

1/1/2014

**NORTH
SMITHFIELD
SCHOOL**

PHYSICAL EDUCATION CURRICULUM GRADES K-1

Curriculum Writers: Nancy Crowell and Ariana Stanton

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

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

Mission Statement

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

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

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

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

STANDARDS FOR PHYSICAL EDUCATION

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

RESEARCH-BASED INSTRUCTIONAL STRATEGIES

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

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

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

COMMON and SUGGESTED ASSESSMENTS

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

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

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RESOURCES

Supplementary books/materials

- *Appropriate Instructional Practice Guidelines for Middle School Physical Education*
- Fitnessgram/Activitygram Test Administration Manual 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™

Materials

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

Web sites

- www.24hourfitness.com (fitness planning)
- www.aahperd.org (National Physical Education Organization)
- www.aahperd.org (National Physical Education Organization)
- www.acefitness.org (fitness workouts)
- www.cdc.gov
- www.education.com (academic benefits, e.g. improve scores)
- www.enchantedlearning.com
- www.everdaype.org
- www.fitness.gov
- www.fitnessgram.net
- www.healthychildren.org (American Academy of Pediatrics)
- www.heart.org
- www.heartratemonitorzone.net
- www.kidsdictionary.com
- www.kidshealth.org
- www.letsmoveinschool.org
- www.myfitnessplan.com
- www.myplate.org
- www.nfl.com/play60 (children playing 60 minutes per day)
- www.nsmithfieldri.org
- www.opencircle.org
- 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 (where to go in RI for physical activity, hiking, biking, rock climbing)
- www.sparkpe.org
- www.teachpe.com (physical education teaching resources)
- www.teambuildingactivities.com
- www.woonymca.org

• Sports equipment for:

- Badminton, soft
- Basketball, small
- Bowling, soft and small
- Chinese jump ropes
- Cup stacking
- Dance
- Fitness testing
- Flag football, soft
- Floor Hockey, soft and small
- Golf, mini, rubber
- Jump rope
- Kick Ball, soft
- Parachute
- Recreational games
- Scarf juggling
- Soccer, soft
- Volleyball, soft
- Whiffle Ball , wide and plastic, tee, soft 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, Smithfield)

Spark PE

1. Building a Foundation
2. Parachute
3. Catching and Throwing
4. Manipulatives
5. Balance, Stunts and Tumbling
6. Jumping
7. Kicking and trapping
8. Dribbling, volleying, striking
9. Dance
10. Games

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PHYSICAL EDUCATION STANDARDS	SPARK PE	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.1 Use mature form in basic gross locomotor patterns (walk, run, jump, hop, leap).</p>		<p>The student</p> <p>1.1.1 Becomes aware that form in basic skills is the most efficient technique for each skill.</p> <ul style="list-style-type: none"> • skill practice <p>1.1.2 Begins identifying and using mature form in some gross locomotor patterns</p> <ul style="list-style-type: none"> • gallop • hop • jump • leap • run • skip • slide • walk <ul style="list-style-type: none"> ▪ www.pecentral.com ▪ www.sparkpe.org ▪ www.peuniverse.com (Physical Education sharing ideas) 	<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>books/materials</p> <ul style="list-style-type: none"> • <i>American Heart Association</i> • <i>Dynamic Physical Education for Elementary School Children, Ninth Edition</i>, Victor Dauer and Robert Pangrazi • <i>Education</i>, NASPE • <i>Elementary P.E. Teachers Survival Guide</i>, Jeff Carpenter and Diane Tunnell • <i>Fitnessgram/Activitygram Test Administration Manual 4th Edition</i> • <i>Games</i>, Jessie H. BanCroft • <i>Guidelines for Physical Education Programs, 2nd edition</i> • <i>Moving into the Future National Standards for Physical Education, 2nd Edition</i> • <i>New Games and Activities for the Elementary Physical Education Class</i>, Kenneth Tillman, Patricia Rizzo Toner • <i>P.E. Teachers' Skill by Skill Activities Program, Success-Oriented Sports Experiences for Grades K-8</i>, L.F."Bud" Turner and Susan Lilliman Turner • <i>Physical Best Activity Guide, Elementary Level</i>, AAHPERD • <i>Physical Best Activity Guide, NASPE</i> • <i>Physical Education for Lifelong Fitness</i>, AAHPERD • <i>Physical Educators Guide for Teaching Tennis</i> • <i>Ready-to-Use P.E. Activities for grades K-2</i>, Joanne Landy and Maxwell Landy • <i>Shape-up Rhode Island</i> • <i>SPARK Physical Education</i> • <i>Teaching for Outcomes in Elementary Physical Education, A Guide for Curriculum and Assessment</i>, Christine Hopple • <i>The Physical Best Teacher's Guide</i>, AAHPERD 	<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 • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses

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				<ul style="list-style-type: none"> • <i>The Rhode Island Physical Education Framework</i> • <i>What are we Doing in Gym Today?</i> Kenneth Tillman, Patricia Rizzo Toner • <i>You'll Never Guess What We Did in Gym today?</i> Kenneth Tillman and Patricia Rizzo Toner <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 • www.aahperd.org • www.pecentral.com • www.sparkpe.org • www.sparkpe.org <p>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <ul style="list-style-type: none"> • Fitnessgram™ CD <p>Materials</p> <ul style="list-style-type: none"> • CDs • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment for: <ul style="list-style-type: none"> ○ Badminton, soft 	

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				<ul style="list-style-type: none"> ○ Balls (variety of playground, e.g. soft balls, geometric, jelly, yarn ball, vinyl ball, critters) ○ Bean bag ○ Basketball, small ○ Bowling, soft and small ○ Chinese jump ropes ○ Cup stacking ○ Dance ○ Fitness Mats ○ Fitness testing ○ Flag football, soft ○ Foam dice ○ Hula Hoops ○ Floor Hockey, soft and small ○ Golf, mini, rubber ○ Jump rope ○ Kick Ball, soft ○ Parachute ○ Polyspot ○ Rings (small and large) ○ Recreational games ○ Scarf juggling ○ Soccer, soft ○ Volleyball, soft ○ Whiffle Ball , wide and plastic, tee, soft ball ○ Bowling, soft and small ○ Dance ○ Fitness Mats ○ Fitness testing ○ Flag football, soft ○ Foam dice ○ Hula Hoops ○ Parachute ○ Polyspot ○ Rings (small and large) <ul style="list-style-type: none"> ● 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</p>		<p>The student</p> <p>1.2.1 Begins to demonstrate awareness of movement by showing form in the following skills.</p> <ul style="list-style-type: none"> ● Locomotor 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<p>movement forms.</p> <p>1.2 Show awareness of movement in relation to body, space, time, and effort (tempo, kinesphere, directionality, relationship).</p>		<ul style="list-style-type: none"> ○ gallop ○ hop ○ jump ○ leap ○ run ○ skip ○ slide ○ walk • Non-locomotor <ul style="list-style-type: none"> ○ bending ○ pushing and pulling ○ rising ○ twisting ○ turning ○ shaking ○ stretching ○ swinging ○ swaying • directionality e.g. <ul style="list-style-type: none"> ○ up ○ down ○ right ○ left ○ side ways ○ forward/back ○ following ○ leading ○ mirroring • levels <ul style="list-style-type: none"> ○ low ○ medium ○ high • pathways <ul style="list-style-type: none"> ○ straight ○ curvy ○ zigzag • balance • personal and general space • raising and lowering • tempo <ul style="list-style-type: none"> ○ slow, 	<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>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites</p> <p>See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. • www.pecentral.com • www.peuniverse.com (Physical Education sharing ideas) • www.teachpe.com (physical education teaching resources) 	<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 • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses

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		<ul style="list-style-type: none"> ○ medium ○ fast ▪ www.sparkpe.org ▪ www.pecentral.com ▪ www.peuniverse.com (Physical Education sharing ideas) ▪ www.teachpe.com (physical education teaching resources) 			
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.3 Use initial form in fundamental manipulative skills (e.g., throw, catch, strike, dribble).</p>		<p>The student</p> <p>1.3.1 Begins to use initial form in the following fundamental manipulative skills:</p> <ul style="list-style-type: none"> • throwing (overhand, underhand) • rolling • catching (one hand, two hand) • hand dribbling • foot dribbling (inside, outside) • trapping • striking • striking with long handle implements (pilo polo stick and bat) • tossing • juggling ▪ www.sparkpe.org ▪ www.pecentral.com ▪ www.peuniverse.com (Physical Education sharing ideas) 	<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>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation* 2. Parachute* 3. Catching and Throwing* 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites</p> <p>See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. • www.pecentral.com • www.peuniverse.com (Physical Education sharing ideas) 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
<p>1. Students will demonstrate competency in many movement forms and</p>		<p>The student</p> <p>1.4.1 Begins to show initial form in combination movement patterns:</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<p>proficiency in a few movement forms.</p> <p>1.4 Demonstrate initial form in fundamental combinations of movement skills (e.g., run and jump, strike and run).</p>		<ul style="list-style-type: none"> • Net, e.g.: exploratory volleyball, badminton, tennis <ul style="list-style-type: none"> ○ catching/throwing ○ hand eye coordination ○ reaching/catching ○ running/grabbing ○ running/striking ○ stepping/striking • Territory/field sport, e.g.: exploratory soccer, basketball, flag football, floor hockey <ul style="list-style-type: none"> ○ running/tagging ○ running/fleeing ○ turning/twisting ○ running/stopping ○ running/throwing • Striking, e.g.: exploratory whiffle T-ball, kick/handball, bowling, mini golf <ul style="list-style-type: none"> ○ reaching/striking ○ standing/striking ○ walking/kicking ○ walking/striking • Dance/rhythm, e.g.: exploratory creative movement, introductory line dancing, folk dance, aerobic dance, scarf juggling, cup stacking, ribbon <ul style="list-style-type: none"> ○ counting/moving ○ stepping/turning ○ sliding/turning ○ stepping/stretching ○ run/gallop ○ run/leap ○ run/skip ○ skip/gallop ○ step/hop ○ step/leap ○ step/slide • Fitness, e.g.: exploratory personal fitness, yoga, aerobics, jumping rope, relay , balance, circuit training, balance/stunt/ tumbling, track and field, 	<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>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. • www.everdaype.org 	<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 • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses

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		<ul style="list-style-type: none"> ○ circuit training <ul style="list-style-type: none"> ○ jumping/squatting ○ jumping/turning ○ stepping/lunging ○ stepping/stretching ● Cooperative, e.g.: exploratory team building activities, parachute <ul style="list-style-type: none"> ○ chasing/fleeing ○ lifting/pulling ○ lifting/turning ○ reaching/pulling ● Recreational, e.g.: exploratory backyard games (e.g. tag, SPUD, kick the can, monkey in the middle) <ul style="list-style-type: none"> ○ running/stopping ○ stepping/twisting ○ grabbing/dodging ○ stepping/striking ○ reaching/twisting <ul style="list-style-type: none"> ▪ www.sparkpe.org ▪ www.everdaype.org 			
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.1 Recognize an initial movement vocabulary (e.g. heart rate).</p>		<p>The student</p> <p>2.1.1 Recognize movement vocabulary as it applies to motor skill development.</p> <ul style="list-style-type: none"> ● locomotor <ul style="list-style-type: none"> ○ gallop ○ hop ○ jump ○ leap ○ run ○ skip ○ slide ○ walk ● non-locomotor <ul style="list-style-type: none"> ○ bending ○ pushing and pulling ○ rising ○ twisting 	<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>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games 	<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 ● Checklists ● Fitnessgram™

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		<ul style="list-style-type: none"> ○ turning ○ shaking ○ stretching ○ swinging ○ swaying • directionality e.g. <ul style="list-style-type: none"> ○ up ○ down ○ right ○ left ○ side ways ○ forward/back ○ following ○ leading ○ mirroring • levels <ul style="list-style-type: none"> ○ low ○ medium ○ high • pathways <ul style="list-style-type: none"> ○ straight ○ curvy ○ zigzag • balance • personal and general space • raising and lowering • tempo <ul style="list-style-type: none"> ○ slow, ○ medium ○ fast <ul style="list-style-type: none"> ▪ www.enchantedlearning.com ▪ www.kidsdictionary.com ▪ www.sparkpe.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> 	<p>Web sites See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. • www.enchantedlearning.com • www.kidsdictionary.com 	<ul style="list-style-type: none"> • High-five • Interviews • Oral • Performance-based tasks • Round Robin • 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>The student</p> <p>2.2.1 Listen to movement cues and respond appropriately through movement, e.g.</p> <ul style="list-style-type: none"> • balance • follow through 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p>Employs Physical Education best practices e.g.,</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Spark PE</p> <p>1. Building a Foundation</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p>REQUIRED</p>

