

2014

**NORTH
SMITHFIELD
SCHOOL
DEPARTMENT**

PHYSICAL EDUCATION CURRICULUM GRADES 4-5

North Smithfield Middle School
Curriculum Writers: Pam Authier, 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
 - Generating and testing hypotheses
- Provide opportunities for independent, partner and collaborative group work

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- 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 4th Edition
- *Guidelines for Physical Education Programs*, 2nd edition
- *Moving into the Future National Standards for Physical Education*, 2nd 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™

Web sites

- www.aahperd.org
- www.cdc.gov
- www.charactercounts.org
- www.donorschoose.org
- www.edhelper.com
- www.everdaype.org
- www.fitness.gov
- www.fitnessgram.net
- www.fitnessmercola.com
- www.healthychildren.org (American Academy of Pediatrics)
- www.heart.org
- www.kidshealth.org
- www.letsmoveinschool.org
- www.myplate.org
- www.nfl.com/play60
- www.pbis.org (Positive Behavioral Intervention and Support)
- www.pecentral.com
- www.peuniverse.com (Physical Education sharing ideas)
- www.riahperd.org
- www.ride.ri.gov
- www.shapeupri.org
- www.teachpe.com (physical education teaching resources)
- www.thrive.org
- www.wikipedia.com
- www.heartratemonitorzone.net

Materials

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

• 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)

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ 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 many gross locomotor and many combination patterns (run, hop, jump, leap, skip, gallop, slide).</p>		<p>The student</p> <p>1.1.1 Develops some mature forms in basic gross locomotor and many combination patterns essential to further skill development.</p> <p>1.1.2 Demonstrates developing movement skills and concepts:</p> <ul style="list-style-type: none"> • Locomotor Skills: walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop • Combination Patterns, e.g. <ul style="list-style-type: none"> ○ tossing/striking ○ bumping/passing ○ running/striking ○ stepping/striking ○ ready position/passing ○ hand eye coordination ○ running/throwing ○ running/striking ○ running/receiving ○ running/dodging ○ dribbling/throwing ○ dribbling/striking ○ running/passing ○ running/jumping ○ stepping and rolling ○ stepping/striking ○ reaching/catching ○ stepping/turning ○ tossing/catching ○ lifting/placing ○ stepping/touching ○ hopping/jumping ○ sitting/reaching ○ stretching/balancing ○ pulling/holding ○ turning/jumping ○ running/pivoting ○ jumping/twisting ○ raising and lowering 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • See introduction <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment for: <ul style="list-style-type: none"> ○ 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 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses

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		<ul style="list-style-type: none"> ○ balancing ○ bending/stretching ○ twisting and turning ○ pushing and pulling ○ touching/turning ○ running/dodging ○ stepping/throwing ○ stepping/kicking <p>1.1.3 Demonstrates proper form in all warm-up and cool-down activities, e.g.</p> <ul style="list-style-type: none"> ● Fitnessgram™ warm-ups ● dynamic stretching ● planks ● Pacer 		<ul style="list-style-type: none"> ○ Soccer ○ Volleyball ○ Whiffle Ball ● Student white boards ● White board markers and erasers <p><u>School/Community</u></p> <ul style="list-style-type: none"> ● See introduction 	
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.2 Use mature form in non-locomotor skills (body, space, time, effort, relationship).</p>		<p>The student</p> <p>1.2.1 Begins to understand and apply basic skills specific to games and sports:</p> <ul style="list-style-type: none"> ● Net: volleyball, badminton <ul style="list-style-type: none"> ○ skills: striking, hitting/serving, setting, bumping, hand/eye coordination ● Territory/field sports: soccer, basketball, flag football, floor hockey <ul style="list-style-type: none"> ○ skills: throwing, kicking, passing, receiving, catching, pivoting, carrying, hitting, running, dribbling, striking, dodging, shooting, punting, trapping, stick handling, heading ● Striking: whiffle ball kickball, bowling, mini golf <ul style="list-style-type: none"> ○ skills: striking, throwing, catching, running, rolling, releasing ● Dance/rhythm: line dancing, four wall dancing, folk dance, aerobic dance, scarf juggling, cup stacking <ul style="list-style-type: none"> ○ skills: counting beats, formation, sequence, basic dance steps (e.g. step hop, grapevine), posture ● Fitness: personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope <ul style="list-style-type: none"> ○ skills: stance, posture, alignment, jumping, balance, lifting, running, pushing, pulling, 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> ● <i>Provides clear expectations for student learning</i> ● <i>Organizes pairs, groups, and teams</i> ● <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> ● <i>Uses a variety of direct and indirect teaching styles</i> ● <i>Allows students guided choices</i> ● <i>Emphasizes critical thinking and problem-solving tactics</i> ● <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> ● <i>Fitnessgram™/Activitygram™ Test Administration Manual 4th Edition</i> ● <i>SPARK Physical Education</i> ● <i>American Heart Association</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> ● CD player ● CDs, tapes ● Internet ● I-pad (TBD) ● LCD projector/ laptop ● Pedometers ● VCR/DVD <p><u>Web sites</u></p> <ul style="list-style-type: none"> ● www.healthychildren.org (American Academy of Pediatrics) ● www.pecentral.com ● www.riahperd.org <p><u>Materials</u></p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> ● Common units ● Common unit assessments <p>SUGGESTED</p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>High-five</p> <p>Interviews</p> <p>Oral</p>

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		<p>throwing, pivoting, body position(e.g. hanging on straight arms, problem solving)</p> <ul style="list-style-type: none"> • Cooperative: team building activities, parachute <ul style="list-style-type: none"> ○ skills: throwing, catching, tossing, problem solving, working together, communication, trust, striking , rolling • Recreational: backyard games (e.g. tag, kick the can) <ul style="list-style-type: none"> ○ skills: eye-hand coordination, teamwork, strategizing, jumping, rhythm <ul style="list-style-type: none"> ▪ www.healthychildren.org (American Academy of Pediatrics) ▪ www.pecentral.com ▪ www.riahperd.org 	<ul style="list-style-type: none"> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment for: <ul style="list-style-type: none"> ○ 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 • Student white boards • White board markers and erasers <p><u>School/Community</u></p> <ul style="list-style-type: none"> • See introduction 	<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>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.3 Show mature form in fundamental manipulative skills (e.g., throw, catch, strike, dribble).</p>		<p>The student</p> <p>1.3.1 Identifies and demonstrates mature form in the following fundamental manipulative skills:</p> <ul style="list-style-type: none"> • catching • follow through • foot dribbling • hand dribbling • releasing • rolling • striking with long handle implements (hockey) • throwing • trapping <ul style="list-style-type: none"> ▪ www.fitness.gov 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<ul style="list-style-type: none"> ▪ www.letsmoveinschool.org ▪ www.peuniverse.com (Physical Education sharing ideas) 	<p><i>activities, and closes with physiological cool down and a review of instructional objectives</i></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • LCD projector/ laptop • Pedometers • VCR/DVD <p><u>Web sites</u></p> <ul style="list-style-type: none"> • www.fitness.gov • www.letsmoveinschool.org • www.peuniverse.com (Physical Education sharing ideas) <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p><u>School/Community</u></p> <ul style="list-style-type: none"> • See introduction 	<ul style="list-style-type: none"> • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.4 Show mature form in fundamental combinations of movement skills (e.g., run and jump, strike and run).</p>		<p>The student</p> <p>1.4.1 Demonstrates mature form in fundamental combinations of movement skills (e.g. run and jump, strike and run).</p> <p>Lead-up activities and games:</p> <ul style="list-style-type: none"> • Net: volleyball, badminton <ul style="list-style-type: none"> ○ tossing/striking ○ bumping/passing ○ running/striking ○ stepping/striking ○ ready position/passing ○ hand eye coordination • Territory/field sports: soccer, basketball, flag football, floor hockey <ul style="list-style-type: none"> ○ running/throwing ○ running/striking ○ running/receiving 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • 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 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • Fitnessgram™/Activitygram_Test Administration Manual 4th Edition • SPARK Physical Education • American Heart Association <p><u>Technology</u></p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p>

