

**PHYSICAL EDUCATION/ WELLNESS** Wellness is an outcome of quality health education, physical activity and recreational activities.

These are distinct disciplines, yet each makes a significant contribution to the development of a healthy child. Sudan's wellness program is committed to ensure students with the most age and developmentally appropriate instruction related to physical activity and health.

Secondary students enrolled in physical education experience a variety of innovative physical activities. Activities such as in-line skating, rock climbing, fishing, cycling, water aerobics, outdoor education, as well as the traditional team and individual sports, provide students with the components for lifetime fitness.

Elementary and Intermediate students experience locomotor and nonlocomotor skill development, opportunities for team games, problem solving activities, rhythms and safety education.

**Sudan ISD – Elem. PE Guide, 2005**

# **ELEMENTARY PHYSICAL EDUCATION**

**Grades K-5**

**Sudan Independent School District**

• Sudan, Texas 79371

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**CURRICULUM GUIDE – 2005**

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**Sudan ISD – Elem. PE Guide, 2005**

**Elementary Physical Education**

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# Texas-based Curriculum Goals

The Texas Essential Knowledge and Skills (TEKS) for elementary physical education have been developed from three broad-based goals designed to assist students in acquiring content knowledge, in developing positive attitudes, and in making connections among physical education, health and other aspects of social life. In physical education, students acquire skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. In grades K-2, students learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. In grades 3-5, students continue to develop strength, endurance, and flexibility. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process. The three basic strands for the physical education curriculum are summarized below.

## **1. Movement**

*The student demonstrates competency in fundamental movement patterns, applies movement concepts to the learning and development of motor skills.*

## **2. Physical Activity and Health**

*The student exhibits a physically active lifestyle, knows the benefits of daily physical activity and understands and applies safety practices associated with physical activities.*

## **3. Social Development**

*The student understands basic components of games, sports, dance and gymnastics and develops positive self-management and social skills needed to work independently and with others in physical activity settings.*

By reflecting on physical activity and movement skills, students understand their role in society and are able to participate successfully in a diverse culture. Students analyze and evaluate movement activities while developing criteria for making critical judgments and

informed choices.

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## Elementary Physical Education National Standards

Physical activity is critical to the development and maintenance of good

health. The goal of physical education is to develop physically-educated

persons who have the knowledge, skills, and confidence to enjoy a lifetime of

healthful physical activity.

A physically educated person:

**Standard 1:** Demonstrates competency in motor skills and movements

patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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## Elementary Physical Education District Policy and Guidelines

**DAILY PHYSICAL ACTIVITY** (The reference to “physical activity” does not mean scheduled P.E. for

each child. See next page for actual policy document.)

In accordance with Education Code 28.002, all students enrolled in full-day kindergarten or

grades 1-6 in an elementary school setting are required to participate in physical activity

for a minimum of either 30 minutes daily or 135 minutes weekly under the following

conditions:

1. Participation must be in a Texas Essential Knowledge and Skills (TEKS)-

based

physical education class or a TEKS-based structured activity; and

2. Each school district shall establish procedures for providing the required physical

activity that must consider the health-related education needs of the student and the

recommendations of the local health advisory council.

A student who is unable to participate in daily physical activity because of illness or

disability is exempt from this requirement.

### **GRADING EXPECTATIONS**

Physical education grades are based upon participation and are not negatively or positively influenced by assessment results.

### **BASIC INSTRUCTIONAL PROGRAM: EHAB**

#### **REQUIRED INSTRUCTION (ELEMENTARY) (LEGAL)**

**ESSENTIAL KNOWLEDGE** The District that offers kindergarten through grade 5 must provide instruction

**AND SKILLS** in the required curriculum as specified in 19 TAC 74.1 (relating to Essential Knowledge and Skills). The District shall ensure that sufficient time is provided for teachers to teach and students to learn English language arts, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English. Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards.

19 TAC 74.2

**COORDINATED HEALTH** TEA shall make available to the District one or more coordinated health

**PROGRAMS FOR ELEMENTARY STUDENTS** programs designed to prevent obesity, cardiovascular disease, and Type II diabetes in elementary school students. Each program must provide for

coordinating health education, physical education and physical activity, nutrition services, and parental involvement. Education Code 38.013

Not later than September 1, 2007, the District shall participate in appropriate training to implement TEA's coordinated health program and implement the program in each elementary school in the District. Education Code 38.014

**DAILY PHYSICAL ACTIVITY** In accordance with Education Code 28.002, all students enrolled in full-day

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1. Participation must be in a Texas Essential Knowledge and Skills (TEKS)-based physical education class or a TEKS-based structured activity; and
2. Each school district shall establish procedures for providing the required physical activity that must consider the health-related education needs of the student and the recommendations of the local health advisory council.

A student who is unable to participate in daily physical activity because of illness or disability is exempt from this requirement.

Education Code 28.002(l); 19 TAC 74.32

## **ELEMENTARY PHYSICAL EDUCATION PROGRAM PHILOSOPHY**

Physical education involves the art and science of human movement. Physical Education in Sudan ISD is taught within a curriculum that focuses on the physical activities, movement skills, health and safety knowledge, and social attitudes that will prepare the students to function

effectively in a changing society. The district's program recognizes the wide

range of abilities and interests of students and both stimulates and urges the

full development of potential in every student.

The physical education program in Sudan ISD is a vital component in the

total wellness of each individual child. Therefore, the physical education

program strives to:

- provide instruction in a variety of motor skills that are designed to enhance the physical, mental and social/emotion development of every child.
- provide health-related fitness education and assessment to help children understand how to achieve and maintain physical fitness and healthy lifestyles.
- provide for the development of cognitive concepts about motor skill and fitness
- provide opportunities for students to improve their emerging social and cooperative skills and gain a multi-cultural perspective.
- create a supportive learning environment that is physically and emotionally safe, developmentally appropriate, and enjoyable.
- encourage students to explore their unique physical talents in and outside of school.

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## **TEXAS EDUCATION AGENCY**

### **Texas Essential Knowledge and Skills for Physical Education**

Chapter 116. Texas Essential Knowledge and Skills for Physical Education.

Subchapter A. Elementary

## **§116.1. Implementation of Texas Essential Knowledge and Skills for Physical Education, Elementary.**

*The provisions of this subchapter shall supersede §75.30(a)-(l) of this title (relating to Physical Education)*

*beginning September 1, 1998.*

## **§116.2. Physical Education, Kindergarten.**

*(a) Introduction.*

*(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.*

*(2) In Grades K-2, children learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin to develop a vocabulary for movement and*

*apply concepts dealing with space and body awareness. Students are engaged in activities that develop basic*

*levels of strength, endurance, and flexibility. In addition, students learn to work safely in group and individual movement settings. A major objective is to present activities that complement their natural inclination to view physical activity as challenging and enjoyable.*

*(3) The focus for kindergarten students is on learning basic body control while moving in a variety of settings.*

*Students become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn*

*ways to increase health-related fitness.*

*(b) Knowledge and skills.*

*(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a*

*few specialized movement forms. The student is expected to:*

*(A) travel in different ways in a large group without bumping into others or falling;*

*(B) demonstrate clear contrasts between slow and fast movement when traveling;*

*(C) demonstrate non-locomotor (axial) movements such as bend and stretch;*

*(D) maintain balance while bearing weight on a variety of body parts;*

*(E) walk forward and sideways the length of a beam without falling;*

*(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;*

*(G) roll sideways (right or left) without hesitating; and*

*(H) toss a ball and catch it before it bounces twice.*

*(2) Movement. The student applies movement concepts and principles to the learning and development of motor*

*skills. The student is expected to:*

*(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and*

*(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.*

*(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves*

*health and provides opportunities for enjoyment and challenge. The student is expected to:*

*(A) describe and select physical activities that provide opportunities for enjoyment and challenge;*

*(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;*

*(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and*

*(E) describe the benefits from involvement in daily physical activity such as feel better and sleep better.*

*(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and*

*factors that affect physical performance. The student is expected to:*

*(A) observe and describe the immediate effect of physical activity on the heart and breathing rate and*

*perspiration;*

*(B) locate the lungs and explain their purpose; and*

*(C) state that rest and sleep are important in caring for the body.*

*(5) Physical activity and health. The student understands safety practices associated with physical activity and*

*space. The student is expected to:*

*(A) use equipment and space properly;*

*(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;*

*(C) explain how proper shoes and clothing promotes safe play and prevent injury;*

*(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and*

*(E) explain appropriate reactions during emergencies in physical activities.*

*(6) Social development. The student understands basic components such as strategies and rules of structured*

*physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:*

*(A) respond appropriately to starting and stopping signals; and*

*(B) demonstrate the ability to play within boundaries during games and activities.*