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<p>2.2 Listen and respond appropriately to feedback in regard to movement skills.</p>		<ul style="list-style-type: none"> • opposite • pathway • stretch <ul style="list-style-type: none"> ▪ www.pecentral.com ▪ www.sparkpe.org ▪ www.teachpe.com (physical education teaching resources) 	<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> 	<ol style="list-style-type: none"> 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites See introduction</p> <ul style="list-style-type: none"> • www.pecentral.com • www.sparkpe.org • www.teachpe.com (physical education teaching resources) • www.americanheart.org • www.kidshealth.org 	<ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • 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>3.1 Recognize the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention).</p>		<p>The student</p> <p>3.1.1 Begins to identify how physical activity improves health, 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 ○ improves sleep patterns ○ increases energy ○ reduces body fat • disease prevention <ul style="list-style-type: none"> ○ cardiovascular health ○ increases immune system function ○ obesity <ul style="list-style-type: none"> ▪ www.americanheart.org ▪ www.kidshealth.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> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <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> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin

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			<ul style="list-style-type: none"> Emphasizes critical thinking and problem-solving tactics Demonstrates enthusiasm for an active, healthy lifestyle Provides for appropriate practice 	See introduction <ul style="list-style-type: none"> www.pecentral.com www.sparkpe.org www.teachpe.com (physical education teaching resources) www.americanheart.org www.kidshealth.org 	<ul style="list-style-type: none"> Self-assessment Self and peer evaluation Skill assessment Technology Written responses
3. Students will understand the implications of and the benefits derived from involvement in physical activity. 3.2. Use physical activity as a means of self-expression.		The student 3.2.1 Creatively explores movement patterns through introductory sport activities. <ul style="list-style-type: none"> Territory/field sport, e.g.: exploratory soccer, basketball, flag football, floor hockey Striking, e.g.: exploratory whiffle T-ball, kick/handball, bowling, mini golf Dance/rhythm, e.g.: exploratory creative movement, introductory line dancing, folk dance, aerobic dance, scarf juggling, cup stacking, ribbon Fitness, e.g.: exploratory personal fitness, yoga, aerobics, jumping rope, relay, balance, circuit training, balance/stunt/ tumbling, track and field, circuit training Cooperative, e.g.: exploratory team building activities, parachute Recreational, e.g.: exploratory backyard games (e.g. tag, SPUD, kick the can, monkey in the middle) <ul style="list-style-type: none"> www.pecentral.com www.sparkpe.org 	TEACHER NOTES See instructional strategies in the introduction Employs Physical Education best practices e.g., <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 	RESOURCE NOTES See resources in the introduction Spark PE <ol style="list-style-type: none"> Building a Foundation Parachute Catching and Throwing Manipulatives Balance, Stunts and Tumbling Jumping Kicking and trapping Dribbling, volleying, striking Dance Games Web sites See introduction <ul style="list-style-type: none"> www.sparkpe.org www.pecentral.com 	ASSESSMENT NOTES See assessments in the introduction REQUIRED <ul style="list-style-type: none"> Common units Common unit assessments SUGGESTED <ul style="list-style-type: none"> Activity log Anecdotal records Checklists Fitnessgram™ High-five Interviews Oral Performance-based tasks Round Robin Self-assessment Self and peer evaluation Skill assessment Technology Written responses
4. Students will apply physical activity-related skills and concepts to maintain a physically active		The student 4.1.1 Participates in Fitnessgram Test (Pacer Test) to assess	TEACHER NOTES See instructional strategies in the introduction	RESOURCE NOTES See resources in the introduction	ASSESSMENT NOTES See assessments in the introduction REQUIRED

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<p>lifestyle and a health-enhancing level of physical fitness.</p> <p>4.1 Participate in activities promoting health-related fitness.</p>		<ul style="list-style-type: none"> • aerobic endurance • agility • flexibility • muscular strength and endurance • speed <ul style="list-style-type: none"> ▪ www.fitnessgram.net 	<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>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. • www.fitnessgram.net 	<ul style="list-style-type: none"> • Common units • Common unit assessments <p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
<p>1. 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 Recognize components of health-related physical fitness assessment.</p>		<p>The student</p> <p>4.2.1 Begins to recognize components of health-related physical fitness testing:</p> <ul style="list-style-type: none"> • specificity (What am I doing?) - type of exercises that increase fitness in each of the five specific areas <ul style="list-style-type: none"> ○ aerobic capacity (heart power) ○ muscular endurance/muscular strength (push, pull, lift) ○ flexibility (How far can I stretch?) ○ agility (How smoothly/quickly can I change directions?) ○ speed • progression (How far can I go and how much can I do?) - gradual increase in <ul style="list-style-type: none"> ○ intensity (How hard is it?) ○ time (How much time did it take?) <ul style="list-style-type: none"> ▪ www.fitnessgram.net 	<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> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites 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 • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin