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<ul style="list-style-type: none"> ○ running/dodging ○ dribbling/throwing ○ dribbling/striking ● Striking: whiffle ball, kickball, bowling, mini golf <ul style="list-style-type: none"> ○ running/passing ○ running/jumping ○ stepping and rolling ○ stepping/striking ○ reaching/catching ● Dance/rhythm: line dancing, four wall dancing, folk dance, aerobic dance, scarf juggling, cup stacking <ul style="list-style-type: none"> ○ stepping/turning ○ tossing/catching ○ lifting/placing ○ stepping/touching ○ hopping/jumping ● Fitness: personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope <ul style="list-style-type: none"> ○ sitting/reaching ○ stretching/balancing ○ pulling/holding ○ turning/jumping ○ running/pivoting ○ jumping/twisting ● Cooperative: team building activities, parachute <ul style="list-style-type: none"> ○ raising and lowering ○ balancing ○ bending/stretching ○ twisting and turning ○ pushing and pulling ● Recreational: backyard games (e.g. tag, kick the can) <ul style="list-style-type: none"> ○ touching/turning ○ running/dodging ○ stepping/throwing ○ stepping/kicking <ul style="list-style-type: none"> ▪ www.everdaype.org ▪ www.healthychildren.org (American Academy of Pediatrics) ▪ www.nfl.com/play60 	<p><i>indirect teaching styles</i></p> <ul style="list-style-type: none"> ● <i>Allows students guided choices</i> ● <i>Emphasizes critical thinking and problem-solving tactics</i> ● <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> ● <i>Provides for appropriate practice</i> 	<p>Web sites</p> <ul style="list-style-type: none"> ● www.everdaype.org ● www.healthychildren.org (American Academy of Pediatrics) ● www.nfl.com/play60 <p>Materials</p> <ul style="list-style-type: none"> ● Clipboards ● DVDs ● Easel paper ● Easels ● Markers ● Poster boards ● Stopwatches ● Sports equipment for: <ul style="list-style-type: none"> ○ 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 ● Student white boards ● White board markers and erasers <p>School/Community</p> <ul style="list-style-type: none"> ● See introduction 	<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 North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.5 Apply beginning strategies in various games and sports.</p>		<p>The student</p> <p>1.5.1 Begins to understand and apply strategies in various games and sports, e.g.</p> <ul style="list-style-type: none"> • Net: volleyball, badminton <ul style="list-style-type: none"> ○ offensive skills e.g. <ul style="list-style-type: none"> ▪ sending to open space ▪ passing to team mates ▪ field/court positions ○ defensive skills e.g. <ul style="list-style-type: none"> ▪ defending space ▪ field/court positions • Territory/field sports: soccer, basketball, flag football, floor hockey <ul style="list-style-type: none"> ○ offensive skills e.g. <ul style="list-style-type: none"> ▪ moving to open space (on and off ball) ▪ passing, shooting ▪ field/court positions ○ defensive skills e.g. <ul style="list-style-type: none"> ▪ moving to open space (on and off ball) ▪ guarding ▪ zone defense ▪ field/court positions • Striking: whiffle ball, kickball, bowling, mini golf <ul style="list-style-type: none"> ○ offensive/defensive ○ scoring ○ team plays • Fitness: personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope <ul style="list-style-type: none"> ○ Proper form ○ posture ○ personal goals ○ strengths and weaknesses • Cooperative: team building activities, parachute 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram_Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.aahperd.org • www.kidshealth.org • www.teachpe.com (physical education teaching resources) <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment for: <ul style="list-style-type: none"> ○ Badminton ○ Basketball ○ Bowling ○ Chinese jump ropes ○ Cup stacking ○ Dance ○ Fitness testing ○ Flag football ○ Floor Hockey ○ Golf ○ Jump rope ○ Kick Ball 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <p>SUGGESTED</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>

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<p>teamwork</p> <ul style="list-style-type: none"> ○ cooperation ○ team work ○ problem solving ○ communication ○ strength and weaknesses <ul style="list-style-type: none"> ● Recreational: backyard games (e.g. tag, kick the can) <ul style="list-style-type: none"> ○ cooperation ○ team work ○ problem solving ○ communication ▪ www.aahperd.org ▪ www.kidshealth.org ▪ www.teachpe.com (physical education teaching resources) 		<ul style="list-style-type: none"> ○ Parachute ○ Recreational games ○ Scarf juggling ○ Soccer ○ Volleyball ○ Whiffle Ball ● Student white boards ● White board markers and erasers <p><u>School/Community</u></p> <ul style="list-style-type: none"> ● See introduction 	<p>Written responses</p>
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.6 Transfer movement skills between activities at a rudimentary level.</p>		<p>The student</p> <p>1.6.1 Understands skills in terms of similarities and differences in order to apply the concept of transfer.</p> <p>1.6.2 Transfers movement skills between activities at a basic level.</p> <ul style="list-style-type: none"> ● Net: volleyball, badminton <ul style="list-style-type: none"> ○ catching, throwing, serving, setting, hitting, passing, volleying, striking ● Territory/field sports: soccer, basketball, flag football, floor hockey <ul style="list-style-type: none"> ○ passing, receiving, kicking, trapping ○ passing, pivoting, dribbling, passing, shooting ● Dance/rhythm: line dancing, four wall dancing, folk dance, aerobic dance, scarf juggling, cup stacking <ul style="list-style-type: none"> ○ stepping, turning, posture, weight transfer, laterality, formation, patterns, rhythm, eye-hand coordination 	<p style="color: red;">TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> ● <i>Provides clear expectations for student learning</i> ● <i>Organizes pairs, groups, and teams</i> ● <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> ● <i>Uses a variety of direct and indirect teaching styles</i> ● <i>Allows students guided choices</i> ● <i>Emphasizes critical thinking and problem-solving tactics</i> ● <i>Demonstrates enthusiasm for an</i> 	<p style="color: red;">RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> ● <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> ● <i>SPARK Physical Education</i> ● <i>American Heart Association</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> ● CD player ● CDs, tapes ● Internet ● I-pad (TBD) ● LCD projector/ laptop ● Pedometers ● VCR/DVD <p><u>Web sites</u></p> <ul style="list-style-type: none"> ● www.everdaype.org ● www.pbis.org (Positive Behavioral Intervention and Support) ● www.pecentral.com 	<p style="color: red;">ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p style="color: red;"><u>REQUIRED</u></p> <ul style="list-style-type: none"> ● Common units ● Common unit assessments <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>

