat).</li> <li>• throwing (overhand, underhand)</li> <li>• trapping</li> </ul> <p>1.3.2 Begins to demonstrate basic <b>form</b> in the following fundamental <b>manipulative skills (Grade 3)</b>:</p> <ul style="list-style-type: none"> <li>• catching</li> <li>• foot dribbling</li> <li>• hand dribbling</li> <li>• rolling</li> <li>• striking with long handle implements (pilo polo stick and bat).</li> <li>• throwing</li> <li>• trapping</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction                      Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b></p> <ul style="list-style-type: none"> <li>• See introduction</li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul> <p><b>Spark PE</b></p> <ol style="list-style-type: none"> <li>1. Building a Foundation</li> <li>2. Parachute</li> <li>3. Catching and Throwing</li> <li>4. Manipulatives</li> <li>5. Balance, Stunts and Tumbling</li> <li>6. Jumping</li> <li>7. Kicking and trapping</li> <li>8. Dribbling, volleying, striking</li> <li>9. Dance</li> <li>10. Games</li> <li>11. Aerobic games (3)</li> <li>12. Fitness (3)</li> <li>13. Football (3)</li> <li>14. Basketball (3)</li> <li>15. Softball (3)</li> <li>16. Soccer (3)</li> <li>17. Volley ball (3)</li> <li>18. Hockey</li> </ol>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.4 Apply fundamental combinations of movement skills, in low organized games and activities (e.g., run and jump, strike and run).</p>		<p><b>The student</b></p> <p>1.4.1 Begins to form fundamental <b>combinations of movement skills</b> (e.g. run and jump, strike and run). <b>Lead-up activities</b> and games:</p> <ul style="list-style-type: none"> <li>• <b>Net, e.g.:</b> introductory volleyball, badminton, tennis (2) <ul style="list-style-type: none"> <li>○ bumping/passing</li> <li>○ catching/throwing</li> <li>○ ready position/pass</li> <li>○ running/receiving</li> <li>○ running/striking</li> <li>○ stepping/striking</li> <li>○ tossing/striking</li> </ul> </li> <li>• <b>Territory/field sport, e.g.:</b> introductory soccer, basketball, flag football, floor hockey <ul style="list-style-type: none"> <li>○ dribbling/passing</li> <li>○ dribbling/shooting</li> <li>○ jogging/ dribbling</li> <li>○ running/dodging</li> <li>○ running/stopping</li> <li>○ stopping/ receiving</li> <li>○ stopping/striking</li> <li>○ throwing/catching</li> </ul> </li> <li>• <b>Striking, e.g.:</b> introductory whiffle T-ball, kick/handball, bowling, mini golf <ul style="list-style-type: none"> <li>○ reaching/catching</li> <li>○ running/jumping</li> <li>○ running/passing</li> <li>○ stepping and rolling</li> <li>○ stepping/striking</li> </ul> </li> <li>• <b>Dance/rhythm, e.g.:</b> creative movement, introductory line dancing, four wall dancing, folk dance, aerobic dance, scarf juggling, cup stacking, ribbon (2) <ul style="list-style-type: none"> <li>○ hopping/jumping</li> <li>○ leaping/tapping</li> <li>○ lifting/placing</li> <li>○ stepping/touching</li> </ul> </li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>• <i>SPARK Physical Education</i></li> <li>• See complete list in introduction</li> <li>• <b>Technology</b></li> <li>• CD player</li> <li>• CDs, tapes</li> <li>• Internet</li> <li>• I-pad (TBD)</li> <li>• LCD projector/ laptop</li> <li>• Pedometers</li> <li>• VCR/DVD</li> </ul> <p><b>Web sites</b></p> <ul style="list-style-type: none"> <li>• See introduction</li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul> <p><b>Materials</b></p> <ol style="list-style-type: none"> <li>1. Clipboards</li> <li>2. DVDs</li> <li>3. Easel paper</li> <li>4. Easels</li> <li>5. Markers</li> <li>6. Poster boards</li> <li>7. Stopwatches</li> <li>8. Sports – See complete list in introduction</li> <li>9. Student white boards</li> <li>10. White board markers and erasers</li> </ol> <p><b>Spark PE</b></p>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>• Common units</li> <li>• Common unit assessments</li> </ul> <p><b>SUGGESTED</b></p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Skill assessment</p> <p>Technology</p> <p>Written responses</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

Curriculum Writers: Nancy Crowell and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>○ stepping/turning</li> <li>○ tossing/catching</li> <li>● <b>Fitness, e.g.:</b> introductory personal fitness, yoga, aerobics, jumping rope, relay races (3), Chinese jump rope (3), balance (3), circuit training, balance/stunt/tumbling (2), track and field (2), circuit training</li> <li>○ jumping/twisting</li> <li>○ pulling/holding</li> <li>○ running/pivoting</li> <li>○ sitting/reaching</li> <li>○ stretching/balancing</li> <li>○ turning/jumping</li> <li>● <b>Cooperative, e.g.:</b> introductory team building activities, parachute</li> <li>○ balancing</li> <li>○ bending/stretching</li> <li>○ pushing and pulling</li> <li>○ raising and lowering</li> <li>○ twisting and turning</li> <li>● <b>Recreational, e.g.:</b> introductory backyard games (e.g. tag, SPUD, kick the can, monkey in the middle (2)</li> <li>○ running/dodging</li> <li>○ reaching/catching</li> <li>○ running/stopping</li> <li>○ stepping/kicking</li> <li>○ stepping/throwing</li> <li>○ touching/turning</li> </ul>		<ol style="list-style-type: none"> <li>1. Building a Foundation</li> <li>2. Parachute</li> <li>3. Catching and Throwing Manipulatives</li> <li>4. Balance, Stunts and Tumbling</li> <li>5. Jumping</li> <li>6. Kicking and trapping</li> <li>7. Dribbling, volleying, striking</li> <li>8. Dance</li> <li>9. Games</li> <li>10. Aerobic games (3)</li> <li>11. Fitness (3)</li> <li>12. Football (3)</li> <li>13. Basketball (3)</li> <li>14. Softball (3)</li> <li>15. Soccer (3)</li> <li>16. Volley ball (3)</li> <li>17. Hockey (3)</li> </ol> <p><b><u>School/Community</u></b></p> <ol style="list-style-type: none"> <li>11. See introduction</li> </ol>	
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.1 Apply movement vocabulary to an appropriate situation.</p>		<p><b>The student</b></p> <p>2.1.1. Begins to identify and demonstrate the application of <b>movement vocabulary</b> to the physical education setting balance, e.g.</p>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>● <i>Provides clear expectations for student learning</i></li> <li>● <i>Organizes pairs, groups, and teams</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b><u>Supplementary books/materials</u></b></p> <ul style="list-style-type: none"> <li>● <i>SPARK Physical Education</i></li> <li>● See complete list in introduction</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>● CD player</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p><b><u>REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>● <i>Common units</i></li> <li>● <i>Common unit assessments</i></li> </ul> <p><b><u>SUGGESTED</u></b></p> <p>Activity log</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