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PHYSICAL EDUCATION STANDARDS	SPARK PE	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<ul style="list-style-type: none"> Emphasizes critical thinking and problem-solving tactics Demonstrates enthusiasm for an active, healthy lifestyle Provides for appropriate practice 	<ul style="list-style-type: none"> www.sparkpe.org 	<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>4.3 Identify health-enhancing physical activities in which they participate.</p>		<p>The student</p> <p>4.3.1 Identifies physical activity in which participation enhances physical personal health.</p> <ul style="list-style-type: none"> aerobic capacity/cardiovascular endurance (heart power) <ul style="list-style-type: none"> bike riding dancing ice skating jogging jumping rope roller blading running skateboarding swimming walking muscular strength and endurance (push, pull lift) <ul style="list-style-type: none"> push-ups curl-ups chin-ups flexibility (How far can I stretch?) <ul style="list-style-type: none"> stretching (warm-up/cool-down) <ul style="list-style-type: none"> www.fitnessgram.net www.sparkpe.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 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>Spark PE</p> <ol style="list-style-type: none"> Building a Foundation Parachute Catching and Throwing Manipulatives Balance, Stunts and Tumbling Jumping Kicking and trapping Dribbling, volleying, striking Dance Games <p>Web sites</p> <p>See introduction</p> <ul style="list-style-type: none"> www.sparkpe.org www.fitnessgram.net 	<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 Checklists Fitnessgram™ High-five Interviews Oral Performance-based tasks Round Robin 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>5.1 Use self-control with regard to</p>		<p>The student</p> <p>5.1.1 Exhibits self-control with regard to personal and general space.</p> <ul style="list-style-type: none"> applying safe practices, e.g. proper attire to allow for uninhibited movement rules and procedures (Open Circle) proper, intended, and safe equipment use. <ul style="list-style-type: none"> 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"> Provides clear expectations for student learning 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Spark PE</p> <ol style="list-style-type: none"> Building a Foundation Parachute Catching and Throwing 	<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

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personal and general space.		<ul style="list-style-type: none"> ▪ www.sparkpe.org ▪ www.opencircle.org 	<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 	<ol style="list-style-type: none"> 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. 	<p>SUGGESTED</p> <ul style="list-style-type: none"> • Activity log • Anecdotal records • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • 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>5.2 Follow activity-specific laws, rules, procedures, and etiquette.</p>		<p>The student</p> <p>5.2.1 Follows activity-specific laws, rules, procedures, and etiquette for:</p> <ul style="list-style-type: none"> • Territory/field sport • Striking • Dance/rhythm • Fitness • Cooperative • Recreational <ul style="list-style-type: none"> ▪ www.opencircle.org ▪ www.sparkpe.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 problem-solving tactics • Demonstrates enthusiasm for an 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. 	<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 • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Self-assessment • Self and peer evaluation • Skill assessment • Technology