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<ul style="list-style-type: none"> • Fitness: personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope <ul style="list-style-type: none"> ○ stance, posture, alignment, balance, spotting, running, stretching, agility, strength, endurance • Cooperative: team building activities, parachute <ul style="list-style-type: none"> ○ Gripping, jumping, pulling, lifting, pushing, hopping, sliding, reaching, mirroring • Recreational: backyard games (e.g. tag, kick the can) <ul style="list-style-type: none"> ○ Running, jumping, tagging, kicking, tossing, catching, following, leading <ul style="list-style-type: none"> ▪ www.everdaype.org ▪ www.pbis.org (Positive Behavioral Intervention and Support) ▪ www.pecentral.com ▪ www.shapeupri.org ▪ www.thrive.org 	<p><i>active, healthy lifestyle</i></p> <ul style="list-style-type: none"> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • www.shapeupri.org • www.thrive.org <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community</p> <ul style="list-style-type: none"> • See introduction 	<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>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.7 Practice activities to increase skill competence.</p>		<p>The student</p> <p>1.7.1 Identifies practice activities to increase skill competence, e.g.</p> <ul style="list-style-type: none"> • accuracy and speed practice • cueing • demonstrating • goal setting • looking at visuals • modeling • repeating • transfer • whole/part practice. <p>1.7.2 Participates in practice activities to increase skill competence.</p> <ul style="list-style-type: none"> ▪ www.fitnessgram.net ▪ www.heart.org ▪ www.letsmoveinschool.org 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <p>SUGGESTED</p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p>

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
			<ul style="list-style-type: none"> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • www.fitnessgram.net • www.heart.org • www.letsmoveinschool.org <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community</p> <ul style="list-style-type: none"> • See introduction 	<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>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.1 Use rudimentary application of biomechanical principles (e.g. center of gravity, base of support, force).</p>		<p>The student</p> <p>2.1.1 Recognizes the following biomechanical principles:</p> <ul style="list-style-type: none"> • center of gravity • base of support • force <ul style="list-style-type: none"> ○ effectiveness and safety ○ changes the way objects move (mass plus force) • speed • speed and angle of an object • movement of body parts sequentially • squaring to the target • balance <ul style="list-style-type: none"> ○ static ○ dynamic 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <p>SUGGESTED</p> <p>Activity log</p>

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<ul style="list-style-type: none"> • follow through <ul style="list-style-type: none"> ▪ www.everdaype.org ▪ www.fitness.gov ▪ www.peuniverse.com (Physical Education sharing ideas) <p>2.1.2 Uses rudimentary application of biomechanical principles in some of the following categories:</p> <ul style="list-style-type: none"> • Net: volleyball, badminton • Territory/field sports: soccer, basketball, flag football, floor hockey • Striking: whiffle ball, kickball, bowling, mini golf • Dance/rhythm: line dancing, four wall dancing, folk dance, aerobic dance, scarf juggling, cup stacking • Fitness: personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope • Cooperative: team building activities, parachute • Recreational: backyard games (e.g. tag, kick the can) <ul style="list-style-type: none"> ▪ www.pecentral.com ▪ www.riahperd.org ▪ www.teachpe.com (physical education teaching resources) 	<ul style="list-style-type: none"> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.pecentral.com • www.riahperd.org • www.teachpe.com (physical education teaching resources) <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</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>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.2 Use critical elements of fundamental and specialized movement skills to provide feedback to self and others (e.g. self/peer</p>		<p>The student</p> <p>2.2.1 Understands that critical elements include learning cues to reinforce correct form for fundamental skills.</p> <p>2.2.2 Begins to identify and practice some of the critical elements of various movement forms to provide feedback for both self- and peer- assessment.</p> <ul style="list-style-type: none"> • ready position (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational) • grip (net, territory/field sports, striking, fitness, cooperative, and recreational) 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram_Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
assessment of: transfer of weight, opposition skills, point to target).		<ul style="list-style-type: none"> • preparation (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational) • point of contact (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational) • follow-through (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational) • body action, space, time, energy (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational) <ul style="list-style-type: none"> ▪ www.healthychildren.org (American Academy of Pediatrics) ▪ www.nfl.com/play60 ▪ www.pecentral.com 	<p><i>activities, and closes with physiological cool down and a review of instructional objectives</i></p> <ul style="list-style-type: none"> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.healthychildren.org (American Academy of Pediatrics) • www.nfl.com/play60 • www.pecentral.com <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<ul style="list-style-type: none"> • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.3 Use rudimentary strategies for offensive and defensive concepts (e.g., off ball movement, recognize passing lanes, scoring strategies, passing ahead).</p>		<p>The student</p> <p>2.3.1 Uses rudimentary strategies for offensive and defensive concepts e.g.</p> <ul style="list-style-type: none"> • Net: volleyball, badminton <ul style="list-style-type: none"> ○ offensive skills e.g. <ul style="list-style-type: none"> ▪ sending to open space ▪ passing to team mates ○ defensive skills e.g. <ul style="list-style-type: none"> ▪ defending space • Territory/field sports: soccer, basketball, flag football, floor hockey <ul style="list-style-type: none"> ○ offensive skills e.g. <ul style="list-style-type: none"> ▪ moving to open space (on and off ball) 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ passing lanes ▪ passing ahead ▪ scoring strategies ○ defensive skills e.g. <ul style="list-style-type: none"> ▪ moving to open space (on and off ball) ▪ mark/guard opponents • Striking: whiffle ball, kickball, bowling, mini golf breathing, pacing <ul style="list-style-type: none"> ○ offensive skills e.g. <ul style="list-style-type: none"> ▪ moving to open space (on and off ball) ▪ passing lanes ▪ passing ahead ▪ scoring strategies ○ defensive skills e.g. <ul style="list-style-type: none"> ▪ moving to open space (on and off ball) ▪ mark/guard opponents ▪ www.heart.org ▪ www.peuniverse.com (Physical Education sharing ideas) ▪ www.shapeupri.org 	<ul style="list-style-type: none"> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>Web sites</p> <ul style="list-style-type: none"> • www.heart.org • www.peuniverse.com (Physical Education sharing ideas) • www.shapeupri.org <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<ul style="list-style-type: none"> • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.4 Transfer movement skills, concepts, and principles between activities at a rudimentary level.</p>		<p>The student</p> <p>2.4.1 Understands</p> <ul style="list-style-type: none"> • movement skills, e.g. striking skills - serving in badminton and in volleyball • concepts (understanding), e.g. transfer of similar concepts from skill to skill • principles (why), e.g. good performance is linked to process ; similarities and differences between activities at a consistent level. <ul style="list-style-type: none"> ▪ www.pbis.org (Positive Behavioral Intervention and Support) ▪ www.shapeupri.org 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <p>Activity log</p> <p>Anecdotal records</p>