Curriculum Writers: Nancy Crowell and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>• angle of an object</li> <li>• balance (static and dynamic)</li> <li>• base of support</li> <li>• center of gravity</li> <li>• direction</li> <li>• endurance</li> <li>• flexibility</li> <li>• flow</li> <li>• follow-through</li> <li>• force</li> </ul> <ul style="list-style-type: none"> <li>• levels</li> <li>• locomotor</li> <li>• non-locomotor</li> <li>• pathway</li> <li>• physical fitness</li> <li>• position</li> <li>• posture</li> <li>• rhythm</li> <li>• right and left</li> <li>• space</li> </ul> <ul style="list-style-type: none"> <li>• speed</li> <li>• strategy (game or team)</li> <li>• strategy (game or team)</li> <li>• strength</li> <li>• tempo</li> <li>• time</li> <li>• transfer of body weight</li> </ul> <ul style="list-style-type: none"> <li>▪ <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></li> <li>▪ <a href="http://www.kidsdictionary.com">www.kidsdictionary.com</a></li> <li>▪ <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>▪ <a href="http://www.teachpe.com">www.teachpe.com</a> (<a href="#">physical education teaching resources</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<ul style="list-style-type: none"> <li>• CDs, tapes</li> <li>• Internet</li> <li>• I-pad (TBD)</li> <li>• LCD projector/ laptop</li> <li>• Pedometers</li> <li>• VCR/DVD</li> </ul> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></li> <li>• <a href="http://www.kidsdictionary.com">www.kidsdictionary.com</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> <li>• <a href="http://www.teachpe.com">www.teachpe.com</a> (<a href="#">physical education teaching resource</a>)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clipboards</li> <li>• DVDs</li> <li>• Easel paper</li> <li>• Easels</li> <li>• Markers</li> <li>• Poster boards</li> <li>• Stopwatches</li> <li>• Sports – See complete list in introduction</li> <li>• Student white boards</li> <li>• White board markers and erasers</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• See introduction</li> </ul>	<p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Skill assessment</p> <p>Technology</p> <p>Written responses</p>
2. Students will apply movement concepts and principles to the learning and development of motor skills.		<p><b>The student</b></p> <p>2.2.1 Begins to apply the following <b>biomechanical principles</b>:</p> <ul style="list-style-type: none"> <li>• angle of an object</li> <li>• balance</li> <li>• base of support</li> <li>• center of gravity</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>• <i>SPARK Physical Education</i></li> <li>• See complete list in</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>• <b>Common units</b></li> <li>• <b>Common unit assessments</b></li> </ul>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>2.2 Use introductory application of biomechanical principles (e.g., center of gravity, base of support, force).</p>		<ul style="list-style-type: none"> <li>• follow-through</li> <li>• force</li> <li>• right and left</li> <li>• speed</li> <li>• squaring to the target</li> <li>• transfer of body weight                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.healthychildren.org">www.healthychildren.org</a> (American Academy of Pediatrics)</li> <li>▪ <a href="http://www.teachpe.com">www.teachpe.com</a> (physical education teaching resources)</li> </ul> </li> </ul> <p>2.2.2 Begins to understand the application of <b>biomechanical principles</b> in some of the following categories:</p> <ul style="list-style-type: none"> <li>• <b>Net, e.g.:</b> introductory volleyball, badminton, tennis (2)</li> <li>• <b>Territory/field sport, e.g.:</b> introductory soccer, basketball, flag football, floor hockey</li> <li>• <b>Striking, e.g.:</b> introductory whiffle T-ball, kick/handball, bowling, mini golf</li> <li>• <b>Dance/rhythm, e.g.:</b> creative movement, introductory line dancing, four wall dancing, folk dance, aerobic dance, scarf juggling, cup stacking, ribbon (2)</li> <li>• <b>Fitness, e.g.:</b> introductory personal fitness, yoga, aerobics, jumping rope, relay races (3), Chinese jump rope (3), balance (3), circuit training, balance/stunt/tumbling (2), track and field (2), circuit training</li> <li>• <b>Cooperative, e.g.:</b> introductory team building activities, parachute</li> <li>• <b>Recreational, e.g.:</b> introductory backyard games (e.g. tag, SPUD, kick the can, monkey in the middle (2)                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.everdaype.org">www.everdaype.org</a></li> <li>▪ <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>▪ <a href="http://www.peuniverse.com">www.peuniverse.com</a> (Physical Education sharing ideas)</li> <li>▪ <a href="http://www.teambuildingactivities.com">www.teambuildingactivities.com</a></li> </ul> </li> </ul>	<p><i>student learning</i></p> <ul style="list-style-type: none"> <li>• Organizes pairs, groups, and teams</li> <li>• Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</li> <li>• Uses a variety of direct and indirect teaching styles</li> <li>• Allows students guided choices</li> <li>• Emphasizes critical thinking and problem-solving tactics</li> <li>• Demonstrates enthusiasm for an active, healthy lifestyle</li> <li>• Provides for appropriate practice</li> </ul>	<p>roduction</p> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CD player</li> <li>• CDs, tapes</li> <li>• Internet</li> <li>• I-pad (TBD)</li> <li>• LCD projector/ laptop</li> <li>• Pedometers</li> <li>• VCR/DVD</li> </ul> <p><b>Web sites</b></p> <p>See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.everdaype.org">www.everdaype.org</a></li> <li>• <a href="http://www.healthychildren.org">www.healthychildren.org</a> (American Academy of Pediatrics)</li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.peuniverse.com">www.peuniverse.com</a> (Physical Education sharing ideas)</li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> <li>• <a href="http://www.teachpe.com">www.teachpe.com</a> (physical education teaching resources)</li> <li>• <a href="http://www.teambuildingactivities.com">www.teambuildingactivities.com</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clipboards</li> <li>• DVDs</li> <li>• Easel paper</li> <li>• Easels</li> <li>• Markers</li> <li>• Poster boards</li> <li>• Stopwatches</li> <li>• Sports – See complete list in introduction</li> <li>• Student white boards</li> <li>• White board markers and erasers</li> </ul> <p><b>Spark PE</b></p> <ol style="list-style-type: none"> <li>1. Building a Foundation</li> <li>2. Parachute</li> <li>3. Catching and Throwing</li> </ol>	<p><b>SUGGESTED</b></p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Skill assessment</p> <p>Technology</p> <p>Written responses</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