*(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:*

*(A) follow rules, procedures, and safe practices;*

*(B) work in a group setting in cooperation with others; and*

*(C) share space and equipment with others.*

### **§116.3. Physical Education, Grade 1.**

*(a) Introduction.*

*(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for*

*enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The*

*student exhibits a physically-active lifestyle and understands the relationship between physical activity and health*

*throughout the lifespan.*

*(2) First grade students continue to develop basic body control, fundamental movement skills, and health-related*

*fitness components such as strength, endurance, and flexibility. Students can state key performance cues for*

*basic movement patterns such as throwing and catching. Students continue to learn rules and procedures for*

*simple games and apply safety practices associated with physical activities.*

*(b) Knowledge and skills.*

*(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a*

*few specialized movement forms. The student is expected to:*

*(A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;*

*(B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;*

*(C) demonstrate control in balancing and traveling activities;*

*(D) demonstrate the ability to work with a partner such as leading and following;*

*(E) clap in time to a simple rhythmic beat;*

*(F) create and imitate movement in response to selected rhythms;*

*(G) jump a long rope; and*

*(H) demonstrate on cue key elements in overhand throw, underhand throw, and catch.*

*(2) Movement. The student applies movement concepts and principles to the learning and development of motor*

*skills. The student is expected to:*

*(A) recognize that motor skill development requires correct practice; and*

*(B) demonstrate a base of support and explain how it affects balance.*

*(3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that improves*

*health and provides opportunities for enjoyment and challenge. The student is expected to:*

*(A) describe and select physical activities that provide opportunities for enjoyment and challenge;*

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and

factors that affect physical performance. The student is expected to:

(A) distinguish between active and inactive lifestyles;

(B) describe the location and function of the heart;

(C) describe how muscles and bones work together to produce movement;

(D) describe food as a source of energy; and

(E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.

(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment and space safely and properly;

(B) describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;

(C) describe how to protect himself/herself from harmful effects of the sun;

(D) list water safety rules and demonstrate simple extension rescue; and

(E) describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.

(6) Social development. The student understands basic components such as strategies and rules of structured

physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) demonstrate starting and stopping signals; and

(B) explain boundaries and rules for simple games.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow directions and apply safe movement practices;

(B) interact, cooperate, and respect others; and

(C) resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.

#### **§116.4. Physical Education, Grade 2.**

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The

student exhibits a physically-active lifestyle and understands the relationship between physical activity and health

throughout the lifespan.

(2) Second grade students learn to demonstrate key elements of fundamental movement skills and mature form

in locomotive skills. Students learn to describe the function of the heart, lungs, and bones as they relate to movement. Students are introduced to basic concepts of health promotion such as the relationship between a

physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic

elements of socially responsible conflict resolution.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a

few specialized movement forms. The student is expected to:

(A) travel independently in a large group while safely and quickly changing speed and direction;

(B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;

(C) combine shapes, levels, and pathways into simple sequences;

(D) demonstrate mature form in walking, hopping, and skipping;

(E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support;

(F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down;



(G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;

(H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position;

(I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;

(J) demonstrate the ability to mirror a partner;

(K) walk in time to a 4/4 underlying beat;

(L) perform rhythmical sequences such as simple folk, creative, and ribbon routines;

(M) jump a self-turned rope repeatedly; and

(N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor

skills. The student is expected to:

(A) recognize that attention to the feeling of movement is important in motor skill development; and

(B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves

health and provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide opportunities for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and

(D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and

factors that affect physical performance. The student is expected to:

(A) identify how regular physical activity strengthens the heart, lungs, and muscular system;

(B) describe how the blood carries oxygen and nutrients through the body;

(C) identify foods that enhance a healthy heart;

(D) explain the need for foods as a source of nutrients that provide energy for physical activity;

(E) describe the negative effects of smoking on the lungs and the ability to exercise; and

(F) describe the need for rest and sleep in caring for the body.

(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment and space safely and properly;

(B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;

(C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;

(D) list water safety rules and describe their importance;

(E) identify safe cycling and road practices; and

(F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.

(6) Social development. The student understands basic components such as strategies and rules of structured

physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) identify goals to be accomplished during simple games such as not getting tagged; and

(B) identify strategies in simple games and activities such as dodging to avoid being tagged.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) display good sportsmanship; and

(B) treat others with respect during play.

### **§116.5. Physical Education, Grade 3.**

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The

student exhibits a physically-active lifestyle and understands the relationship between physical activity and health

throughout the lifespan.

(2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate

mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating

in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how

exercise affects different parts of the body is an important part of the instructional process.

(3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn agespecific

skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a

few specialized movement forms. The student is expected to:

(A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;

(B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations;

(C) demonstrate mature form in jogging, running, and leaping;

(D) demonstrate moving in and out of a balanced position with control;

(E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling;

(F) demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls;

(G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam;

(H) clap echoes in a variety of one measure rhythmical patterns;

(I) demonstrate various step patterns and combinations of movement in repeatable sequences; and

(J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor

skills. The student is expected to:

(A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and

(B) know that practice, attention and effort are required to improve skills.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides

opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for developing flexibility;

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and

(E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and

factors that affect physical performance. The student is expected to:

(A) describe the long term effects of physical activity on the heart;

(B) distinguish between aerobic and anaerobic activities;

(C) identify foods that increase or reduce bodily functions; and

(D) identify principles of good posture and its impact on physical activity.

(5) Physical activity and health. The student understands and applies safety practices associated with physical

activities. The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians; and

(D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.

(6) Social development. The student understands basic components such as strategies and rules of structured

physical activities including but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) identify components of games that can be modified to make the games and participants more successful; and

(B) explain the importance of basic rules in games and activities.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and etiquette;

(B) persevere when not successful on the first try in learning movement skills; and

(C) accept and respect differences and similarities in physical abilities of self and others.

#### **§116.6. Physical Education, Grade 4.**

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health

throughout the lifespan.

(2) Fourth grade students learn to identify the components of health-related fitness. Students combine locomotor and manipulative skills in dynamic situations with body control. Students begin to identify sources of health fitness

information and continue to learn about appropriate clothing and safety precautions in exercise settings.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few

specialized movement forms. The student is expected to:

(A) demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations;

(B) catch an object while traveling such as catch a football pass on the run;

(C) combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;

(D) jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending;

(E) perform sequences that include traveling, showing good body control combined with stationary balances on various body parts;

(F) demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force;

(G) transfer weight along and over equipment with good body control;

(H) create a movement sequence with a beginning, middle, and end;

(I) perform basic folk dance steps such as grapevine, schottische, and step-together-step;

(J) travel into and out of a rope turned by others without hesitating; and

(K) demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor

skills. The student is expected to:

(A) identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving;

(B) identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;

(C) make appropriate changes in performance based on feedback; and

(D) describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides

opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide for enjoyment and challenge;  
(B) name the components of health-related fitness such as strength, endurance, and flexibility  
(C) identify and demonstrate a variety of exercises that promote flexibility;  
(D) improve flexibility in shoulders, trunk, and legs;  
(E) participate in activities that develop and maintain muscular strength and endurance; and  
(F) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and

factors that affect physical performance. The student is expected to:

(A) describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors;

(B) participate in moderate to vigorous physical activities on a daily basis;

(C) identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility;

(D) identify major muscle groups and the movements they cause;

(E) describe the relationship between food intake and physical activity such as calories consumed and calories expended;

(F) explain the link between physical activity/inactivity and health such as reduce stress and burn calories;

(G) explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release;

(H) describe the need for rest and sleep in recovering from exercise; and

(I) identify sources of information on skill improvement, fitness, and health such as books and technology.

(5) Physical activity and health. The student understands and applies safety practices associated with physical

activities. The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) describe and apply safety precautions when cycling and skating; and

(D) identify potential risks associated with physical activities.

(6) Social development. The student understands basic components such as strategies and rules of structured

physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) distinguish between compliance and noncompliance with rules and regulations; and

(B) analyze potential risks associated with unsafe movement and improper use of equipment.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and etiquette;

(B) respond to winning and losing with dignity and understanding;

(C) work independently and stay on task; and

(D) demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.

### **§116.7. Physical Education, Grade 5.**

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for

enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The

student exhibits a physically-active lifestyle and understands the relationship between physical activity and health

throughout the lifespan.

(2) Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic

situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others. Students can match different types of physical activities

to health-related fitness components and explain ways to improve fitness based on the principle of frequency,

intensity, and time. Students continue to learn the etiquette of participation and can resolve conflicts during games

and sports in acceptable ways.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized

movement forms. The student is expected to:

(A) demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent;

(B) demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;

(C) demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;

(D) demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;

(E) demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;

(F) combine traveling and rolling with smooth transitions;

(G) combine weight transfer and balance on mats and equipment;

(H) demonstrate the ability to contrast a partner's movement;

(I) perform selected folk dances;

(J) jump a rope using various rhythms and foot patterns repeatedly;

(K) demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and

(L) demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor

skills. The student is expected to:

(A) identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw;

(B) identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and

(C) choose appropriate drills/activities to enhance the learning of a specific skill.