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Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<p style="text-align: center;">▪ www.thrive.org</p> <p>2.4.2 Begins to transfer movement skills, concepts, and principles between activities at a rudimentary level to:</p> <ul style="list-style-type: none"> • Net: volleyball, badminton <ul style="list-style-type: none"> ○ movement skills: stroking (forehand, backhand, overhead, serve), hitting, passing ○ concepts: object placement (e.g. strike object away from opponent) ○ principles: object placement (e.g. prevent opponent from returning object) • Territory/field sports: soccer, basketball, flag football, floor hockey <ul style="list-style-type: none"> ○ movement skills: throwing, kicking, passing, receiving, pivoting, carrying, hitting, base running ○ concepts: offense, defense (e.g. placing yourself between ball and goal) ○ principles: offense, defense (e.g. intercepting the ball and preventing scoring) • Striking: whiffle ball, kickball, bowling, mini golf <ul style="list-style-type: none"> ○ movement skills: throwing, kicking, passing, receiving, pivoting, carrying, hitting, base running, release ○ concepts: offense, defense (e.g. placing yourself between ball and goal) ○ principles: offense, defense (e.g. intercepting the ball and preventing scoring) • Fitness: personal fitness, yoga, aerobics, jumping rope, relay races, Chinese jump rope <ul style="list-style-type: none"> ○ movement skills: stance, posture, alignment, balance ○ concepts: form (e.g. jumping 1 -2" off the ground) ○ principles: form (e.g. conserve physical energy) • Cooperative: team building activities, parachute 	<p><i>physiological cool down and a review of instructional objectives</i></p> <ul style="list-style-type: none"> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.pbis.org (Positive Behavioral Intervention and Support) • www.shapeupri.org • www.thrive.org <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment for: <ul style="list-style-type: none"> ○ 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 • Student white boards • White board markers and erasers <p>School/Community See introduction</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 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<ul style="list-style-type: none"> ○ interpersonal skills: <ul style="list-style-type: none"> ▪ active listening ▪ verbal and non-verbal communication ▪ team work ▪ problem solving ○ concepts: conflict resolution (e.g. respecting, listening, staying positive) ○ principles: conflict resolution (e.g. working effectively in groups requires practice in respecting, listening, staying positive. <ul style="list-style-type: none"> ▪ www.pbis.org (Positive Behavioral Intervention and Support) ▪ www.shapeupri.org ▪ www.thrive.org 			
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p> <p>3.1 Identify the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes).</p>		<p>The student</p> <p>3.1.1 Recognizes some of the physical benefits of regular participation in physical activity e.g.</p> <ul style="list-style-type: none"> ● increase health benefits <ul style="list-style-type: none"> ○ controls weight ○ improves bone strength ○ improves muscular strength and endurance ○ increases energy ○ reduces body fat ○ reduces stress ○ strengthens heart function ● disease prevention <ul style="list-style-type: none"> ○ cardiovascular health ○ chronic illness ○ diabetes ○ increases immune system function ○ obesity <ul style="list-style-type: none"> ▪ www.heart.org ▪ www.kidshealth.org 	<p style="color: red;">TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> ● <i>Provides clear expectations for student learning</i> ● <i>Organizes pairs, groups, and teams</i> ● <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> ● <i>Uses a variety of direct and indirect teaching styles</i> ● <i>Allows students guided choices</i> ● <i>Emphasizes critical thinking and problem-solving tactics</i> 	<p style="color: red;">RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> ● <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> ● <i>SPARK Physical Education</i> ● <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> ● CD player ● CDs, tapes ● Internet ● I-pad (TBD) ● LCD projector/ laptop ● Pedometers ● VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> ● www.heart.org ● www.kidshealth.org <p>Materials</p>	<u>SUGGESTED</u>

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
			<ul style="list-style-type: none"> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p><u>School/Community</u> See introduction</p>	
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p> <p>3.2 Identify the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).</p>		<p>The student</p> <p>3.2.1 Recognizes some of the emotional benefits of regular participation in physical activity e.g.</p> <ul style="list-style-type: none"> • increases <ul style="list-style-type: none"> ○ self-esteem ○ self-image and confidence ○ endorphins that trigger positive feelings (e.g. runners high) ○ self-discipline, e.g. <ul style="list-style-type: none"> ▪ goal setting ▪ time management ○ quality of life • reduces <ul style="list-style-type: none"> ○ negative peer pressure ○ stress ○ depression ○ anxiety <ul style="list-style-type: none"> ▪ www.heart.org ▪ www.kidshealth.org <p>3.2.2 Participates in activities that provide enjoyment and challenge, e.g.</p> <ul style="list-style-type: none"> • community sport programs • family opportunities (e.g. gatherings, outings). 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p><u>Web sites</u></p> <ul style="list-style-type: none"> • www.heart.org • www.kidshealth.org <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards 	Activity log

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
				<ul style="list-style-type: none"> • Stopwatches • Sports equipment for: • Student white boards • White board markers and erasers <p><u>School/Community</u> See introduction</p>	
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p> <p>3.3 Identify the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).</p>		<p>The student</p> <p>3.3.1 Recognizes some of the social benefits of regular participation in physical activity e.g.,</p> <ul style="list-style-type: none"> • cooperation • sportsmanship • teamwork • relationships <ul style="list-style-type: none"> ○ friends ○ family ○ school ○ community. <ul style="list-style-type: none"> ▪ www.everdaype.org ▪ www.fitness.gov ▪ www.myplate.org <p>3.3.2 Applies the benefits of social/emotional programs such as Kids Care and Open Circle that includes:</p> <ul style="list-style-type: none"> • caring • citizenship • fairness • respect • responsibility • trust worthiness <ul style="list-style-type: none"> ▪ www.pbis.org ▪ www.riahperd.org ▪ www.shapeupri.org ▪ www.thrive.org <p>3.3.3 Recognizes that physical activity provides an</p>	<p style="color: red;">TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p style="color: red;">RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram_Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p><u>Web sites</u></p> <ul style="list-style-type: none"> • www.charactercounts.org • www.edhelper.com • www.everdaype.org • www.fitness.gov • www.myplate.org • www.pbis.org (Positive Behavioral Intervention and Support) • www.riahperd.org • www.shapeupri.org • www.thrive.org <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels 	<p style="color: red;">ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p style="color: red;">REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p style="color: red;">SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<ul style="list-style-type: none"> • opportunity for positive social interaction through <ul style="list-style-type: none"> • cooperation • discipline • helping others. • honesty • positive communication • respect • trust <ul style="list-style-type: none"> ▪ www.charactercounts.org ▪ www.pbis.org ▪ www.charactercounts.org ▪ www.edhelper.com ▪ www.pbis.org (Positive Behavioral Intervention and Support) 		<ul style="list-style-type: none"> • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p><u>School/Community</u> See introduction</p>	<ul style="list-style-type: none"> • Technology • Written responses
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p> <p>3.4 Identify the cognitive benefits of regular participation in physical activity (e.g., improves focus and concentration).</p>		<p>The student</p> <p>3.4.1 Recognizes some of the cognitive benefits of regular participation in physical activity e.g.,</p> <ul style="list-style-type: none"> • improves focus and concentration <p>3.4.2 Recognizes that physical activity can increase</p> <ul style="list-style-type: none"> • test scores • focus and concentration • better attendance in schools. <ul style="list-style-type: none"> ▪ www.cdc.gov ▪ www.charactercounts.org ▪ www.pbis.org (Positive Behavioral Intervention and Support) 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p><u>Web sites</u></p> <ul style="list-style-type: none"> • www.cdc.gov • www.charactercounts.org • www.pbis.org (Positive Behavioral Intervention and Support) 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
			<ul style="list-style-type: none"> Provides for appropriate practice 	<p>Materials</p> <ul style="list-style-type: none"> Clipboards DVDs Easel paper Easels Markers Poster boards Stopwatches Sports equipment Student white boards White board markers and erasers <p>School/Community See introduction</p>	<ul style="list-style-type: none"> Round Robin Rubrics/checklists Self-assessment Self and peer evaluation Skill assessment Technology Written responses
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p> <p>3.5 Use physical activity as a means of self-expression.</p>		<p>The student</p> <p>3.5.1 Uses physical activity as a means of self-expression by creating a workout through participation in :</p> <ul style="list-style-type: none"> Net Territory/field sports Striking Dance/rhythm Fitness Cooperative Recreational <ul style="list-style-type: none"> ▪ www.heart.org ▪ www.kidshealth.org ▪ www.letsmoveinschool.org ▪ www.pecentral.com ▪ www.thrive.org ▪ www.wikipedia.com 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> 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 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> Fitnessgram™/Activitygram Test Administration Manual 4th Edition SPARK Physical Education American Heart Association <p>Technology</p> <ul style="list-style-type: none"> CD player CDs, tapes Internet I-pad (TBD) LCD projector/ laptop Pedometers VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> www.heart.org www.kidshealth.org www.letsmoveinschool.org www.pecentral.com www.thrive.org www.wikipedia.com <p>Materials</p> <ul style="list-style-type: none"> Clipboards 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> Common units Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> Activity log Anecdotal records Fitnessgram™ High-five Interviews Oral Performance-based tasks Round Robin Rubrics/checklists