Curriculum Writers: Nancy Crowell and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/EVIDENCE
				4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games 11. Aerobic games (3) 12. Fitness (3) 13. Football (3) 14. Basketball (3) 15. Softball (3) 16. Soccer (3) 17. Volley ball (3) 18. Hockey (3)  <u>School/Community</u> • See introduction	
2. Students will apply movement concepts and principles to the learning and development of motor skills.  2.3 Recognize critical elements of movement skills to provide feedback to self and others (e.g. peer assessment).		<b>The student</b>  2.3.1 Begins to understand that critical elements such as learning cues and feedback are needed to correct movement skills.  2.3.2 Begins to identify some of the critical elements of a variety of movement forms to help provide feedback to self and others. <u>Grade 2</u> <ul style="list-style-type: none"> <li>• ready position (territory/field, net/wall, individual, fitness)</li> <li>• follow-through (territory/field, net/wall, individual, fitness)</li> <li>• body action, space, time, energy (territory/field, net/wall, individual, fitness)</li> </ul> <u>Grade 3</u> <ul style="list-style-type: none"> <li>• ready position (territory/field, net/wall, individual, fitness,)</li> <li>• preparation (territory/field, net/wall, individual, fitness)</li> <li>• point of contact (team/field, net/wall, individual, fitness)</li> </ul>	<b>TEACHER NOTES</b>  See instructional strategies in the introduction  Employs Physical Education best practices e.g., <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> </ul>	<b>RESOURCE NOTES</b>  See resources in the introduction  <u>Web sites</u> <ul style="list-style-type: none"> <li>• See introduction</li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	<b>ASSESSMENT NOTES</b>  See assessments in the introduction

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>follow-through (territory/field, net/wall, individual, fitness)</li> <li>body action, space, time, energy (territory/field, net/wall, individual, fitness)</li> </ul>	<ul style="list-style-type: none"> <li><i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li><i>Provides for appropriate practice</i></li> </ul>		
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.4 Recognize introductory strategies for offensive and defensive concepts (e.g., off ball movement, recognize passing lanes, scoring strategies, passing ahead).</p>		<p><b>The student</b></p> <p>2.4.1 Begins to identify and use introductory strategies for offense and defense concepts.</p> <ul style="list-style-type: none"> <li><b>Net, e.g.:</b> introductory volleyball, badminton, tennis (2)               <ul style="list-style-type: none"> <li>offensive skills e.g.                   <ul style="list-style-type: none"> <li>sending to open space</li> <li>passing to team mates</li> </ul> </li> <li>defensive skills e.g.                   <ul style="list-style-type: none"> <li>defending space</li> </ul> </li> </ul> </li> <li><b>Territory/field sport, e.g.:</b> introductory soccer, basketball, flag football, floor hockey               <ul style="list-style-type: none"> <li>offensive skills e.g.                   <ul style="list-style-type: none"> <li>moving to open space (on and off ball)</li> <li>passing lanes</li> <li>passing ahead</li> <li>scoring strategies</li> </ul> </li> <li>defensive skills e.g.                   <ul style="list-style-type: none"> <li>moving to open space (on and off ball)</li> <li>mark/guard opponents</li> </ul> </li> </ul> </li> <li><b>Striking, e.g.:</b> introductory whiffle T-ball, kick/handball, bowling, mini golf               <ul style="list-style-type: none"> <li>offensive skills e.g.                   <ul style="list-style-type: none"> <li>sending to open space</li> <li>passing to team mates</li> </ul> </li> <li>defensive skills e.g.                   <ul style="list-style-type: none"> <li>defending space</li> </ul> </li> </ul> </li> <li><b>Fitness, e.g.:</b> introductory personal fitness, yoga, aerobics, jumping rope, relay races (3), Chinese jump rope (3), balance (3), circuit training, balance/stunt/tumbling (2), track and field (2), circuit training               <ul style="list-style-type: none"> <li>personal strengths/weaknesses</li> </ul> </li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li><i>Provides clear expectations for student learning</i></li> <li><i>Organizes pairs, groups, and teams</i></li> <li><i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with a review of instructional objectives</i></li> <li><i>Uses a variety of direct and indirect teaching styles</i></li> <li><i>Allows students guided choices</i></li> <li><i>Emphasizes critical thinking and problem-solving tactics</i></li> <li><i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li><i>Provides for appropriate practice</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>SPARK Physical Education</li> <li>See complete list in introduction</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>CD player</li> <li>CDs, tapes</li> <li>Internet</li> <li>I-pad (TBD)</li> <li>LCD projector/ laptop</li> <li>Pedometers</li> <li>VCR/DVD</li> </ul> <p><b>Web sites</b></p> <p>See introduction</p> <ul style="list-style-type: none"> <li><a href="http://www.letsmoveinschool.org">www.letsmoveinschool.org</a></li> <li><a href="http://www.letsmoveinschool.org">www.letsmoveinschool.org</a></li> <li><a href="http://www.peuniverse.com">www.peuniverse.com</a> (Physical Education sharing ideas)</li> <li><a href="http://www.peuniverse.com">www.peuniverse.com</a> (Physical Education sharing ideas)</li> <li><a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul> <p><b>Materials</b></p>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>Common units</li> <li>Common unit assessments</li> </ul> <p><b>SUGGESTED</b></p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Skill assessment</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