(3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that provides

opportunities for enjoyment and challenge. The student is expected to:

(A) participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness;

(B) identify appropriate personal fitness goals in each of the components of health-related fitness; and

(C) explain the value of participation in community physical activities such as little league and parks and recreation.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and

factors that affect physical performance. The student is expected to:

(A) relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;

(B) self-monitor the heart rate during exercise;

(C) match different types of physical activity with health-related fitness components;

(D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;

(E) describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing;

(F) identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines;

(G) describe common skeletal problems and their effect on the body such as spinal curvatures;

(H) describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity; and

(I) describe how movement and coordination are effected by alcohol and other drugs.

(5) Physical activity and health. The student understands and applies safety practices associated with physical

activities. The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; and

(D) identify potentially dangerous exercises and their adverse effects on the body.

(6) Social development. The student understands basic components such as strategies and rules of structured

physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense; and

(B) explain the concept and importance of team work.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and etiquette;

(B) use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all; and

(C) describe how physical activity with a partner or partners can increase motivation and enhance safety.

**Source: The provisions of this §116.7 adopted to be effective September 1, 1998, 22 TexReg 7759.**

# MOVEMENT

## FOCUS AREA:

## BASKETBALL

### Objectives

K-1: 1. shoot a ball using a "Granny" shot

2. bounce a ball using preferred then opposite hand.

2-3: 1. learn simple lead-up games.

2. pass a ball using chest, bounce and two-hand overhead pass.

3. understand basic basketball concepts, i.e., double dribble, traveling, foul, etc.

4-5: 1. shoot a one-hand set shot.

2. dribble for speed and accuracy.

3. learn complex lead-up games.

4. understand intermediate basketball concepts, i.e., offensive and defensive formations, and strategy for team play.

### Skills to be Taught (Grade Level) K 1 2 3 4 5

1. "Granny" shot x x

2. Dribbling x x x x

3. Chest pass x x x x

4. Bounce pass x x x x

5. Two-hand overhead pass x x x

7. One-hand set shot x x x

8. Ball-handling skills x x x x

9. Recognize related sports skills x x x

10. Mental imagining for skill x x x

### Suggested Activities

1. Spot shooting

2. Pass to a Partner

3. Pass to Wall

4. Dribble ball around the area

5. Partner keep-away

6. "Bull-in-the-Ring"

7. "Twenty-One"

8. "Around the World"

9. "H-O-R-S-E" (Using spelling words)
10. "Shoot out"
11. "Orange Blossom Special"
12. "Ram Sam Sam" and "Sweet Georgia Brown" rhythmical activities
13. Cooperative relays using basketball
14. Create an original ball handling routine to music
15. "Paris Pass" using math concepts with team juggling
16. Zone Basketball
17. Locker Room

**FOCUS AREA:**

## **BEAN BAGS**

### **Objectives**

K-5 Address eye-hand coordination with manipulatives

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Toss and catch to self x x
2. Toss and catch with partner x x x
3. Two-hand catch x x
4. One-hand catch x x x
5. Throw at different heights/catch x x x x x x
6. Underhand toss to targets x x x x x x
7. Overhead throw to targets x x x x x x
8. Recognize skill patterns in related sports x x x
9. Understand body mechanics of moves x x x

### **Suggested Activities**

1. Activities to music\*
2. Hoop for target
3. Bean bag toe tag
4. Use various other objects to catch and throw.
  - (a) Yarn Balls
  - (b) Frisbees
  - (c) Utility Balls
  - (d) Hacky Sacs
  - (e) Juggling Balls
  - (f) Ring Toss
5. CD "Bean Bag Fun"
6. CD "Bean bag Boogie" from Kids in Action

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## **BODY AWARENESS**

### **Objectives**

K-1: Demonstrate an awareness of name, location, and relationship of body parts.

2-5: Develop a variety of relationships in dynamic movements

2-5: Develop an understanding as to how the body moves

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Identify body parts. x x
2. Movement of specific parts x x x
3. Controlled movement of the body as a unit x x x x x
4. Spatial relationship to others x x x x x x
5. Mirror a partner x x x x x x

6. Movement terms: e.g. flexion, extension, rotate X X X X X X
7. Understand how the body moves x x x

### **Suggested Activities**

1. "Head, Shoulders, Knees, & Toes"
2. "Hokey Pokey"
3. "Show Me How"
4. Beanbag activities
5. Hoop activities
6. Foam noodle activities
7. Peacock feather activities
8. Over and under relay
9. Repeat As I Do
10. Animal walks
11. Cross-leg sit and stand
12. Front Bridge
13. Cradle
14. Knee Scale
15. V-sit
16. Back Bridge
17. Rocking Horse
18. Tripod

### **Partner Activities**

1. The Wheelbarrow
2. Row a Boat
3. Teeter Totter
4. Wring the Dishrag
5. Sit and Stand
6. Toe Touch
7. Table
8. Letters and Shapes

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## **FLOOR HOCKEY**

(STRIKING WITH AN IMPLEMENT)

### **Objectives**

- 2-3: 1. grip the stick with preferred hand on bottom and opposite hand on top.
2. walk the puck
3. dribble the puck.
4. forehand pass the puck to a partner.
5. backhand pass the puck to a partner.
- 4-5: 1. shoot a puck in a goal.
2. stop opposing team from scoring.
3. understand the basic concepts of floor hockey, i.e., offense and defense, positions, scoring, and strategy for good team play.

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Walking the puck x x
2. Dribbling the puck x x x x
3. Forehand Pass x x x
4. Backhand Pass x x x
5. Shooting x x



6. Goal tending x x

**Suggested Activities**

1. Walking the puck
2. Dribbling the puck
3. Partner passing
4. Partner keep-away
5. Circle passing
6. Zigzag drill
7. Goalie rotation
8. Scooter hockey
9. Modified floor hockey
10. Zone hockey

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## **FOOTBALL**

(EYE-HAND COORDINATION WITH EXTENSIONS AND TARGETS)

**Objectives**

- 2-3: 1. demonstrate proper technique while throwing a football.  
2. use proper technique while catching a football.  
3. use proper technique while centering the football.  
4. understand basic football concepts, i.e., offense and defense.
- 4-5: 1. move the football using a variety of techniques.  
2. punt the football using proper technique.  
3. kick from a tee.  
4. understand intermediate football concepts, i.e., positions, boundary areas, scoring, etc.

**Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Throwing x x x x
2. Catching x x x x
3. Centering x x x x
4. Punting x x
5. Dodging x x
6. Lateral Pass x x
7. Hand Off x x
8. Pass (to receive) x x
9. Receive a pass x x
10. Ball Carrying x x
11. Kick from tee x x
12. Taking Flags x x

**Suggested Activities**

1. Pass to partner
2. Center to partner
3. Punt to partner
4. Kick off tee to partner
5. "Down and Out"
6. "One Down Football"
7. "Punt Football"
8. Three-on-Three Football
9. Flag Football
10. Participate in Punt, Pass and Kick: [www.nflyouthfootball.com](http://www.nflyouthfootball.com)

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**FOCUS AREA:**

## **FRISBEE**

(EYE-HAND COORDINATION WITH EXTENSIONS AND TARGETS)

**Objectives**

- K-5: 1. throw frisbee  
2. catch frisbee

**Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Backhand throw x x x x x
2. Underhand throw x x x x x
3. Thumb-down catch x x x x x
4. Thumb-up catch x x x x x
5. Between-the-legs catch x x x
6. Behind-the-back catch x x x
7. Carom (hit & bounce) throw x x x
8. Left curve x x x
9. Right Curve x x x
10. Follow through x x x

**Suggested Activities**

1. Individual throw-and-catch
2. Partner throw-and -catch
3. Distance throws
4. Accuracy throws
5. Ultimate Frisbee
6. Frisbee Bowling
7. "Frisbee Golf" to teach terms and rules of golf

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**FOCUS AREA:**

## **HULA HOOPS**

(EYE-HAND COORDINATION WITH EXTENSIONS AND TARGETS)

**Objectives**

- K-1: Jumping skills. Initiate spinning skills.  
2-3: Master spinning skills.  
4-5: Spin multiple hoops with variety of styles.

**Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Hoops in space relationships x x
2. Jump as a rope x x x
3. Swing overhead x x
4. Spin around waist, arm, neck x x x x
5. Spin around foot x x x
6. Spin multiple hoops x x x
7. Variations of spin styles x x x
8. Spin and complete another task x x x
9. Establish a "feel" for the skill x x x

**Suggested Activities**

1. Automobile
2. Hula Hoop Stations
  - (a) Hula
  - (b) Double Trouble
  - (c) Arm Switch
  - (d) Choker

- (e) Knee Knockers
- (f) Hula Hop
- (g) Slip the Eel
- (h) Sink the Ship
- (i) Boomerang
- (j) 360
- 3. Musical Hoops
- 4. Barker's Hoopla
- 5. Cooperative games and relays

**FOCUS AREA:**

## **JUGGLING**

(EYE-HAND COORDINATION WITH EXTENSIONS AND TARGETS)

### **Objectives**

- K-1: Familiarity with scarves and perceptual awareness
- 2: Juggler's toss crossing the mid-line skills
- 3-5: Mastery of 2 and 3 scarf juggling

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

- 1. General scarf play x x
- 2. Juggler's toss with 1 scarf x x
- 3. Bilateral tossing 1 hand x x x x
- 4. Bilateral tossing 2 hands x x x x
- 5. Figure 8 tossing 1 hand x x x x
- 6. Figure 8 tossing 2 hands x x x x
- 7. Juggle 2 scarves 1 hand x x x x
- 8. Outside cascade pattern with 3 x x x
- 9. Scarf tossing with additional activity x x x
- 10. Inside cascade pattern x x
- 11. Columns pattern x x
- 12. Floor juggling with bean bags x x
- 13. Juggling outside cascade with bean bags x x

### **Suggested Activities**

- 1. "Juggletime" video

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## **JUMP ROPES**

(EYE-FOOT COORDINATION WITH EXTENSIONS AND TARGETS)

### **Objectives**

- K-5: to encourage a vigorous lifelong activity through the development of:
  - 1. cardiovascular-respiratory fitness
  - 2. rhythm
  - 3. creativity in working out original steps and combinations
  - 4. agility and coordination

### **Skills to be Taught**

#### **A. INTRODUCTORY ACTIVITIES**

- 1. Walk forward on rope.
- 2. Walk backward on rope.
- 3. Walk circled rope.
- 4. Walk on ropes that have been placed in geometric figures, numbers, or letters.

5. Jump from circle to circle.
6. Hop from circle to circle.
7. Jump a rope that is waving up and down or side to side.
8. Swinging rope -- have the student stand next to the rope; the rope should be swinging slightly from side to side. The jumper should jump as the rope touches the ground.
9. Jump over raised rope -- rope should be raised on a diagonal line so that student can select desired height.
10. Walk under raised rope.
11. Jump sideways down the rope -- rope on ground or slightly raised.
12. Hop sideways down the rope -- rope on ground or slightly raised.
13. Jump forward and backward -- rope on ground or slightly raised.
14. Jump to rhythm -- use musical accompaniment or create your own rhythm by clapping hands or using a percussion instrument.

#### B. JUMP WITH A LONG ROPE

1. Swing and turn -- student jumps as in swinging rope. After student can do this, the turner can swing the rope over head.
2. Front door -- rope turned toward jumper.
3. Back door -- rope turned away from jumper.
4. Hot pepper -- rope turned very rapidly.
5. High water -- rope turned so that it gradually gets higher from the ground.
6. Double jump -- jumping with a rebound.

#### C. JUMP WITH A SHORT ROPE

1. Basic jump -- throw rope forward, over head and jump with both feet together as the rope comes over to hit the floor.
2. Throw rope backwards.
3. Hot pepper.
4. High water.
5. Double jump.
6. Helicopter -- hold both ends of rope in one hand. Swing rope in circle over head.
7. Side circles -- hold both ends of rope in one hand. Swing rope in circles on side of body.
8. Figure eight -- hold both ends of rope in one hand. Circle rope once on one side of body then circle once on the other side.
9. Crossovers -- arms crossed at elbows.
10. Cross and uncross -- same position as crossovers but uncross arms after each jump.

#### D. VARIATIONS IN FOOTWORK (LONG ROPE OR SHORT ROPE)

1. Alternate feet.
2. Both feet, left foot, then right foot.
3. Jump and straddle.
4. Straddle and cross.
5. Hop right or hop left.
6. Rock -- place one foot in front of the other. Jump on front foot leaning slightly forward then jump on the back foot.
7. Skip -- step hop.
8. Heel, heel -- alternate touching heels in front.
9. Heel, toe -- touch heel in front then toe in back (same foot.)
10. Heel, toe, cross -- touch right heel in front, then touch right toe across in front of left foot.
11. Toe tap -- tap toes to the back alternating right and left.

12. Skier -- feet and knees together and jump from side to side.
13. Double and triple turns -- turn rope two or three times while jumping rope once.
14. Combination of jumps -- using four counts or eight counts for each kind of stunt, the child can make up a jump rope routine. Example, four jumps on alternate feet; four jumps on both, left, right, four jumps, jump and spread; and four jumps spread cross.
15. Heel clicking between each hop.

### **Suggested Activities**

#### **A. BALL SKILLS WITH LONG ROPE JUMPING**

1. Toss in and out to partner.
2. Bouncing in and out to partner.
3. Bouncing while jumping.
4. Bouncing or tossing to partner while both jumping.
5. Dribble in and jump.

#### **B. LONG ROPE JUMPING WITH MORE THAN ONE ROPE**

1. Double Dutch -- two ropes, two turners. Turn ropes inward. Start to run in when one rope is high and the other is on the ground; run in and jump over the oncoming rope. Jump continuously with no bounces.
2. Double Irish -- two ropes, two turners. Turn ropes outward. Run in as back rope hits the ground.
3. Egg beater -- two ropes, four turners. Each turner stands in the corner of an imaginary square. Two ropes cross in center of square. Start the rope turning, then turn the bottom rope in the same direction and at the same time. Jump with a rebound.

#### **C. LONG ROPE AND SHORT ROPE COMBINATIONS**

1. Jumping a short rope while jumping inside long rope (facing turners, side of jumper facing turners).
2. Jumping front and back "doors" of long rope, while jumping short rope.
3. Combine any short rope jumping skills, while long rope jumping.

#### **D. LONG ROPE JUMPING WITH OTHER APPARATUS**

1. Hoops
2. Wands
3. Lummi sticks

#### **E. PARTNER JUMPING -- ONE SHORT ROPE**

1. Side by side
2. Face to face
3. Back to face
4. Back 5 to back
5. One partner jumps and turns around 360 degrees in place, while other partner jumps and turns rope.
6. Three partners -- number 1 turns rope forward, number 2 runs in front, number 3 runs in behind and all three jump the rope.

#### **F. PARTNER JUMPING -- TWO SHORT ROPES**

1. Side by side
2. Facing (stationary; moving)
3. In file (moving in unison as a line)
4. Frog -- stand side by side; partner's inside hands turn other partner's rope, while outer hands turn own rope.
5. Each partner with rope; face each other and jump over both ropes at same time. (One partner turns rope forward, other partner turns rope backward).

#### **G. ADDITIONAL IDEAS**

1. Jump rope with "tinikling"
2. Jump rope with hoops
3. Jump rope to music
4. Create own routines
5. Participate in American Heart association Jump Rope for Heart to have community involvement

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## **LOCOMOTOR SKILLS**

### **Objectives**

- K-5: 1. to participate in activities that contribute to positive body image and confidence
2. to develop fundamental movement skills using space, time and energy through problem-solving strategies
  3. establish movement contrasts (speed, level, direction)

### **Skills to be Taught**

1. Walking
2. Running
3. Leaping
4. Jumping and landing
5. Hopping
6. Galloping
7. Sliding
8. Skipping
9. Crawling
10. Body Rolling
11. Climbing

### **Suggested Activities**

#### **WALKING: Walk in different directions, changing directions on signal.**

1. Bring knees up and slap hands on each step.
2. Walk on heels, toes, side of foot.
3. Lower the body while walking.
4. Raise the body while walking.
5. Walk with smooth gliding steps.
6. Clap hands alternately front and back.
7. Clap hands under thighs.
8. Walk slowly -- accelerate, decelerate.
9. Take long strides, tiny steps.
10. Walk quickly and lightly.
11. Walk slowly and heavily in a circle.

#### **RUNNING: Run on the balls of feet, head up, eyes forward.**

1. Run lightly through the area, changing directions when necessary.
  2. Run, stop, freeze on signal and change directions when necessary.
  3. Slap knees while running.
  4. Explore different arm positions while running.
  5. One-half of class squats to a low level while others run in, out, and around.
- Exchange.

#### **HOPPING: Stay on toes and reach for the sky with head.**

1. Hop on one foot, then other.
2. Hop high, low.
3. Change directions on signal.

4. Combine hopping in place with hopping ahead.

**JUMPING: Bend knees and keep two feet off, then on, the floor.**

1. Jump up and down, trying to increase height.
2. Land with feet apart and together.
3. Jump and land quietly.
4. Jump so hands touch floor when landing.