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
				<ul style="list-style-type: none"> • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<ul style="list-style-type: none"> • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<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 in a health-related physical fitness assessment (e.g., FitnessGram)</p>		<p>The student</p> <p>4.1.1 Makes progress towards the health-related fitness standards of the Fitnessgram™ Test.</p> <ul style="list-style-type: none"> ▪ www.fitnessgram.net <p>4.1.2 Engages in physical activity to improve scores for each of the fitness components on the Fitnessgram™ Test</p> <ul style="list-style-type: none"> ▪ www.fitnessgram.net <p>4.1.3 Self-evaluates his/her fitness improvement.</p> <ul style="list-style-type: none"> ▪ www.fitnessgram.net ▪ www.fitnessgram.net ▪ www.healthychildren.org (American Academy of Pediatrics) 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.heart.org • www.kidshealth.org • www.letsmoveinschool.org • www.pecentral.com • www.thrive.org • www.wikipedia.com <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
				<ul style="list-style-type: none"> • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p><u>School/Community</u> See introduction</p>	<ul style="list-style-type: none"> • Self and peer evaluation • Skill assessment • Technology • Written responses
<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>4.2 Make progress towards, meet, or exceed the health-related fitness standards of the assessment tool.</p>		<p>The student</p> <p>4.2.1 Makes progress towards the health-related fitness standards of the Fitnessgram™ Test.</p> <ul style="list-style-type: none"> ▪ www.fitnessgram.net <p>4.2.2 Engages in physical activity to improve scores for each of the fitness components on the Fitnessgram™ Test.</p> <ul style="list-style-type: none"> ▪ www.fitnessgram.net <p>4.2.3 Self-evaluates his/her fitness improvement.</p> <ul style="list-style-type: none"> ▪ www.fitnessgram.net ▪ www.aahperd.org ▪ www.fitnessgram.net ▪ www.riahperd.org ▪ www.ride.ri.gov 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p><u>Web sites</u></p> <ul style="list-style-type: none"> • www.fitnessgram.net • www.aahperd.org • www.fitnessgram.net • www.riahperd.org • www.ride.ri.gov <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
				<ul style="list-style-type: none"> • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p><u>School/Community</u> See introduction</p>	<ul style="list-style-type: none"> • Skill assessment • Technology • Written responses
<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>4.3 Understand how physical fitness testing results (e.g., pre/post test, assessments, charts) relate to their ability to perform various activities.</p>		<p>The student</p> <p>4.3.1 Recognizes how physical fitness testing results (e.g., pre/post test, assessments, charts) relate to their ability to perform various activities involving</p> <ul style="list-style-type: none"> • curl-ups - muscular strength and endurance • flexed arm hang - muscular strength and endurance • pacer - aerobic capacity/cardiovascular endurance • push-ups - muscular strength and endurance • sit and reach/trunk lift - flexibility <ul style="list-style-type: none"> ▪ www.fitness.gov ▪ www.fitnessgram.net ▪ www.fitnessmercola.com 	<p style="color: red;">TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p style="color: red;">RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram_Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p><u>Web sites</u></p> <ul style="list-style-type: none"> • www.fitnessgram.net • www.fitnessgram.net • www.fitnessmercola.com <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p><u>School/Community</u></p>	<p style="color: red;">ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p style="color: red;">REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p style="color: red;">SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
				See introduction	<ul style="list-style-type: none"> • Technology • Written responses
<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>4.4 Recognize changes in pre and post test results in health-related fitness tests and develop basic physical activity plan based on these results.</p>		<p>The student</p> <p>4.4.1 Recognizes changes in pre and post test results in Fitnessgram™ test and develops a basic physical activity plan based on these results.</p> <ul style="list-style-type: none"> • specificity - type of exercises that increase fitness in each of the five specific areas <ul style="list-style-type: none"> ○ aerobic capacity/cardiovascular endurance ○ muscular endurance/muscular strength ○ flexibility ○ agility ○ speed • progression - gradual increase in FITT <ul style="list-style-type: none"> ○ frequency ○ intensity ○ time ○ type (does not pertain to progression) <ul style="list-style-type: none"> ▪ www.aahperd.org ▪ www.cdc.gov ▪ www.riahperd.org 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram_Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.aahperd.org • www.cdc.gov • www.riahperd.org <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community</p> <p>See introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
<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 Identify several physical activities related to each component of health-related physical fitness (e.g., cardiovascular – jogging, aerobics, hiking, spinning) or (e.g., cardio-respiratory, muscular strength and endurance, flexibility, balance, agility)</p>		<p>The student</p> <p>4.5.1 Identifies several physical activities related to each component of health-related physical fitness to improve skills and health by participating in the following activities</p> <ul style="list-style-type: none"> • aerobic capacity/cardiovascular endurance <ul style="list-style-type: none"> ○ bike riding ○ dancing ○ jogging ○ jumping rope ○ running ○ walking • muscular strength and endurance <ul style="list-style-type: none"> ○ chin-ups ○ push-ups ○ sit-ups • flexibility <ul style="list-style-type: none"> ○ dynamic stretching (warm-up) ○ static stretching. (cool down) <ul style="list-style-type: none"> ▪ www.fitness.gov ▪ www.fitnessgram.net ▪ www.fitnessmercola.com ▪ www.healthychildren.org (American Academy of Pediatrics) 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.fitness.gov • www.fitnessgram.net • www.fitnessmercola.com • www.healthychildren.org (American Academy of Pediatrics) <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
<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>4.6 Select and participate regularly in physical activities for the purpose of improving physical skills and health.</p>		<p>The student</p> <p>4.6.1 Begins to select and participate regularly in physical activities for the purpose of improving physical skills and health</p> <ul style="list-style-type: none"> • aerobic capacity/cardiovascular endurance <ul style="list-style-type: none"> ○ bike riding ○ dancing ○ jogging ○ jumping rope ○ running ○ walking • muscular strength and endurance <ul style="list-style-type: none"> ○ chin-ups ○ push-ups ○ sit-ups • flexibility <ul style="list-style-type: none"> ○ dynamic stretching ○ static stretching. <ul style="list-style-type: none"> ▪ www.aahperd.org (non-profit organization to promote healthy lifestyles through high quality programs) ▪ www.shapeupri.org (where to go in RI for physical activity, hiking, biking, rock climbing) ▪ www.nfl.com/play60 (children playing 60 minutes per day) ▪ www.myplate.org ▪ www.nfl.com/play60 ▪ www.pecentral.com 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.aahperd.org (non-profit organization to promote healthy lifestyles through high quality programs) • www.shapeupri.org (where to go in RI for physical activity, hiking, biking, rock climbing) • www.nfl.com/play60 (children playing 60 minutes per day) • www.myplate.org • www.nfl.com/play60 • www.pecentral.com <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
				<u>School/Community</u> See introduction	
<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>4.7 Identify factors that promote and that prevent physical activity and develop some strategies to maintain a physically active lifestyle.</p>		<p>The student</p> <p>4.7.1 Identifies factors that inhibit or encourage a physically active lifestyle, e.g.</p> <ul style="list-style-type: none"> • prevent: time constraints, financial considerations, motivation, accessibility, environment, illness, low energy • promote: friends and family role models, time management, confidence, cultural interests, environment <p>4.7.2 Develop personal strategies to adopt and maintain a physically active lifestyle</p> <ul style="list-style-type: none"> • explaining positive and negative attitudes toward exercise • finding enjoyable activities • rewarding success • setting goals that are realistic <ul style="list-style-type: none"> ▪ www.letsmoveinschool.org ▪ www.teachpe.com (physical education teaching resources) ▪ www.thrive.org 	<p style="color: red;">TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p style="color: red;">RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p><u>Web sites</u></p> <ul style="list-style-type: none"> • www.letsmoveinschool.org • www.teachpe.com (physical education teaching resources) • www.thrive.org <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p><u>School/Community</u> See introduction</p>	<p style="color: red;">ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p style="color: red;">REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p style="color: red;">SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
<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>4.8 Identify ways to be physically active in structured and non-structured settings that promote lifelong fitness.</p>		<p>The student</p> <p>4.8.1 Identifies ways to be physically active in structured and non-structured settings that promote lifelong fitness, e.g.</p> <ul style="list-style-type: none"> • structured settings <ul style="list-style-type: none"> ○ organized youth sports ○ formal instruction (e.g., football, little league baseball, dance, gymnastics, etc.) ○ physical education classes • non-structured settings <ul style="list-style-type: none"> ○ recess ○ free play ○ outdoor chores (e.g. gardening/yard work, raking leaves) . <p>4.8.2 Participates in moderate to vigorous physical activities to meet recommendations of 30-60 minutes per day at least 5 days per week (CDC, NASPE, moderate physical activity).</p> <ul style="list-style-type: none"> ▪ www.letsmoveinschool.org ▪ www.cdc.gov ▪ www.donorschoose.org ▪ www.everdaype.org 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram_Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.letsmoveinschool.org • www.cdc.gov • www.donorschoose.org • www.everdaype.org <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>4. Students will apply physical activity-related skills and</p>		<p>The student</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the</p>	<p>RESOURCE NOTES</p> <p>See resources in the</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the</p>