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			<i>active, healthy lifestyle</i> <ul style="list-style-type: none"> Provides for appropriate practice 		<ul style="list-style-type: none"> Written responses
11. Students will demonstrate responsible personal and social behavior in physical activity settings 5.3 Utilize safety principles in activity situations and settings.		The student 5.3.1 Begins to demonstrate ways to be safe in large group movement activity settings. <ul style="list-style-type: none"> Awareness of body in personal and general space (life saver space) Proper clothing and footwear Safe use of equipment <ul style="list-style-type: none"> www.pecentral.com www.sparkpe.org 	TEACHER NOTES See instructional strategies in the introduction Employs Physical Education best practices e.g., <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 	RESOURCE NOTES See resources in the introduction Spark PE <ol style="list-style-type: none"> Building a Foundation Parachute Catching and Throwing Manipulatives Balance, Stunts and Tumbling Jumping Kicking and trapping Dribbling, volleying, striking Dance Games Web sites See introduction <ul style="list-style-type: none"> www.sparkpe.org. 	ASSESSMENT NOTES See assessments in the introduction REQUIRED <ul style="list-style-type: none"> Common units Common unit assessments SUGGESTED <ul style="list-style-type: none"> Activity log Anecdotal records Checklists Fitnessgram™ High-five Interviews Oral Performance-based tasks Round Robin Self-assessment Self and peer evaluation Skill assessment Technology Written responses
5 Students will demonstrate responsible personal and social behavior in physical activity settings 5.4 Work cooperatively and productively with a partner and/or a group to accomplish a		The student 5.4.1 Begins to work cooperatively and productively with a partner and/or a group to accomplish a set goal <ul style="list-style-type: none"> begins to identify how working together helps reach a set goal. begins to demonstrate how to respect others in competitive and cooperative settings. 	TEACHER NOTES See instructional strategies in the introduction Employs Physical Education best practices e.g., <ul style="list-style-type: none"> Provides clear expectations for student learning Organizes pairs, groups, and teams 	RESOURCE NOTES See resources in the introduction Spark PE <ol style="list-style-type: none"> Building a Foundation Parachute Catching and Throwing Manipulatives Balance, Stunts and 	ASSESSMENT NOTES See assessments in the introduction REQUIRED <ul style="list-style-type: none"> Common units Common unit assessments SUGGESTED

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set goal.		<ul style="list-style-type: none"> • begins to demonstrate how to identify good performances of others. • Begins to demonstrate the ability to make safe choices <p>5.4.2 Begins to apply the principles of Open Circle in the PE setting</p> <ul style="list-style-type: none"> • Non-negotiable rules <ul style="list-style-type: none"> ▪ www.opencircle.org ▪ www.sparkpe.org. 	<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> 	<p>Tumbling</p> <ol style="list-style-type: none"> 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. • www.opencircle.org 	<ul style="list-style-type: none"> • Activity log • Anecdotal records • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • 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 time.</p>		<p>The student</p> <p>5.5.1 Begins to demonstrate behavior that is independent and on task for developmentally appropriate periods of time (1-4 minutes).</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 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>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. 	<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 • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses

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PHYSICAL EDUCATION STANDARDS	SPARK PE	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>5 Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.6 Understand and use appropriate interactions with peers while participating in group activities.</p>		<p>The student</p> <p>5.6.1 Understands and uses appropriate interactions with peers in the physical education setting.</p> <ul style="list-style-type: none"> • begins to interact appropriately with peers by <ul style="list-style-type: none"> ○ accepting responsibility for one’s own actions ○ including others of different skill levels <ul style="list-style-type: none"> ▪ www.sparkpe.org. ▪ www.opencircle.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>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites</p> <p>See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.1 Recognize characteristics of appropriate and safe areas within their neighborhood to participate in physical activity.</p>		<p>The student</p> <p>6.1.1 Begins to identify appropriate and safe areas within the community to participate in physical activity.</p> <ul style="list-style-type: none"> ▪ www.nsmithfieldri.org ▪ www.shapeupri.org ▪ www.woonycma.org <p>6.1.2 Begins to identify various safe locations that are intended for recreation and play e.g.</p> <ul style="list-style-type: none"> • beaches 	<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>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, 	<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 • Checklists

NORTH SMITHFIELD PHYSICAL EDUCATION CURRICULUM GRADES K-1

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PHYSICAL EDUCATION STANDARDS	SPARK PE	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> • bike paths • Boys and Girls Clubs (Woonsocket) • gymnasiums • health centers • parks • playgrounds • Park and Recreation Department • recreational centers e.g., batting cages • school grounds • Slatersville Reservoir • track/turf • Wide World of Indoor Sports • YMCA/YWCA (Woonsocket, Lincoln, Smithfield) <ul style="list-style-type: none"> ▪ www.nsmithfieldri.org ▪ www.shapeupri.org ▪ www.woonymca.org 	<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> 	<p>striking 9. Dance 10. Games</p> <p>Web sites See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. • www.nsmithfieldri.org • www.shapeupri.org • www.woonymca.org 	<ul style="list-style-type: none"> • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • 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>6.2 Recognize physical activities that can be performed in a variety of settings.</p>		<p>The student</p> <p>6.2.1 Begins to identify physical activities that can be performed in a variety of settings, e.g.</p> <ul style="list-style-type: none"> • Interscholastic • Intramural • Recreational • elite (e.g. AAU, development team) • college/university camps • private/independent <ul style="list-style-type: none"> ▪ www.nsmithfieldri.org ▪ www.shapeupri.org ▪ www.woonymca.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</i> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. 	<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 • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Self-assessment • Self and peer evaluation • Skill assessment