**SKIPPING: Step-hop, swing arms and stay on toes.**

1. Skip in a general space.
2. Skip and clap.
3. Skip beside someone.

**SLIDING: Move sideways on the balls of feet.**

1. Slide in one direction and change on signal.
2. Count three slides, do one-half turn and three slides. Identify shape.
3. Slide with a neighbor.

**GALLOPING: Lead with one foot in front of the other.**

1. Gallop using short slides.
2. Gallop using long strides.
3. Gallop four steps with one foot leading; change feet. Repeat.

**LEAPING: Use arms and push off with feet to land lightly on one foot.**

1. Leap as high as one can.
2. Leap in different directions.

**CRAWLING: Use hands and knees on floor.**

1. Crawl as low to the floor as possible.
2. Crawl as high as one can.
3. Crawl under someone's legs, first forward, then backward.

**Activities That Teach to Music**

1. "Merry-Go-Round" Shakin' It! CD by Parachute Express
2. "The Bunny Hop" All-Time Favorite Dance
3. Physical Ed by Learning Station

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**FOCUS AREA:**

## **NON-LOCOMOTOR SKILLS**

**Objectives**

- K-5: 1. Perform activities without moving entire body.  
2. Movement of isolated body parts through space.  
3. Develop a variety of relationships through dynamic movement

**Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Bending x x x x x x
2. Stretching x x x x x x
3. Pushing x x x x x x
4. Pulling x x x x x x
5. Twisting x x x x x x
6. Turning x x x x x x
7. Swinging x x x x x x
8. Swaying x x x x x x
9. Arching x x x x x x
10. Flexing x x x x x x
11. Extending x x x x x x

**Suggested Activities**

1. Simon Says

2. Reach for the Stars
3. Scooter Activities
4. Beach Ball Activities
5. Bending and Stretching Exercises
6. Cageball Activities
7. Tug of War - Rope Activities
8. Hoop Activities

#### **Activities That Teach to Music**

1. "Singin' in the Rain" Rock N' Roll Songs That Teach
2. "Tony Chestnut" Tony Chestnut & Fun Time Action Songs
3. "Toe Leg Knee" Jim Gill sings Do Re Mi on his Toe Leg Knee
4. "My Bonnie" Jim Gill sings Do Re Mi on his Toe Leg Knee

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**FOCUS AREA:**

## **PARACHUTES**

### **Objectives**

- K-5: 1. to promote cooperation between members of a group
2. to increase back and abdominal strength
  3. to provide vigorous exercise
  4. to develop listening skills
  5. to improve eye-hand coordination
  6. to facilitate rhythmic activities

### **Suggested Activities**

1. Exercises
2. Ripples
3. Waves
4. Umbrella
5. Umbrella Exchange
6. Dome
7. Inside Dome
8. Mushroom
9. Popcorn
10. Climb the Mountain
11. Team Ball
12. Golf with tennis ball
13. "Alligator, Alligator, Alligator, Swamp"
14. Rhythmic activities to music
15. Square dance or circle dance to traditional music on parachute

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**FOCUS AREA:**

## **RHYTHMS**

### **Objectives**

- K-1: 1. perform accurately and to rhythmic accompaniment all basic motor skills;
2. execute singing games and dances with accuracy of skills, sequence, rhythm, and pattern;
  3. dramatize characters, objects, and ideas through variations of locomotor and non locomotor skills with rhythmic accuracy.
- 2-3: 1. recall steps and patterns and perform with a minimum of teacher aid;
2. understand the cultural and historical significance of dance.
  3. know basic elements of couple and social dances used in folk dance.



4-5: 1. recognize, recall, and perform steps and dances with minimum of assistance from instructor.

2. be aware of characteristic steps and patterns within dances of certain countries and the Reoccurrence of these steps in dances of several countries.

**Dances to be Taught (Grade Level) K 1 2 3 4 5**

1. "Move the Circle Round & Round" x x
2. "Bingo" x x
3. "Hokey-Pokey" x x
4. "Shoo-Fly" x x
5. "Ach! Yah!" x x
6. "La Raspa" x x
7. "Chimes of Dunkirk" x x
8. "Danish Dance of Greeting" x x
9. "Kinder Polka" x x
10. "Bunny Hop" x x
11. "Down Home Bar-Be-Que" x x
12. "Walk the Lonesome Trail" x x
13. "Lollipop" x x
14. "Achy Breaky Heart" x x
15. "Chicken Dance" x x
16. "Carousel" x x
17. "Oh Susannah" x x
18. "Virginia Reel" x x x x
19. Traditional Square Dance x x x
20. "Elvira" x x x
21. "God Bless Texas" x x x
22. Tinikling x x x
23. "Cotton-Eyed Joe" x x x
24. "Schottische" x x x
25. "Patty Cake Polka" x x x x
26. "Troika" x x
27. "Hora" x x
28. Texas two-step x x
29. Waltz x x
30. Polka x x
31. "Locomotion" x x x
32. "Rockin' Robin" x x
33. "Irish Washerwoman" x x
34. Scattered Square Dance x x x
35. "Electric Slide" x x x
36. "Marcarena" x x x x x
37. "Cha Cha Slide" x x x x x x
38. "Hamster Dance" x x x x x x
39. Christmas Dances x x x x x x

**Suggested Activities**

1. Using traditional dances, perform to popular music, e.g. "Virginia Reel" to "Jailhouse Rock" by Elvis; "Patty Cake Polka" to "Y.M.C.A." by Village People
2. Have students create, perform and teach a simple line dance of their own making.
3. Invite performers to present traditional and line dances.
4. Use ribbons, pom-poms, balls, scarves, etc. to create dances.

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## **SAFETY IN PLAY AND SPORTS**

### **Objectives**

K-5: Students use equipment and space safely.

K-5: Students select and use appropriate clothing and protective equipment that promotes participation and prevents injury for play and sports activity in and away from school.

K-5: Students know how to protect themselves from the sun.

K-5: Students know the 911 procedure.

K-5: Students know water safety rules.

K-5: Students know safe cycling and road practices.

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Basic water safety rules x x
2. Water safety rules and their importance x x x
4. Identify safe cycling and road skills x x x x
5. identify parts of bicycle, maintenance, and clothing requirements x x x
6. Demonstrate safe bicycle riding skills x x x
7. Basic rollerblading safety equipment x x x
8. Identify potential risk associated with exposure to heat and sun on body x x x
9. Basic warm-up and cool-down requirements for sports participation x x x
10. Protection from harmful rays of sun x x x x
11. Procedure for 911 calls x x x x x
12. Assess play area safety x x x x x x
13. Identify unsafe play x x x x x x

### **Suggestions for Activities**

1. Guest speakers e.g. nurse, fireman, police, EMT
2. Region 17 resources
3. Participate in Neighborhood Watch program

### **Utilize Community Organizations and Resources**

American Cancer Society

Video “Slip, Slop, Slap”

Texas 9-1-1 Commission

Video “The Great 9-1-1 Adventure”

Texas Bicycle Coalition

Texas Super Cyclist Project Resource Guide and Video “Mr. Zamboni’s Neighborhood”

Texas Parks and Wildlife

American Red Cross

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FOCUS AREA:

## **SOCCER**

(EYE-FOOT COORDINATION WITH EXTENSIONS AND TARGETS)

### **Objectives**

K-1: 1. Dribble the ball with control while walking.

2. Stop the ball on command within 3 seconds.

3. Pass to target (pin, cone, partner) 10 feet away.
4. Understand basic soccer concepts, i.e., use of hands prohibited, etc.
- 2-3: 1. Dribble the ball using either foot while jogging.
2. Stop the ball and change directions within 3 seconds.
3. Pass to target using either foot 15' away.
4. Trap a ball that has been passed on the ground.
5. Understand intermediate soccer concepts, i.e., offense, defense, passing to teammates, throw-in, etc.
- 4-5: 1. Use either foot to pass, trap, or dribble the ball
2. Dribble the ball with control while running.
3. Stop on command and quickly change directions.
4. Pass the ball using a variety of passes to a target 20'-30' away.
5. Trap a bouncing ball.
6. Understand advanced soccer concepts, i.e., shooting, scoring, corner kicks, goal keeping, tackling, positioning, etc.

**Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Walking the ball x
2. Trapping x x x x x x
3. Kicking x x x x x
4. Dribbling x x x x x
5. Passing x x x x
6. Punting x x x
7. Tackling x x
8. Throwing x x
9. Apply body mechanics principles x x x
10. Combination of skills in a game situation x x

**Suggested Activities**

1. Dribble the ball around the area
  2. Pass with a partner
  3. Pass against a wall and trap the rebound
  4. Partner keep-away
  5. "Bull-in-the-Ring"
  6. "Hot Tamale"
  7. "Knock Out"
  8. "Never-Ending Circle Soccer"
  9. Three-on-three soccer
  10. Line soccer
  11. "Castles"
  12. "Around the World"
  13. "Dribble Across America"
  14. "Shipwreck with a Kick"
  15. "Steal the Bacon"
  16. "Cleaning House"
  17. "Me and My Shadow"
  18. "Kick Away"
  19. "Billiards Soccer"
  20. "Red Light, Green Light"
  21. "La Raspa" with soccer balls
- A. Students in K-2 use a #3 size ball.  
 B. Students in 3-5 use a #4 size ball.