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
<p>concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.9 Identify a variety of technologies that can assist in the development of a fitness plan (e.g. websites, heart rate monitors, etc.).</p>		<p>4.9.1 Identifies how various technologies can assist in the development of a fitness plan, e.g.</p> <ul style="list-style-type: none"> • web-based programs • heart rate monitors • pedometers • physical activity log. <ul style="list-style-type: none"> ▪ www.heartratemonitorzone.net <p>4.9.2 Monitors physical activity and intensity levels using technology, e.g.</p> <ul style="list-style-type: none"> • pedometers • heart rate monitors <ul style="list-style-type: none"> ▪ www.heartratemonitorzone.net ▪ www.fitnessgram.net ▪ www.healthychildren.org (American Academy of Pediatrics) ▪ www.letsmoveinschool.org 	<p>introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram_Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.heartratemonitorzone.net • www.fitnessgram.net • www.healthychildren.org (American Academy of Pediatrics) • www.letsmoveinschool.org <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<p>introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>5.1 Use self-control in game and movement activities.</p>		<p>The student</p> <p>5.1.1 Uses self-control in game and movement activities, e.g.</p> <ul style="list-style-type: none"> • adhere to school handbook. • applying safe practices, e.g. proper attire to allow for uninhibited movement • proper, intended, and safe equipment use. • rules and procedures (classroom management plan) <ul style="list-style-type: none"> ▪ www.healthychildren.org (American Academy of Pediatrics) ▪ www.pbis.org (Positive Behavioral Intervention and Support) 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.healthychildren.org (American Academy of Pediatrics) • www.pbis.org (Positive Behavioral Intervention and Support) <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>5. Students will demonstrate</p>		<p>The student</p>	<p>TEACHER NOTES</p>	<p>RESOURCE NOTES</p>	<p>ASSESSMENT NOTES</p>