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PHYSICAL EDUCATION STANDARDS	SPARK PE	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<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.nsmithfieldri.org • www.shapeupri.org • www.woonymca.org 	<ul style="list-style-type: none"> • Technology • Written responses
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.3 Realize there are youth organizations in the community that offer physical activity program (e.g. Young Men's Christian Association (YMCA), Young Women's Christian Association (YWCA), town/city recreation departments, Police Athletic Leagues (PAL).</p>		<p>The student</p> <p>6.3.1 Begins to identify 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, mileage club). <p>6.3.2 Begins to recognize resources in the community:</p> <ul style="list-style-type: none"> • Boys and Girls Clubs. • community recreation programs • extracurricular clubs • inter-scholastic teams • YMCA <ul style="list-style-type: none"> ▪ www.nsmithfieldri.org ▪ www.shapeupri.org ▪ www.woonymca.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>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites</p> <p>See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. • www.nsmithfieldri.org • www.shapeupri.org • www.woonymca.org 	<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 • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • 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 Know there are a variety of valid sources to find information</p>		<p>The student</p> <p>6.4.1 Begins to identify a variety of valid sources to find information about physical activity, e.g.</p> <ul style="list-style-type: none"> • classroom teachers • coach • guidance counselors • internet sources • library • parents • peers 	<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> 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and 	<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>

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PHYSICAL EDUCATION STANDARDS	SPARK PE	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
about physical activity.		<ul style="list-style-type: none"> • physical education/health teacher • principal • print sources • school nurse/teacher • T.V. media <ul style="list-style-type: none"> ▪ www.nsmithfieldri.org ▪ www.shapeupri.org ▪ www.woonymca.org 	<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> 	Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <u>Web sites</u> See introduction <ul style="list-style-type: none"> • www.sparkpe.org. • www.nsmithfieldri.org • www.shapeupri.org • www.woonymca.org 	<ul style="list-style-type: none"> • Activity log • Anecdotal records • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses
6. Students will understand that internal and external environments influence physical activity. 6.5 Identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, recreation department, PAL).		<p>The student</p> 6.5.1 Begins to identify youth organizations in the community that offer physical activity programs , e.g. <ul style="list-style-type: none"> • Boys and Girls Clubs. • community recreation programs • extracurricular clubs • inter-scholastic teams • YMCA 	<p>TEACHER NOTES</p> See instructional strategies in the introduction Employs Physical Education best practices e.g., <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> See resources in the introduction <p>Spark PE</p> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <u>Web sites</u> See introduction <ul style="list-style-type: none"> • www.sparkpe.org. • www.nsmithfieldri.org • www.shapeupri.org • www.woonymca.org 	<p>ASSESSMENT NOTES</p> See assessments in the introduction

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PHYSICAL EDUCATION STANDARDS	SPARK PE	BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.6 Identify a variety of valid sources to find information about physical activity.</p>		<p>The student</p> <p>6.6.1 Uses physical activity information from:</p> <ul style="list-style-type: none"> • classroom teachers • coach • guidance counselors • internet sources • library • parents • peers • physical education/health teacher • principal • print sources • school nurse/teacher • T.V. media <ul style="list-style-type: none"> ▪ www.nsmithfieldri.org ▪ www.shapeupri.org ▪ www.woonymca.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>Spark PE</p> <ol style="list-style-type: none"> 1. Building a Foundation 2. Parachute 3. Catching and Throwing 4. Manipulatives 5. Balance, Stunts and Tumbling 6. Jumping 7. Kicking and trapping 8. Dribbling, volleying, striking 9. Dance 10. Games <p>Web sites</p> <p>See introduction</p> <ul style="list-style-type: none"> • www.sparkpe.org. • www.nsmithfieldri.org • www.shapeupri.org • www.woonymca.org 	<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 • Checklists • Fitnessgram™ • High-five • Interviews • Oral • Performance-based tasks • Round Robin • Self-assessment • Self and peer evaluation • Skill assessment • Technology • Written responses