Curriculum Writers: Nancy Crowell and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>○ equipment selection</li> <li>• <b>Cooperative, e.g.:</b> introductory team building activities, parachute               <ul style="list-style-type: none"> <li>○ communication</li> <li>○ cooperation</li> <li>○ decision-making</li> <li>○ defending space</li> <li>○ chasing and fleeing</li> </ul> </li> <li>problem solving</li> <li>team strategies</li> <li>• <b>Recreational, e.g.:</b> introductory backyard games (e.g. tag, SPUD, kick the can, monkey in the middle (2)               <ul style="list-style-type: none"> <li>○ communication</li> <li>○ cooperation</li> <li>○ decision-making</li> <li>○ defending space</li> <li>○ chasing and fleeing</li> </ul> </li> <li>problem solving</li> <li>team strategies</li> <li>▪ <a href="http://www.letsmoveinschool.org">www.letsmoveinschool.org</a></li> <li>▪ <a href="http://www.peuniverse.com">www.peuniverse.com</a> (Physical Education sharing ideas)</li> </ul>		<ul style="list-style-type: none"> <li>• Clipboards</li> <li>• DVDs</li> <li>• Easel paper</li> <li>• Easels</li> <li>• Markers</li> <li>• Poster boards</li> <li>• Stopwatches</li> <li>• Sports – See complete list in introduction</li> <li>• Student white boards</li> <li>• White board markers and erasers</li> </ul> <p><b>Spark PE</b></p> <ol style="list-style-type: none"> <li>1. Building a Foundation</li> <li>2. Parachute</li> <li>3. Catching and Throwing</li> <li>4. Manipulatives</li> <li>5. Balance, Stunts and Tumbling</li> <li>6. Jumping</li> <li>7. Kicking and trapping</li> <li>8. Dribbling, volleying, striking</li> <li>9. Dance</li> <li>10. Games</li> <li>11. Aerobic games (3)</li> <li>12. Fitness (3)</li> <li>13. Football (3)</li> <li>14. Basketball (3)</li> <li>15. Softball (3)</li> <li>16. Soccer (3)</li> <li>17. Volley ball (3)</li> <li>18. Hockey (3)</li> </ol> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• See introduction</li> </ul>	<p>Technology</p> <p>Written responses</p>
3. Students will understand the implications of and the benefits derived from involvement in		<p><b>The student</b></p> <p>3.1.1 Begins to recognize how regular physical activity improves personal health.</p> <ul style="list-style-type: none"> <li>• increase health benefits</li> </ul>	<b>TEACHER NOTES</b>	<b>RESOURCE NOTES</b>	<b>ASSESSMENT NOTES</b>
			See instructional strategies in the introduction	See resources in the introduction	See assessments in the introduction



# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

Curriculum Writers: Nancy Crowell and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>physical activity.</p> <p>3.1 Recognize the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes).</p>		<ul style="list-style-type: none"> <li>○ controls weight</li> <li>○ improves bone strength</li> <li>○ improves muscular strength and endurance</li> <li>○ improves sleep patterns</li> <li>○ increases energy</li> <li>○ reduces body fat</li> <li>○ reduces stress</li> <li>● disease prevention                             <ul style="list-style-type: none"> <li>○ cardiovascular health</li> <li>○ chronic illness</li> <li>○ diabetes</li> <li>○ increases immune system function</li> <li>○ obesity</li> <li>▪ <a href="http://www.heart.org">www.heart.org</a></li> <li>▪ <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>▪ <a href="http://www.myplate.org">www.myplate.org</a></li> <li>▪ <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> </ul> </li> </ul>	<p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>● <i>Provides clear expectations for student learning</i></li> <li>● <i>Organizes pairs, groups, and teams</i></li> <li>● <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>● <i>Uses a variety of direct and indirect teaching styles</i></li> <li>● <i>Allows students guided choices</i></li> <li>● <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>● <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>● <i>Provides for appropriate practice</i></li> </ul>	<p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>● SPARK Physical Education</li> <li>● See complete list in introduction</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● CD player</li> <li>● CDs, tapes</li> <li>● Internet</li> <li>● I-pad (TBD)</li> <li>● LCD projector/ laptop</li> <li>● Pedometers</li> <li>● VCR/DVD</li> </ul> <p><b>Web sites</b></p> <p>See introduction</p> <ul style="list-style-type: none"> <li>● <a href="http://www.heart.org">www.heart.org</a></li> <li>● <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>● <a href="http://www.myplate.org">www.myplate.org</a></li> <li>● <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>● <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>● Clipboards</li> <li>● DVDs</li> <li>● Easel paper</li> <li>● Easels</li> <li>● Markers</li> <li>● Poster boards</li> <li>● Stopwatches</li> <li>● Sports – See complete list in introduction</li> <li>● Student white boards</li> <li>● White board markers and erasers</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>● See introduction</li> </ul>	<p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>● Common units</li> <li>● Common unit assessments</li> </ul> <p><b>SUGGESTED</b></p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Skill assessment</p> <p>Technology</p> <p>Written responses</p>
<p>3. Students will understand the implications of and the benefits derived from involvement in</p>		<p><b>The student</b></p> <p>3.2.1 Begins to identify how regular participation in physical activity improves emotional health.</p>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