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
<p>responsible personal and social behavior in physical activity settings</p> <p>5.2 Follow activity-specific laws, rules, procedures, and etiquette.</p>		<p>5.2.1 Follows activity-specific laws, rules, procedures, and etiquette for:</p> <ul style="list-style-type: none"> • Net • Territory/field sports • Striking • Dance/rhythm • Fitness • Cooperative • Recreational <ul style="list-style-type: none"> ▪ www.charactercounts.org ▪ www.stopbullying 	<p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.charactercounts.org • www.stopbullying <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>5. Students will demonstrate responsible personal and social behavior in physical activity</p>		<p>The student</p> <p>5.3.1 Utilizes safety principles in activity situations and settings.</p> <ul style="list-style-type: none"> • body awareness • body control 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
<p>settings</p> <p>5.3 Utilize safety principles in activity situations and settings.</p>		<ul style="list-style-type: none"> • respect for self and other • safe and appropriate clothing and footwear • safe and appropriate use of equipment • safe and appropriate warm-up and cool-down activities. • spatial awareness <ul style="list-style-type: none"> ▪ www.everdaype.org ▪ www.letsmoveinschool.org ▪ www.peuniverse.com (Physical Education sharing ideas) 	<p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.everdaype.org • www.letsmoveinschool.org • www.peuniverse.com (Physical Education sharing ideas) <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.4 Work cooperatively</p>		<p>The student</p> <p>5.4.1 Works cooperatively and productively with a partner and/or a group to accomplish a set goal.</p> <p>5.4.2 Knows the benefits of working cooperatively in a group to achieve a set goal.</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
and productively with a partner and/or a group to accomplish a set goal.		<p>5.4.3 Demonstrates respectful behavior in competitive as well as cooperative settings.</p> <p>5.4.4 Recognizes good performance from teammates and opponents, e.g.</p> <ul style="list-style-type: none"> • High five • Ten finger roll • Fist bump <p>5.4.5 Makes positive choices based on the safety of self and others.</p> <p>5.4.6 Demonstrates cooperation with peers through verbal and non-verbal communication to achieve a set goal.</p> <ul style="list-style-type: none"> ▪ www.charactercounts.org ▪ www.pbis.org (Positive Behavioral Intervention and Support) ▪ www.stopbullying 	<p><i>student learning</i></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • American Heart Association <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.charactercounts.org • www.pbis.org (Positive Behavioral Intervention and Support) • www.stopbullying <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<p style="text-align: center;">assessments</p> <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.5 Work independently and on task for developmentally appropriate periods of</p>		<p>The student</p> <p>5.5.1 Demonstrates behavior that is independent and on task for developmentally appropriate periods of time (3-7 minutes of skills, drills, and stations).</p> <ul style="list-style-type: none"> ▪ www.everdaype.org ▪ www.fitness.gov ▪ www.shapeupri.org 	<p style="text-align: center;">TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • Provides clear expectations for student learning • Organizes pairs, groups, and teams 	<p style="text-align: center;">RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Fitnessgram™/Activitygram Test Administration Manual 4th Edition • SPARK Physical Education • American Heart Association <p>Technology</p>	<p style="text-align: center;">ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p style="text-align: center;">REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
time.			<ul style="list-style-type: none"> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.everdaype.org • www.fitness.gov • www.shapeupri.org <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.6 Describe and use appropriate ways to peacefully resolve conflicts.</p>		<p>The student</p> <p>5.6.1 Describes and uses appropriate ways to peacefully resolve conflicts.</p> <p>5.6.2 Communicates effectively with others to promote respect, tolerance, and conflict resolution in cooperative and competitive activities.</p> <ul style="list-style-type: none"> ▪ www.pbis.org <p>5.6.3 Knows and applies a conflict resolution process when confronted with a behavior choice:</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <i>Begins with anticipatory set and physical warm-up, proceeds to</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p>Technology</p> <ul style="list-style-type: none"> • CD player • CDs, tapes 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<ul style="list-style-type: none"> • <i>Stating what you want</i> • <i>Making "I" statements</i> • <i>Listening to and respecting others</i> • <i>Staying positive.</i> <p>5.6.4 Shows respect for others in positive and negative game situations, e.g.</p> <ul style="list-style-type: none"> • compliment each other on effort, not results • stay positive in a losing situation <p>5.6.5 Accepts and respects all decisions of game officials, e.g. teachers, students, and coaches.</p> <ul style="list-style-type: none"> ▪ www.charactercounts.org ▪ www.edhelper.com ▪ www.ride.ri.gov ▪ www.stopbullying 	<p><i>instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</i></p> <ul style="list-style-type: none"> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • Internet • I-pad (TBD) • LCD projector/ laptop • Pedometers • VCR/DVD <p><u>Web sites</u></p> <ul style="list-style-type: none"> • www.charactercounts.org • www.edhelper.com • www.pbis.org • www.ride.ri.gov • www.stopbullying <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p><u>School/Community</u> See introduction</p>	<ul style="list-style-type: none"> • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.7 Interact appropriately with peers while participating in group activities.</p>		<p>The student</p> <p>5.7.1 Participates with others in games, sports, and activities to achieve a common goal.</p> <p>5.7.2 Accepts responsibility for one's own performance without blaming others.</p> <ul style="list-style-type: none"> ▪ www.letsmoveinschool.org ▪ www.pbis.org (Positive Behavioral Intervention and Support) ▪ www.stopbullying 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <i>Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Fitnessgram™/Activitygram_Test Administration Manual 4th Edition</i> • <i>SPARK Physical Education</i> • <i>American Heart Association</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • CD player • CDs, tapes • Internet • I-pad (TBD) • LCD projector/ laptop 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

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PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
			<p><i>physiological cool down and a review of instructional objectives</i></p> <ul style="list-style-type: none"> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • Pedometers • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.letsmoveinschool.org • www.pbis.org (Positive Behavioral Intervention and Support) • www.stopbullying <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment • Student white boards • White board markers and erasers <p>School/Community See introduction</p>	<ul style="list-style-type: none"> • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.1 Identify appropriate and safe areas within the community to participate in physical activity.</p>		<p>The student</p> <p>6.1.1 Identifies appropriate and safe areas within the community to participate in physical activity.</p> <p>6.1.2 Identifies various safe locations that are intended for recreation and play e.g.</p> <ul style="list-style-type: none"> • beaches • bike paths • Boys and Girls Clubs (Woonsocket) • gymnasiums • health centers • parks • playgrounds • Park and Recreation Department • recreational centers e.g., batting cages • school grounds 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • See introduction <p>Technology</p> <ul style="list-style-type: none"> • See introduction <p>Web sites</p> <ul style="list-style-type: none"> • www.aahperd.org • www.riahperd.org • www.shapeupri.org <p>Materials</p> <ul style="list-style-type: none"> • See introduction <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <p>Activity log</p> <p>Anecdotal records</p> <p>Fitnessgram™</p>