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# **SOFTBALL**

(STRIKING WITH AN IMPLEMENT)

## **Objectives**

- K-1: 1. toss a ball underhand using proper technique.  
2. catch a tossed ball.
- 2-3: 1. throw a ball overhand using proper technique.  
2. hit a ball off a tee using proper technique  
3. run bases in the correct order.  
4. field a ball rolled on the ground.  
5. field a batted ball.  
6. understand basic concepts of softball, i.e., hit and run to base, scoring, etc.
- 4-5: 1. hit a tossed ball.  
2. understand intermediate concepts of softball, i.e., field positioning, batting order, rules for running bases. etc.

## **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Underhand toss x x x x x x
2. Overhand throw x x x x x
3. Catching a thrown ball x x x x x
4. Fielding a ground ball x x x x
5. Batting from a tee x x x x
6. Batting a tossed ball x x
7. Base running x x x x
8. Fielding positions x x

## **Suggested Activities**

1. Partner Catch
2. Toss/throw against a wall
3. Hit a ball from a tee
4. "Indian Baseball"
5. "Three Flies Up"
6. "Flies and Skinners"
7. "Beat Ball"
8. Kickball
9. Scooter Kickball
10. "Throw It and Run Softball"

Select appropriate size and softness of ball for each age group.

Regulation softball requires gloves for safety.

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# **TENNIS**

(STRIKING WITH AN IMPLEMENT)

## **Objectives**

- 4-5: 1. Grip a racket.  
2. Demonstrate ground strokes.  
3. Volley a ball.  
4. Serve a ball.  
5. Keep score.

## **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Rallying x x
2. Volleying x x
3. Serving x x

4. Observe and understand "follow through" x x
5. Understand importance of correct practice x x
6. Mentally practice skill and develop "feel" for correctness x x

#### **Suggested Activities**

1. Lead up games
2. USTA Curriculum

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## **TUMBLING MAT ACTIVITIES**

### **Objectives**

K-1 Learn body awareness through various activities and movement-novice level.

2-3: Body awareness at an intermediate level of skill and movement.

4-5: Learning body awareness at an advanced level and skill and movement.

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Bunny Hop x x
2. Look Behind x x
3. Tip Over x x
4. Knee Slapper x x
5. Ankle Slapper x x
6. Seat Kicker x x
7. Head Balance x x
8. Elephant Head Stand x x
9. Tripod x x
10. Back Rocker x x
11. Shoulder Balance x x
12. B. Shoulder Roll x x
13. Leg Lifter x x
14. Leg Switch x x
15. Straddle Turn x x
16. Back Rocker x x
17. Seat Lifter x x
18. Forward Roll x x
19. Shoulder Roll x x
20. Leap and Turn x x
21. Splits Jump x x
22. One Free Knee x x
23. One Straight Knee x x
24. Double Free Knee x x
25. Reach and Look x x
26. Toe Touch x x
27. Back Bridge x x
28. Kick Up x x
29. Switch-A-Roo x x
30. Reach-over Roll x x
31. Dive Roll x x
32. Straddle Jump x x
33. Straddle Knee Touch x x
34. Straddle Toe Touch x x
35. One Knee Up x x
36. Double Knee Up x x

- 37. Head Stand x x
- 38. Sit Back x x
- 39. Sit Back to Shoulder Roll x x
- 40. Backward Roll (tuck) x x
- 41. High Kicks x x
- 42. Switch a Roo-Roo x x
- 43. Cartwheel x x
- 44. Knee Seat Balance w/ Partner x x
- 45. Hip Stand Balance (3) x x
- 46. Five Man Stack x x
- 47. Handstand with a Spotter x x
- 48. Pyramid Construction in Groups x x
- 49. Dive Forward Roll x x

**Floor Beam Skills to be Taught K 1 2 3 4 5**

- 1. Walk and Walk Variations x x x x
- 2. Turns x x x x
- 3. Balance Positions x x x x
- 4. Balance at a Variety of Levels x x x
- 5. Other Mat Skills done on Beam x x x

**Suggested Activities**

- 1. Do simple skills in groups synchronized
- 2. Have students create a tumbling pass
- 3. Have students create group pyramids
- 4. Discuss "Why do we get dizzy?"
- 5. Discuss the strength element required for tumbling skills
- 6. Put on a tumbling demonstration for younger-age group
- 7. Invite older age cheerleaders to class for a demonstration

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## **VOLLEYBALL**

(EYE-HAND COORDINATION WITH EXTENSIONS AND TARGETS)

**Objectives**

- 2-3: 1. serve a ball underhand over the net.
- 2. volley a ball using finger pads
- 3. understand basic concepts of volleyball, i.e., rotation, court etiquette, scoring, etc.
- 4-5: 1. forearm pass a ball
- 2. set a ball to partner
- 3. understand intermediate concepts of volleyball, i.e., "magic window," offense and defense, etc.

**Skills to be Taught (Grade Level) K 1 2 3 4 5**

- 1. Underhand sever x x x x
- 2. Volley x x x x
- 3. Rotation x x x x
- 4. Bump x x x
- 5. Set x x x

**Suggested Activities**

- 1. Volley to partner
- 2. Volley to wall
- 3. Forearm pass to partner

4. Forearm pass to wall
5. Set to partner
6. Play lead-up games:
7. "Venus Volleyball"
8. "Deck Tennis"
9. "Volley Circle"
10. "Newcomb Serve"
11. "Newcomb Bump"
12. "Newcomb"
13. "Never-Ending Volleyball"
14. "Towel Volleyball"

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# ***Physical Activity and Health***

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## **ANATOMY, KINESIOLOGY, AND ASSESSMENT**

### **Objectives**

K: Motor skill assessment (pre and post)

1-5: Assessment of health-related fitness

K-5: Grade appropriate knowledge of health and fitness concepts as related to physical activity

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Location and purpose of lungs x x
2. Location and function of heart x x x
3. How muscles and bones create movement x x
4. Food as energy source x x x
5. Negatives effects of unhealthy lifestyles x x x
6. Active and inactive lifestyles x x x x x
7. Complete circulatory system x x
8. Long term effects of exercise on hear x x x
9. Aerobic and anaerobic activity x x x
10. Food that increase and decrease x x x
11. Identify principles of good body posture x x x
12. Identify methods to measure fitness x x
13. Major muscle groups and their movements x x
14. Stress relief activities x x x
15. Effects of alcohol and other drugs on physical performance x x x
16. Establish health-related fitness goals x x

### **Suggested Activities**

1. Plan thematic units with classroom teachers
2. Incorporate knowledge into activities
3. Utilize community organizations, e.g. American Cancer Society, American Heart Association, etc.
4. Utilize available resources from Region 13
5. Use national fitness standards, e.g. President's Challenge, Fitnessgram, etc. to assist students in establishing realistic goals

#### **Videotapes**

1. "RESPIRATORY A Puff of Air" Video (MARSH media)
2. "THE HEART A Mighty Pump" Video (MARSH media)
3. "BONES AND MUSCLES A Team to Depend On" Video (MARSH media)

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**FOCUS AREA:**

## **CARDIO-RESPIRATORY ENDURANCE**

### **Objectives**

- K-1: To encourage cooperation and social skills with an improvement in cardiovascular fitness.
- 2-3: Participate in activities at a mild to moderate intensity rate for at least 10 minutes.
- 4-5: Participate in activities at a moderate intensity rate for a duration of at least 20 minutes.

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Jump rope x x x x x x
2. Jump rope for 30 seconds without stopping x x x x x x
3. Jump rope for 60 seconds without stopping x x x x x x
4. Aerobic dancing for 1 song x x x
5. Aerobic dancing for 10 minutes x x
6. Aerobic dancing for 20 minutes x x
7. Running relays x x x x
8. Running for a duration of 10 minutes without stopping x x x x

### **Suggested Activities**

1. Jump Rope
  - (a) "Follow me"
  - (b) "Figure it"
  - (c) "Lucky guess"
  - (d) "Double trouble"
2. Cooperative Games
3. Foam Noodle Activities
4. Circuit Training

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**FOCUS AREA:**

## **FLEXIBILITY**

### **Objectives**

- K-1: Focus on proper warmup and cool down of the human body.
- 2-3: Focus on proper warmup and cool down with awareness of bones and muscles.
- 4-5: Focus on proper warmup and cool down of body with knowledge of bones and muscles.