Curriculum Writers: Nancy Crowell and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>physical activity.</p> <p>3.2 Recognize the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).</p>		<ul style="list-style-type: none"> <li>• increases                             <ul style="list-style-type: none"> <li>○ acceptance</li> <li>○ positive attitude</li> <li>○ self-esteem</li> <li>○ self-image and confidence</li> </ul> </li> <li>• reduces                             <ul style="list-style-type: none"> <li>○ negative peer pressure</li> <li>○ stress</li> <li>○ anxiety                                     <ul style="list-style-type: none"> <li>▪ <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>▪ <a href="http://www.heart.org">www.heart.org</a></li> <li>▪ <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> </ul> </li> </ul> </li> </ul>	<p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.heart.org">www.heart.org</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> </ul>	
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p> <p>3.3 Recognize the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).</p>		<p><b>The student</b></p> <p>3.3.1 Begins to recognize how regular physical activity improves social health</p> <ul style="list-style-type: none"> <li>• acceptance</li> <li>• cooperation</li> <li>• fair play</li> <li>• relationships: friends, family, school, community</li> <li>• responsibility</li> <li>• sportsmanship</li> <li>• teamwork</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b></p> <ul style="list-style-type: none"> <li>• See introduction</li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>
<p>3. Students will understand the implications of and the benefits derived from</p>		<p><b>The student</b></p> <p>3.4.1 Uses physical activity such as:</p>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>involvement in physical activity.</p> <p>3.4 Use physical activity as a means of self-expression.</p>		<ul style="list-style-type: none"> <li>• Net</li> <li>• Territory/field sport</li> <li>• Striking</li> <li>• Dance/rhythm</li> <li>• Fitness</li> <li>• Cooperative</li> <li>• Recreational</li> </ul> <p>as a means of <b>self-expression</b>.</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.heart.org">www.heart.org</a></li> <li>▪ <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> </ul>		<p><b>Web sites</b></p> <p>See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.heart.org">www.heart.org</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	
<p>4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.1 Participate at the introductory level in some components of a health-related physical fitness assessment tool (e.g., FitnessGram, Physical Best, President’s Council on Physical Fitness).</p>		<p><b>The student</b></p> <p>4.1.1 Engages in Fitnessgram Test (Pacer Test) to assess</p> <ul style="list-style-type: none"> <li>• aerobic endurance</li> <li>• agility</li> <li>• flexibility</li> <li>• muscular strength and endurance</li> <li>• speed                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> </ul> </li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>• <i>SPARK Physical Education</i></li> <li>• See complete list in introduction</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CD player</li> <li>• CDs, tapes</li> <li>• Internet</li> <li>• I-pad (TBD)</li> <li>• LCD projector/ laptop</li> <li>• Pedometers</li> <li>• VCR/DVD</li> </ul> <p><b>Web sites</b></p> <p>See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clipboards</li> <li>• DVDs</li> <li>• Easel paper</li> <li>• Easels</li> <li>• Markers</li> <li>• Poster boards</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>• <b>Common units</b></li> <li>• <b>Common unit assessments</b></li> </ul> <p><b>SUGGESTED</b></p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

Curriculum Writers: Nancy Crowell and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
				<ul style="list-style-type: none"> <li>• Stopwatches</li> <li>• Sports – See complete list in introduction</li> <li>• Student white boards</li> <li>• White board markers and erasers</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• See introduction</li> </ul>	Self-assessment  Self and peer evaluation  Skill assessment  Technology  Written responses
4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.  4.2 Select and participate regularly in physical activities for the purpose of improving skills and health..		<p><b>The student</b></p> <p>4.2.1 Begins to make improvement towards reaching the health-related fitness standards of the Fitnessgram Test/Pacer Test</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> </ul> <p>4.2.2 Participates in physical activity to improve scores for each of the fitness components on the Fitnessgram Test/Pacer Test, e.g.</p> <ul style="list-style-type: none"> <li>○ fitness station</li> <li>○ warm-up activities</li> <li>○ class time</li> <li>▪ <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> </ul> <p>4.2.3 Self-evaluates his/her fitness improvement.</p> <ul style="list-style-type: none"> <li>○ analysis of Pacer test Data</li> <li>▪ <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b></p> <p>See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul> <p><b>Spark PE</b></p> <ol style="list-style-type: none"> <li>1. Building a Foundation</li> <li>2. Parachute</li> <li>3. Catching and Throwing</li> <li>4. Manipulatives</li> <li>5. Balance, Stunts and Tumbling</li> <li>6. Jumping</li> <li>7. Kicking and trapping</li> <li>8. Dribbling, volleying, striking</li> <li>9. Dance</li> <li>10. Games</li> <li>11. Aerobic games (3)</li> <li>12. Fitness (3)</li> <li>13. Football (3)</li> <li>14. Basketball (3)</li> <li>15. Softball (3)</li> <li>16. Soccer (3)</li> <li>17. Volley ball (3)</li> <li>18. Hockey (3)</li> </ol>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>• Common units</li> <li>• Common unit assessments</li> </ul> <p><b>SUGGESTED</b></p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p> <p>Self-assessment</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
					Self and peer evaluation  Skill assessment  Technology  Written responses
4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.  4.3 Recognize how fitness testing results relate to their ability to perform various physical activities..		<b>The student</b>  4.3.1 Begins to understand how physical fitness testing results (e.g., pre/post test, assessments, charts) relate to their ability to perform various activities involving <ul style="list-style-type: none"> <li>• pacer - aerobic capacity/cardiovascular endurance</li> <li>• agility run</li> <li>• push-up</li> <li>• curl-up</li> <li>• pull-up</li> <li>• sit and reach                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> </ul> </li> </ul>	<b>TEACHER NOTES</b>  See instructional strategies in the introduction	<b>RESOURCE NOTES</b>  See resources in the introduction  <u>Web sites</u> See introduction <ul style="list-style-type: none"> <li>• <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	<b>ASSESSMENT NOTES</b>  See assessments in the introduction
4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.  4.4 Participate in several activities related to each component of health-related physical fitness (e.g., cardio-		<b>The student</b>  4.4.1 Recognizes changes in pre and post test results in Fitnessgram™ Test/Pacer Test and develops a basic physical activity plan based on these results. <ul style="list-style-type: none"> <li>• <b>specificity</b> - type of exercises that increase fitness in each of the five specific areas                             <ul style="list-style-type: none"> <li>○ aerobic capacity/cardiovascular endurance</li> <li>○ muscular endurance/muscular strength</li> <li>○ flexibility</li> <li>○ agility (begin at grade 3 only)</li> <li>○ speed begin at (grade 3 only)</li> </ul> </li> <li>• <b>progression</b> - gradual increase in FITT                             <ul style="list-style-type: none"> <li>○ frequency</li> </ul> </li> </ul>	<b>TEACHER NOTES</b>  See instructional strategies in the introduction  Employs Physical Education best practices e.g., <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with</i></li> </ul>	<b>RESOURCE NOTES</b>  See resources in the introduction  <u>Web sites</u> See introduction <ul style="list-style-type: none"> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	<b>ASSESSMENT NOTES</b>  See assessments in the introduction