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
		<ul style="list-style-type: none"> • Slatersville Reservoir • track/turf • YMCA/YWCA (Woonsocket, Lincoln) <ul style="list-style-type: none"> ▪ www.aahperd.org ▪ www.riahperd.org ▪ www.shapeupri.org 	<p><i>indirect teaching styles</i></p> <ul style="list-style-type: none"> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • 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) 	<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 Identify physical activities that can be performed in a variety of settings.</p>		<p>The student</p> <p>6.2.1 Identifies physical activities that can be performed in a variety of settings, e.g.</p> <ul style="list-style-type: none"> • Interscholastic • Intramural • Recreational • elite (e.g. AAU, development team) • college/university camps • private/independent <ul style="list-style-type: none"> ▪ www.aahperd.org ▪ www.riahperd.org ▪ www.shapeupri.org 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • See introduction <p>Technology</p> <ul style="list-style-type: none"> • See introduction <p>Web sites</p> <ul style="list-style-type: none"> • www.aahperd.org • www.riahperd.org • www.shapeupri.org <p>Materials</p> <ul style="list-style-type: none"> • See introduction 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
			<ul style="list-style-type: none"> • 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 	<u>School/Community</u> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.3 Have a fundamental understanding of how media and technology can impact one's level of physical activity.</p>		<p>The student</p> <p>6.3.1 Describes 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"> • DVDs – exercise programs • equipment – treadmill, bicycle • games – Wii Fitness, X-Box Kinect • Internet – on-line fitness programs • i-Pod, MP-3 - music, motivation • media- health related articles, health reports • monitors – heart rate, pedometers • T.V. programming. <p>6.3.2 Recognizes that media and technology can have positive and negative influences.</p> <ul style="list-style-type: none"> ▪ www.aahperd.org ▪ www.riahperd.org ▪ www.shapeupri.org 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • 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 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • See introduction <p><u>Technology</u></p> <ul style="list-style-type: none"> • See introduction <p><u>Web sites</u></p> <ul style="list-style-type: none"> • www.aahperd.org • www.riahperd.org • www.shapeupri.org <p><u>Materials</u></p> <ul style="list-style-type: none"> • See introduction <p><u>School/Community</u></p> <ul style="list-style-type: none"> • School nurse • Boys And Girls Clubs (Woonsocket) 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
			<p><i>problem-solving tactics</i></p> <ul style="list-style-type: none"> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<ul style="list-style-type: none"> • Gymnasiums • Health Centers • Parks • Playgrounds • Recreation Department • Recreational Centers e.g., batting cages • School Grounds • Slatersville Reservoir • Track/Turf • YMCA/YWCA (Woonsocket, Lincoln) 	<ul style="list-style-type: none"> • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.4 Identify healthy ways to promote physical activity with peers.</p>		<p>The student</p> <p>6.4.1 Identifies healthy ways to promote physical activity with peers through</p> <ul style="list-style-type: none"> • challenging experiences • inclusion (inviting others to participate) • modeling (activities inside and outside of the school) • positive reinforcement. <ul style="list-style-type: none"> ▪ www.everdaype.org ▪ www.fitness.gov ▪ www.letsmoveinschool.org 	<p style="color: red;">TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> 	<p style="color: red;">RESOURCE NOTES</p> <p>See resources in the introduction</p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • See introduction <p><u>Technology</u></p> <ul style="list-style-type: none"> • See introduction <p><u>Web sites</u></p> <ul style="list-style-type: none"> • www.aahperd.org • www.riahperd.org • www.shapeupri.org <p><u>Materials</u></p> <ul style="list-style-type: none"> • See introduction <p><u>School/Community</u></p> <ul style="list-style-type: none"> • School nurse • Boys And Girls Clubs (Woonsocket) • Gymnasiums • Health Centers • Parks • Playgrounds 	<p style="color: red;">ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p style="color: red;">REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p style="color: red;">SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
			<ul style="list-style-type: none"> Provides for appropriate practice 	<ul style="list-style-type: none"> Recreation Department Recreational Centers e.g., batting cages School Grounds Slatersville Reservoir Track/Turf YMCA/YWCA (Woonsocket, Lincoln) 	<ul style="list-style-type: none"> Round Robin Rubrics/checklists Self-assessment Self and peer evaluation Skill assessment Technology Written responses
<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 department, PAL).</p>		<p>The student</p> <p>6.5.1 Identifies youth organizations in the community that offer physical activity programs e.g.,</p> <ul style="list-style-type: none"> YMCA/YWCA Recreation departments School enrichment activities (basketball instruction, yoga). <ul style="list-style-type: none"> www.riahperd.org www.ride.ri.gov www.wikipedia.com 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> 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 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> See introduction <p>Technology</p> <ul style="list-style-type: none"> See introduction <p>Web sites</p> <ul style="list-style-type: none"> www.aahperd.org www.riahperd.org www.shapeupri.org <p>Materials</p> <ul style="list-style-type: none"> See introduction <p>School/Community</p> <ul style="list-style-type: none"> School nurse Boys And Girls Clubs (Woonsocket) Gymnasiums Health Centers Parks Playgrounds Recreation Department Recreational Centers e.g., batting cages School Grounds 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> Common units Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> Activity log Anecdotal records Fitnessgram™ High-five Interviews Oral Performance-based tasks Round Robin Rubrics/checklists

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
				<ul style="list-style-type: none"> • Slatersville Reservoir • Track/Turf • YMCA/YWCA (Woonsocket, Lincoln) 	<ul style="list-style-type: none"> • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.6 Use a variety of valid sources to find information about physical activity.</p>		<p>The student</p> <p>6.6.1 Uses a variety of resources to select physical activity information that is reliable and valid.</p> <p>6.6.2 Uses physical activity information from:</p> <ul style="list-style-type: none"> • classroom teachers • coach • counselors • health teacher • internet sources • library • parents • peers • physical education teacher • print sources • school nurse • T.V. media <ul style="list-style-type: none"> ▪ www.aahperd.org ▪ www.kidshealth.org ▪ www.letsmoveinschool.org 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • See introduction <p>Technology</p> <ul style="list-style-type: none"> • See introduction <p>Web sites</p> <ul style="list-style-type: none"> • www.aahperd.org • www.riahperd.org • www.shapeupri.org <p>Materials</p> <ul style="list-style-type: none"> • See introduction <p>School/Community</p> <ul style="list-style-type: none"> • 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) 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
					<ul style="list-style-type: none"> • Skill assessment • Technology • Written responses
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.7 Identify a variety of emotions that can impact physical activity levels.</p>		<p>The student</p> <p>6.7.1 Identifies a variety of emotions that can impact physical activity levels.</p> <ul style="list-style-type: none"> • Decreased activity level due to negative emotions such as: <ul style="list-style-type: none"> ○ depression ○ sadness ○ anger ○ anxiety • Increased activity level due to positive emotions such as: <ul style="list-style-type: none"> ○ contentment ○ excitement ○ happiness <ul style="list-style-type: none"> ▪ www.cdc.gov ▪ www.charactercounts.org ▪ www.stopbullying.org ▪ www.charactercounts.org 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> • <i>Provides clear expectations for student learning</i> • <i>Organizes pairs, groups, and teams</i> • <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> • <i>Uses a variety of direct and indirect teaching styles</i> • <i>Allows students guided choices</i> • <i>Emphasizes critical thinking and problem-solving tactics</i> • <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> • <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • See introduction <p>Technology</p> <ul style="list-style-type: none"> • See introduction <p>Web sites</p> <ul style="list-style-type: none"> • www.aahperd.org • www.riahperd.org • www.shapeupri.org <p>Materials</p> <ul style="list-style-type: none"> • See introduction <p>School/Community</p> <ul style="list-style-type: none"> • 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) 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Rubrics/checklists • Self-assessment • Self and peer evaluation • Skill assessment • Technology

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES 4-5

Curriculum Writers: Pam Authier, Nancy Crowell, and Ariana Stanton

PHYSICAL EDUCATION	Other	BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS/ EVIDENCE
					<ul style="list-style-type: none"> Written responses
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.8 Describe how positive and negative emotions can impact physical activity levels.</p>		<p>The student</p> <p>6.8.1 Defines factors to overcome negative emotions and barriers:</p> <ul style="list-style-type: none"> motivational techniques e.g. (music, friends, logs, goals, etc.) positive self-talk realistic goals recognizes self-accomplishments self-concept self-image social interaction <ul style="list-style-type: none"> www.charactercounts.org www.pbis.org (Positive Behavioral Intervention and Support) www.stopbullying 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p> <ul style="list-style-type: none"> <i>Provides clear expectations for student learning</i> <i>Organizes pairs, groups, and teams</i> <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> <i>Uses a variety of direct and indirect teaching styles</i> <i>Allows students guided choices</i> <i>Emphasizes critical thinking and problem-solving tactics</i> <i>Demonstrates enthusiasm for an active, healthy lifestyle</i> <i>Provides for appropriate practice</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> See introduction <p>Technology</p> <ul style="list-style-type: none"> See introduction <p>Web sites</p> <ul style="list-style-type: none"> www.aahperd.org www.riahperd.org www.shapeupri.org <p>Materials</p> <ul style="list-style-type: none"> See introduction <p>School/Community</p> <ul style="list-style-type: none"> 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) 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p> <ul style="list-style-type: none"> Common units Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> Activity log Anecdotal records Fitnessgram™ High-five Interviews Oral Performance-based tasks Round Robin Rubrics/checklists Self-assessment Self and peer evaluation Skill assessment Technology Written responses