K-5: Know benefits and participate in daily physical activity

K-5: Describe and select physical activities that provide enjoyment and challenge

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Neck relaxers x x x x x x



2. Shoulder relaxers x x x x x
3. Finger and forearm relaxers x x x x x
4. Hamstring stretch x x x x x
5. Quadriceps stretch x x x x x
6. Calf stretch x x x x x
7. Inner thigh stretch x x x x x
8. Shoulder stretch x x x x x
9. Upper back stretch x x x x x
10. Lower back stretch x x x x x
11. Abdominal stretch x x x x x
12. Biceps/triceps stretch x x x x x
13. Facial muscles stretch x x x x x
14. Combinations of muscles x x x x x
15. Elements of beneficial stretching x x x x x
16. Establish flexibility goals x x x

### **Suggested Activities**

1. Stretch to favorite music
2. Student-lead stretching
3. "One Behind" sequencing game
4. "Limbo"
5. "Skin-the-Snake"
6. Floor stretching/Wall stretching
7. Partner stretching
8. Variety of vocal cues (count in foreign languages, skip count, spell words)

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### **FOCUS AREA:**

## **MUSCULAR ENDURANCE**

### **Objectives**

- K-5: Participate in health-enhancing activities daily  
 2-3: Participate at mild to moderate intensity rate for a duration of 10 minutes  
 4-5: Participate at moderate intensity rate for a duration of 20 minutes  
 K-5: Describe and select physical activity that provides enjoyment and challenge

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Name and location of muscle groups x x x x x
2. What movement is done by the different muscle groups x x x x
3. Understand benefits of daily activity x x x x x
4. Techniques for successful run x x x x x
5. Flexed-arm hang from bar x x x x x
6. Aerobic rhythmic routines x x x x x
7. Circuit training fitness station x x x x
8. Endurance walking techniques x x x x x
9. Endurance rope jumping x x x x
10. Endurance drills for sports that incorporate constant movement x x x
11. Step aerobics to music x x x
12. Establish fitness goals x x

### **Suggested Activities**

1. Discuss "Does getting tired during exercise really make you tired?"
2. Walk tag
3. Participate in aerobic dance videos

4. Soccer game
5. Train and participate in local Fun Run (3K to 5K)
6. Participate in Marathon Kids Program
7. Field trip to a swimming pool (lap swim)
8. Field trip for a distance bike ride
9. Have students bring photos of themselves engaged in physical activities outside of school.
10. Inform students of community opportunities for participation in sports.

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## **MUSCULAR STRENGTH**

### **Objectives**

K-1: Focus on strength with modified activities and games.

2-3: Focus on specific muscles with modified adjustments to encourage success of muscle strength.

4-5: Focus on increasing strength of muscle

K-5: Describe and select physical activity that provides enjoyment and challenge.

Participate in fitness-related activities daily.

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Name and location of muscles x x x x x x
2. Crunches (modifications) x x x x x x
3. Sit ups (modifications) x x x x x x
4. Push ups from knees x x x x x x
5. Hang from climbing rope x x
6. Climb rope x x x x
7. Wall push ups x x x x
8. Crab walk and others x x x x x x
9. Scoot and push x x x x x x
10. Frog leaps x x x x x x
11. Wall sit x x x x
12. Medicine Ball Thrust x x x
13. Establish strength goals x x

### **Suggested Activities**

1. Rope hang and climb challenge
2. Chin challenge
3. Push up challenge
4. 4 corners warm-up
5. Use outdoor climbing apparatus
6. Tug-o-war
7. 2-person Tug-o-war
8. Combative mat activities
9. Rock Wall
10. Invite guest instructor from local recreational centers to invite students to participate in programs

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## **SAFETY IN PLAY AND SPORTS**

## **Objectives**

K-5: Students use equipment and space safely.

K-5: Students select and use appropriate clothing and protective equipment that promotes participation and prevents injury for play and sports activity in and away from school.

K-5: Students know how to protect themselves from the sun.

K-5: Students know the 911 procedure.

K-5: Students know water safety rules.

K-5: Students know safe cycling and road practices.

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Basic water safety rules x x
2. Water safety and extension rescue x x x
3. Water safety rules and their importance x x x
4. Identify safe cycling and road skills x x x x
5. Identify parts of bicycle, maintenance, and clothing requirements x x x
6. Demonstrate safe bicycle riding skills x x x
7. Basic rollerblading safety equipment x x x
8. Identify potential risk associated with exposure to heat and sun on body x x x
9. Basic warm-up and cool-down requirements for sports participation x x x
10. Protection from harmful rays of sun x x x x
11. Procedure for 911 calls x x x x x
12. Assess play area safety x x x x x x
13. Identify unsafe play x x x x x x

### **Suggestions for Activities**

1. Guest speakers e.g. nurse, fireman, police, EMT
2. Region 17 resources
4. Participate in Neighborhood Watch program
6. Utilize community organizations and resources:
  - a. American Cancer Society, Video "Slip, Slop, Slap"
  - b. Texas 9-1-1 Commission, Video "The Great 9-1-1 Adventure"
  - c. Texas Bicycle Coalition, Texas Super Cyclist Project Resource Guide and Video "Mr. Zamboni's Neighborhood"
  - d. Texas Parks and Wildlife, Water & Boating Safety Videos
  - e. American Red Cross, Water & Boating Safety "Longfellow's Whale's Tales" Resource Guide and Video (Available at PISD Curriculum Library)

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# **SOCIAL**

# ***DEVELOPMENT***

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**FOCUS AREA:**

## **COOPERATIVE GAMES**

### **Objectives**

K-5: 1. to exchange or share feelings, thoughts, or information; to make something known; to be understood.

2. to settle an argument or solve a problem by having each side agree to give up some its demands; to take turns or share something.

3. to be truthful, fair and trustworthy; to be able to tell the truth.

4. to play fair; to abide by the rules of the game; to graciously accept victory or defeat.

5. to work together to achieve a common goal

### **Cooperative Values to be Taught K 1 2 3 4 5**

1. Communication x x x x x x

2. Compromise x x x x x x

3. Honesty x x x x x x

4. Sportsmanship x x x x x x

5. Teamwork x x x x x x

6. Concern x x x x x x

### **Suggested Activities**

1. "Body Scavenger Hunt"

2. "Nuke Busters"

3. "Dragon's Tail"

4. "Toe Fencing"

5. "Ro-Sham-Bo" (Rock-Paper-Scissors)

6. "Venus Volleyball"

7. "Bonus Ball"

8. "People-to-People"

9. "J-J-C-O-A" (Jumping Jack Club of America)

10. "Three-pass Newcomb"

11. "Boogie Down"

12. "Fitness Obstacle Course"

13. "Las Vegas-Style Relays"

14. "Six Things to Do with a Die"

15. "Hula Hoop"

16. "Clean Up Your Room"

17. "Secret Agent Relays"

18. "Octopus Tag"

19. Partner stunts with jump ropes

20. Group work with long ropes

21. Math relays (+,-,X)

22. Paper plate word search for groups

23. Foam Noodle Activities

24. Towel Activities

25. Parachute Activities

26. Team Building Activities

27. Region 13 video: "Do You Know You're Great"

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**FOCUS AREA:**

## **LIFETIME RECREATIONAL GAMES**

### **Objectives**

K-5: Experience lifetime recreational games that can be played in small groups with a variety of age groups and skill level abilities.

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Following game rules x x x x x
2. Taking turns x x x x x
3. Cooperation with players x x x x x
4. Play for pure enjoyment x x x x x
5. Fine motor skills x x x x x

### **Suggested Activities**

1. Jacks
2. Checkers
3. Bingo
4. Board Games
5. Card Games
6. Pencil and Paper Games
7. Table Tennis
8. Shuffle Board
9. Badminton
10. Dreidel Game
11. Washer Pitching
12. Marble
13. Pick-Up Sticks
14. Horse shoes

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**FOCUS AREA:**

## **MARBLES**

### **Objectives**

2-5 Address eye-hand coordination in a variety of small manipulative skills

### **Skills to be Taught (Grade Level) K 1 2 3 4 5**

1. Shooting right and left hand x x x x
2. Eye-marble alignment for aim x x x x
3. Finesse for the skill of shooting x x x x
4. Game rules and etiquette x x x x

### **Suggested Activities**

1. Shoot at a line
2. Partner/group marble tag
3. "Bounce Eye"
4. "Potsie"
5. "Poison"

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**FOCUS AREA:**

## **SOCIAL DEVELOPMENT**

### **Objectives**

- K-1: 1. Respond to teacher' signal
- 2. Participate actively with group in cooperative, responsible manner
- 2-3: 1. Interact and cooperate with others in respectful manner
- 2. Resolve conflict in a socially acceptable manner
- 3-5: 1. Identify rules, strategies, and good sportsmanship with a game
- K-5: 1. Perseverance in skill acquisition