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

Curriculum Writers: Nancy Crowell and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
respiratory, muscular strength and endurance, flexibility, balance, agility)..		<ul style="list-style-type: none"> <li>○ intensity</li> <li>○ time</li> <li>○ type (does not pertain to progression)                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.aahperd.org">www.aahperd.org</a> (National Physical Education Organization)</li> <li>▪ <a href="http://www.acefitness.org">www.acefitness.org</a> (fitness workouts)</li> <li>▪ <a href="http://www.education.com">www.education.com</a> (academic benefits, e.g. improve scores)</li> <li>▪ <a href="http://www.myfitnessplan.com">www.myfitnessplan.com</a></li> </ul> </li> </ul>	<p><i>physiological cool down and a review of instructional objectives</i></p> <ul style="list-style-type: none"> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>		
<p>4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.5 Recognize changes in pre and post- test results in health-related fitness tests resulting from physical activity.</p>		<p><b>The student</b></p> <p>4.5.1 Identifies several physical activities related to each component of health-related physical fitness to improve <b>skills</b> and <b>health</b> by participating in some of the following activities, e.g.</p> <ul style="list-style-type: none"> <li>• <b>aerobic capacity/cardiovascular endurance</b> <ul style="list-style-type: none"> <li>○ bike riding</li> <li>○ dancing</li> <li>○ ice skating</li> <li>○ jogging</li> <li>○ jumping rope</li> <li>○ roller blading</li> <li>○ running</li> <li>○ skateboarding</li> <li>○ skipping</li> <li>○ swimming</li> <li>○ walking</li> </ul> </li> <li>• <b>muscular strength and endurance</b> <ul style="list-style-type: none"> <li>○ chin-ups</li> <li>○ pull-ups</li> <li>○ push-ups</li> <li>○ sit-ups</li> </ul> </li> <li>• <b>flexibility</b> <ul style="list-style-type: none"> <li>○ dynamic stretching</li> <li>○ static stretching</li> <li>○ yoga                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.24hourfitness.com">www.24hourfitness.com</a> (fitness planning)</li> <li>▪ <a href="http://www.aahperd.org">www.aahperd.org</a> (National Physical Education Organization)</li> </ul> </li> </ul> </li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Spark PE</b></p> <ol style="list-style-type: none"> <li>1. Building a Foundation</li> <li>2. Parachute</li> <li>3. Catching and Throwing</li> <li>4. Manipulatives</li> <li>5. Balance, Stunts and Tumbling</li> <li>6. Jumping</li> <li>7. Kicking and trapping</li> <li>8. Dribbling, volleying, striking</li> <li>9. Dance</li> <li>10. Games</li> <li>11. Aerobic games (3)</li> <li>12. Fitness (3)</li> <li>13. Football (3)</li> <li>14. Basketball (3)</li> <li>15. Softball (3)</li> <li>16. Soccer (3)</li> <li>17. Volley ball (3)</li> <li>18. Hockey (3)</li> </ol> <p><b>Web sites</b></p> <p>See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a> (National Physical Education Organization)</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>• <b>Common units</b></li> <li>• <b>Common unit assessments</b></li> </ul> <p><b>SUGGESTED</b></p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p>

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>Education Organization)                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.nfl.com/play60">www.nfl.com/play60</a> (children playing 60 minutes per day)</li> <li>▪ <a href="http://www.shapeupri.org">www.shapeupri.org</a> (where to go in RI for physical activity, hiking, biking, rock climbing)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://www.acefitness.org">www.acefitness.org</a> (fitness workouts)</li> <li>• <a href="http://www.education.com">www.education.com</a> (academic benefits, e.g. improve scores)</li> <li>• <a href="http://www.myfitnessplan.com">www.myfitnessplan.com</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	Self-assessment  Self and peer evaluation  Skill assessment  Technology  Written responses
4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.  4.6 Recognize that a variety of technologies exist that may enhance fitness levels (e.g. web-based programs, fitness machines, etc.).		<p><b>The student</b></p> <p>4.6.1 Begins to identify how various <b>technologies</b> can assist in the development of a fitness plan, e.g.</p> <ul style="list-style-type: none"> <li>• web-based programs</li> <li>• pedometers</li> <li>• physical activity log.                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.heartratemonitorzone.net">www.heartratemonitorzone.net</a></li> </ul> </li> </ul> <p>4.6.2 Monitors physical activity and intensity levels using <b>technology</b>, e.g.</p> <ul style="list-style-type: none"> <li>• pedometers                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> <li>▪ <a href="http://www.healthychildren.org">www.healthychildren.org</a> (American Academy of Pediatrics)</li> <li>▪ <a href="http://www.heartratemonitorzone.net">www.heartratemonitorzone.net</a></li> <li>▪ <a href="http://www.letsmoveinschool.org">www.letsmoveinschool.org</a></li> </ul> </li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> <li>• <a href="http://www.healthychildren.org">www.healthychildren.org</a> (American Academy of Pediatrics)</li> <li>• <a href="http://www.heartratemonitorzone.net">www.heartratemonitorzone.net</a></li> <li>• <a href="http://www.letsmoveinschool.org">www.letsmoveinschool.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>5.1 Use self-control in movement activities.</p>		<p><b>The student</b></p> <p>5.1.1 Demonstrate an understanding of personal and general space by using self-control in all activities, e.g.</p> <ul style="list-style-type: none"> <li>• applying safe practices, e.g. proper attire to allow for uninhibited movement</li> <li>• rules and procedures (classroom management plan)</li> <li>• proper, intended, and safe equipment use.                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.pecentral.com">www.pecentral.com</a></li> </ul> </li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>• <i>SPARK Physical Education</i></li> <li>• See complete list in introduction</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CD player</li> <li>• CDs, tapes</li> <li>• Internet</li> <li>• I-pad (TBD)</li> <li>• LCD projector/ laptop</li> <li>• Pedometers</li> <li>• VCR/DVD</li> </ul> <p><b>Web sites</b></p> <p>See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clipboards</li> <li>• DVDs</li> <li>• Easel paper</li> <li>• Easels</li> <li>• Markers</li> <li>• Poster boards</li> <li>• Stopwatches</li> <li>• Sports – See complete list in introduction</li> <li>• Student white boards</li> <li>• White board markers and erasers</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• See introduction</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>• <b>Common units</b></li> <li>• <b>Common unit assessments</b></li> </ul> <p><b>SUGGESTED</b></p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Skill assessment</p> <p>Technology</p> <p>Written responses</p>



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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.2 Follow activity-specific laws, rules, procedures, and etiquette.</p>		<p><b>The student</b></p> <p>5.2.1 Adheres to all rules and procedures .</p> <p>5.2.2 Follows activity-specific laws, rules, procedures, and etiquette for:</p> <ul style="list-style-type: none"> <li>• Net</li> <li>• Territory/field sport</li> <li>• Striking</li> <li>• Dance/rhythm</li> <li>• Fitness</li> <li>• Cooperative</li> <li>• Recreational                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.pbis.org">www.pbis.org</a> (Positive Behavioral Intervention and Support)</li> <li>▪ <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> </ul> </li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbis.org">www.pbis.org</a> (Positive Behavioral Intervention and Support)</li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.3 Utilize safety principles in activity situations and settings..</p>		<p><b>The student</b></p> <p>5.3.1 Begins to demonstrate the ability to be safe in all movement activities.</p> <ul style="list-style-type: none"> <li>• body awareness</li> <li>• respect for self and other</li> <li>• safe and appropriate clothing and footwear</li> <li>• safe and appropriate use of equipment</li> <li>• self- control</li> <li>• spatial awareness                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.opencircle.org">www.opencircle.org</a></li> <li>▪ <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> </ul> </li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.cdc.gov/injury/">www.cdc.gov/injury/</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.4 Work cooperatively and productively with</p>		<p><b>The student</b></p> <p>5.4.1 Begins to works <b>cooperatively</b> and <b>productively</b> with a partner and/or a group to achieve a set goal.</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.opencircle.org">www.opencircle.org</a></li> <li>▪ <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
a partner and/or a group to accomplish a set goal.		5.4.2 Begins to demonstrate respectful behavior, verbally and non-verbally with peers and teachers to achieve a set goal. <ul style="list-style-type: none"> <li>▪ <a href="http://www.opencircle.org">www.opencircle.org</a></li> <li>▪ <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> </ul> 5.4.3 Begins to apply the principles of <b>Open Circle</b> in the PE setting <ul style="list-style-type: none"> <li>• Non-negotiable rules               <ul style="list-style-type: none"> <li>▪ <a href="http://www.opencircle.org">www.opencircle.org</a></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://www.opencircle.org">www.opencircle.org</a></li> </ul>	
5. Students will demonstrate responsible personal and social behavior in physical activity settings  5.5 Work independently and on task for developmentally appropriate periods of time.		<b>The student</b>  5.5.1 Demonstrates the ability to work independently and on task for developmentally appropriate periods of time (3-7 minutes). <ul style="list-style-type: none"> <li>▪ <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> <li>▪ <a href="http://www.opencircle.org">www.opencircle.org</a></li> </ul>	<b>TEACHER NOTES</b>  See instructional strategies in the introduction	<b>RESOURCE NOTES</b>  See resources in the introduction  <b>Web sites</b> See introduction <ul style="list-style-type: none"> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	<b>ASSESSMENT NOTES</b>  See assessments in the introduction
5. Students will demonstrate responsible personal and social behavior in physical activity settings  5.6 Recognize ways to peacefully resolve conflicts.		<b>The student</b>  5.6.1 Identify and demonstrates appropriate ways to resolve conflicts safely.  5.6.2 Demonstrates respect for others in positive and negative game situations <ul style="list-style-type: none"> <li>▪ <a href="http://www.opencircle.org">www.opencircle.org</a></li> <li>▪ <a href="http://www.pbis.org">www.pbis.org</a></li> </ul> 5.6.3 Applies a <b>conflict resolution process, for example from Great Body Shop</b> when confronted with a behavior choice: <ul style="list-style-type: none"> <li>○ <i>define the conflict</i></li> <li>○ <i>agree to solve the problem</i></li> </ul>	<b>TEACHER NOTES</b>  See instructional strategies in the introduction  Employs Physical Education best practices e.g., <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> </ul>	<b>RESOURCE NOTES</b>  See resources in the introduction  <b>Web sites</b> See introduction <ul style="list-style-type: none"> <li>• <a href="http://www.opencircle.org">www.opencircle.org</a></li> <li>• <a href="http://www.pbis.org">www.pbis.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	<b>ASSESSMENT NOTES</b>  See assessments in the introduction

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>○ <i>exchange reasons for opinions</i></li> <li>○ <i>revise opinions</i></li> <li>○ <i>brainstorm solutions</i></li> <li>○ <i>determine the best solution.</i></li> </ul> <p>5.6.4 Applies the school-wide <b>conflict resolution process, Open Circle</b> when confronted with a behavior choice:</p>	<ul style="list-style-type: none"> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>		
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.7 Describe appropriate interactions for participating in group activities..</p>		<p><b>The student</b></p> <p>5.7.1 Begins to accepts responsibility for one’s own action without blaming others.</p> <p>5.7.2 Begins to respond to winning and losing with dignity and respect.</p> <p>5.7.3 Begins to include others in physical activities and respects individual differences in skill levels.</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>▪ <a href="http://www.pbis.org">www.pbis.org</a> (Positive Behavioral Intervention and Support)</li> <li>▪ <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>▪ <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.pbis.org">www.pbis.org</a> (Positive Behavioral Intervention and Support)</li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.1 Recognize appropriate and safe areas within the community to participate in physical activity.</p>		<p><b>The student</b></p> <p>6.1.1 Begins to identify appropriate and safe areas within the community to participate in physical activity.</p> <p>6.1.2 Begins to identify various safe locations that are intended for recreation and play e.g.</p> <ul style="list-style-type: none"> <li>• beaches</li> <li>• bike paths</li> <li>• Boys and Girls Clubs (Woonsocket)</li> <li>• gymnasiums</li> <li>• health centers</li> <li>• parks</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>• <i>SPARK Physical Education</i></li> <li>• See complete list in introduction</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CD player</li> <li>• CDs, tapes</li> <li>• Internet</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p> <p><b>REQUIRED</b></p> <ul style="list-style-type: none"> <li>• <b>Common units</b></li> <li>• <b>Common unit assessments</b></li> </ul> <p><b>SUGGESTED</b></p> <p>Activity log</p> <p>Anecdotal records</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

Curriculum Writers: Nancy Crowell and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>• playgrounds</li> <li>• Park and Recreation Department</li> <li>• recreational centers e.g., batting cages</li> <li>• school grounds</li> <li>• Slatersville Reservoir</li> <li>• track/turf</li> <li>• Wide World of Indoor Sports</li> <li>• Wide World of Indoor Sports</li> <li>• YMCA/YWCA (Woonsocket, Lincoln)                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>▪ <a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li>▪ <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>▪ <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>▪ <a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul> </li> </ul>	<p><i>activities, and closes with physiological cool down and a review of instructional objectives</i></p> <ul style="list-style-type: none"> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<ul style="list-style-type: none"> <li>• I-pad (TBD)</li> <li>• LCD projector/ laptop</li> <li>• Pedometers</li> <li>• VCR/DVD</li> </ul> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> <li>• <a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clipboards</li> <li>• DVDs</li> <li>• Easel paper</li> <li>• Easels</li> <li>• Markers</li> <li>• Poster boards</li> <li>• Stopwatches</li> <li>• Sports – See complete list in introduction</li> <li>• Student white boards</li> <li>• White board markers and erasers</li> </ul> <p><b>School/Community</b></p> <ul style="list-style-type: none"> <li>• See introduction</li> </ul>	<p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p> <p>Performance-based tasks</p> <p>Round Robin</p> <p>Rubrics/checklists</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Skill assessment</p> <p>Technology</p> <p>Written responses</p>
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.2 Recognize physical activities that can be performed in a variety of settings..</p>		<p><b>The student</b></p> <p>6.2.1 Begins to identify physical activities that can be performed in a variety of settings, e.g.</p> <ul style="list-style-type: none"> <li>• Interscholastic</li> <li>• Intramural</li> <li>• Recreational</li> <li>• elite (e.g. AAU, development team)</li> <li>• college/university camps</li> <li>• private/independent</li> </ul>	<p style="color: red;"><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p>	<p style="color: red;"><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> </ul>	<p style="color: red;"><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

Curriculum Writers: Nancy Crowell and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>▪ <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>▪ <a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li>▪ <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>▪ <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>▪ <a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> <li>• <a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul>	
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.3 Recognize how peers, media, and technology can impact one's level of physical activity..</p>		<p><b>The student</b></p> <p>6.3.1 Begins to describe how different forms of media and technology can impact one's level and type of physical activity, e.g.</p> <ul style="list-style-type: none"> <li>• DVDs – exercise programs</li> <li>• equipment –bicycle</li> <li>• games – Wii Fitness, X-Box Kinect</li> <li>• Internet – on-line fitness programs</li> <li>• i-Pod, MP-3 - music, motivation</li> <li>• media- health related articles, health reports</li> <li>• monitors –pedometers</li> <li>• T.V. programming.</li> </ul> <p>6.3.2 Begins to recognize that media and technology can have positive and negative influences.</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>▪ <a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li>▪ <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>▪ <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>▪ <a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a>.</li> <li>• <a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>
<p>6. Students will understand that internal and external environments influence physical activity.</p>		<p><b>The student</b></p> <p>6.4.1 Begins to identify healthy ways to promote physical activity with peers through</p> <ul style="list-style-type: none"> <li>• challenging experiences</li> <li>• inclusion ( inviting others to participate)</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b> <a href="#">See introduction</a></p>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
6.4 Recognize healthy ways to promote physical activity with peers..		<ul style="list-style-type: none"> <li>• modeling (activities inside and outside of the school)</li> <li>• positive reinforcement.                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.everdaype.org">www.everdaype.org</a></li> <li>▪ <a href="http://www.fitness.gov">www.fitness.gov</a></li> <li>▪ <a href="http://www.letsmoveinschool.org">www.letsmoveinschool.org</a></li> <li>▪ <a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li>▪ <a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> <li>• <a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul>	
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.5 Identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, recreation d department, PAL).</p>		<p><b>The student</b></p> <p>6.5.1 Begins to identify youth organizations in the community that offer physical activity programs e.g.,</p> <ul style="list-style-type: none"> <li>• YMCA/YWCA</li> <li>• Recreation departments</li> <li>• School enrichment activities (basketball instruction, yoga).                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li>▪ <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>▪ <a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul> </li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.nsmithfieldri.org">www.nsmithfieldri.org</a></li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> <li>• <a href="http://www.woonymca.org">www.woonymca.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.6 Identify a variety of valid sources to find information about physical activity..</p>		<p><b>The student</b></p> <p>6.6.1 Begins to use a variety of resources to select physical activity information that is <b>reliable and valid</b>.</p> <p>6.6.2 Begins to use physical activity information from:</p> <ul style="list-style-type: none"> <li>• classroom teachers</li> <li>• coach</li> <li>• counselors</li> <li>• health teacher</li> <li>• internet sources</li> <li>• library</li> <li>• parents</li> <li>• peers</li> <li>• physical education teacher</li> </ul>	<p><b>TEACHER NOTES</b></p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <li>• <i>Provides clear expectations for student learning</i></li> <li>• <i>Organizes pairs, groups, and teams</i></li> <li>• <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <p>See resources in the introduction</p> <p><b>Web sites</b> See introduction</p> <ul style="list-style-type: none"> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.letsmoveinschool.org">www.letsmoveinschool.org</a></li> <li>• <a href="http://www.sparkpe.org">www.sparkpe.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p>See assessments in the introduction</p>

# NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 2-3

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PHYSICAL EDUCATION	Other	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> <li>• print sources</li> <li>• school nurse</li> <li>• T.V. media                             <ul style="list-style-type: none"> <li>▪ <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>▪ <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>▪ <a href="http://www.letsmoveinschool.org">www.letsmoveinschool.org</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses a variety of direct and indirect teaching styles</i></li> <li>• <i>Allows students guided choices</i></li> <li>• <i>Emphasizes critical thinking and problem-solving tactics</i></li> <li>• <i>Demonstrates enthusiasm for an active, healthy lifestyle</i></li> <li>• <i>Provides for appropriate practice</i></li> </ul>		