**Skills to be Taught (Grade Level) K 1 2 3 4 5**

- 1. Distribution and collection of equipment x x x
- 2. Class formation for entry and dismissal x x x
- 3. Acceptable ways to break a tie x x x
- 4. Techniques to demonstrate good sportsmanship x x x x
- 5. Acceptance of peer difference x x x x
- 6. Student selection of groups x x x x
- 7. Student-generated goals x x x
- 8. Conflict resolution x x x x x

**Suggested Activities**

- 1. Practice squad organization
- 2. Practice relay organization
- 3. Use a variety of signals to generate mental processing
- 4. Teach "Ro-Sham-Bo" (Rock-Paper-Scissors)
- 5. Activities in a cooperative and competitive fashion
- 6. Activities for healthy touching
- 7. Recognition system for acceptable social skills
- 8. Cooperative Field Day
- 9. Brain teaser relays
- 10. Read The Meanest Thing to Say by Dr. Bill Cosby
- 11. "Wash Your Hands" video (MARSH media)

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# ***APPENDICES***

Appendix A: Supporting Documents

Appendix B: Physical Education-TAKS Connection

Appendix C: Resources

Appendix D: Physical Education Buzz Words

Appendix E: Internet Websites and Resources

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## **APPENDIX A**

### **SUPPORTING DOCUMENTS**

American Heart Association, Austin, TX.

American Alliance for Health, Physical Education, Recreation, and Dance,

Reston, VA

Austin Independent School District. Curriculum framework for K-12

Physical Education. Working draft. 1998-99.  
Center for Disease Control. U.S. Department of Health and Human Services

Physical Education Department. Alief Independent School District.  
Houston,  
TX.

National Association for Sports and Physical Education, Reston, VA  
Texas Essential Knowledge and Skills, Austin, TX

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## **APPENDIX B**

### **PHYSICAL EDUCATION - TAKS CONNECTION**

The primary aim of the Texas Assessment of Knowledge and Skills (TAKS) is to provide an accurate measure of student achievement. Each section of this test

contains a number of broad objectives that are consistent from grade to grade. Under

each objective, several different instructional targets are identified, by grade level, to

address requirements. The national trend in education is to stress the importance of

teaching students high-order thinking skills. TAKS emphasizes skills that will improve a

student's ability to think independently, read critically, write clearly, and solve problems in a

logical manner.

Health and fitness concepts exist that can be taught to reinforce and support the TAKS

targets for Language Arts and Mathematics. Physical Education teachers are encouraged

to take an active role in providing opportunities to maximize student mastery of TAKS

objectives. Teachers should include activities that provide practice and reinforcement of

the TAKS objectives.

### **TAKS OBJECTIVES**

#### **READING**

Objective 1: The student will determine the meaning of words in a written texts.

Target: Use context clues to determine meaning of an unfamiliar word.

Objective 2: The student will identify supporting ideas in a variety of written texts.

Target: Follow complex directions.

Objective 3: The student will summarize a variety of written texts.

Target: Identify stated and paraphrased main ideas of a selection.

Objective 4: The student will perceive relationships and recognize outcomes in a variety of

written texts.

Target: Predict probable future actions and outcomes.

Objective 5: The student will analyze information in a variety of written texts in order to

make inferences and generalizations.

Target: Understand the feelings and emotions of characters.

Objective 6: The student will recognize points of view, propaganda, and statement of fact

and non-fact in a variety of written texts.

Target: Recognize persuasive devices.

## **WRITING**

Objectives 1-4:

The students will be assessed within the context of written composition.

Target: Describe a picture or an object.

Explain how to do something.

Classification of ideas/objects/people/places.

Persuasive writing.

Objective 5: The student will recognize appropriate sentence construction within the

context of a written passage.

Target: Combine sentence parts and sentences to produce a variety of sentence structures including basic sentence patterns and variations.

Objective 6: The student will recognize appropriate English usage within the context of a

written passage.

Target: Use correct verb tense and correct form of tense of irregular verbs.

Objective 7: The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage.

Target: Appropriate capitalization.

## **MATHEMATICS**

Objective 1: Demonstrate an understanding of number concepts.

Objective 2: Demonstrate an understanding of mathematical relations, fractions, and

other algebraic concepts.

Objective 3: Demonstrate an understanding of geometric properties and relationships.

Objective 4: Demonstrate an understanding measurement concepts.

Objective 5: Demonstrate an understanding of probability and statistics.

Objectives 6-8: Use the operation of addition, subtraction, multiplication, and division

to solve problems.

Objective 9: Estimate solutions to a problem situation.

Objective 10: Determine solution strategies and analyze or solve problems.

Objective 11: Express or solve problems using mathematical representation.

Objective 12: Evaluate the reasonableness of a solution to a problem situation.

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# **APPENDIX C**

## **RESOURCES**

### **RECOMMENDED MATERIALS**

Blaydes-Madigan, Jean. (2000) How to Make Learning a Moving Experience. 2972 Warm

Springs Lane, Richardson, TX 75082-3448

Blaydes-Madigan, Jean. (2000) It's Movement That Counts . . .And Reads And Writes!

Teaching Academic Concepts Kinesthetically. 2972 Warm Springs Lane, Richardson, TX

75082-3448

Blaydes-Madigan, Jean. (2000) Teaching on Your Feet. 2972 Warm Springs Lane,

Richardson, TX 75082-3448

CATCH PE Materials (1996) Texas Diabetes Council, Texas Department of Health.

Austin, TX

Conkle, Nancy. (1991) Terrific Me, No Fail P.E. for Ages 3-5 and Special Populations.

15214 Faubion Trail, Leander, TX 78641

Dauer, Victor P. and Robert P. Pangrazi. (2003) Dynamic Physical Education for Elementary School Children. 14th edition. New York, NY: Macmillian Publishing Company

Hopple, Christine J. (1995) Teaching for Outcomes in elementary Physical Education a

Guide for Curriculum and Assessment. Champaign, IL: Human Kinetics.

Mohensen, Bonnie S., ed. (1998) Concepts of Physical Education, What Every Student

Needs to Know. Reston, VA: NASPE Publications,

Summerford, Cathie. (2000) PE-4-ME Teaching Lifelong Health and Fitness. Champaign,

IL: Human Kinetics TAHPERD

TEKS Guidebook. (1996) Texas Association of Health, Physical Education, Recreation

and Dance. Austin, TX

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### **EDUCATIONAL MATERIALS**

Human Kinetics

[www.humankinetics.com](http://www.humankinetics.com)

American Heart Association, Austin, TX.

Jump Rope for Heart Kit and Hoops for Heart Kit

MARSH Media/P.O. Box 8082/Shawnee Mission, KA 66208

1-800-821-3303

### **RHYTHMIC ACTIVITIES**

The Learning Station [www.learningstation.net](http://www.learningstation.net)

Jim Gill [www.jimgill.com](http://www.jimgill.com)

Parachute Express [www.parachuteexpress.com](http://www.parachuteexpress.com)

Educational Record Center [www.erckids.com](http://www.erckids.com)

Cat Paws [www.mycatpaws.com](http://www.mycatpaws.com)

## **PHYSICAL EDUCATION INTERNET SITES**

### **NASPE-TALK**

<http://www.lyris.sportime.com/naspe-talk-index.html/>

<http://pecentral.org>

<http://www.pelines4u.org/>

<http://www.humankinetics.com>

<http://www.sph.uth.tmc.edu/catch.curriculumpage.htm>

(CATCH Curriculum information)

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## **APPENDIX D**

# **PHYSICAL EDUCATION BUZZ WORDS**

### **LOCOMOTOR SKILLS**

walking

jogging

running

jumping

hopping

galloping

sliding

leaping

skipping

### **NON-LOCOMOTOR SKILLS**

bending

twisting

swaying

rocking

balancing

body shapes

turning

stretching

static stretch

swinging

### **SPATIAL AWARENESS: WHERE THE BODY MOVES**

#### **Directions**

forward

backward

right sideways

left sideways

up

down

#### **Levels**

high

medium

low

#### **Location**

personal (self) space

general space  
restricted space

### **Pathways**

straight  
curved  
zigzag

### **EFFORTS: HOW THE BODY MOVES**

#### **Time**

fast  
slow

#### **Force**

Strong  
Light

### **RELATIONSHIPS**

out in  
over under  
through around  
behind in front of  
vertical horizontal  
circle line  
spread out close to  
next to far from  
parallel diagonal  
between across

### **SPORTS TERMS**

back swing tuck  
weight transfer straddle  
rotation pivot  
follow through pike  
opposition bridge  
offense defense  
end line side line  
opponent boundaries

### **HEALTH-RELATED FITNESS**

pulse heart  
aerobic anaerobic  
heart beat heart rate  
target heart rate pace  
inhale exhale  
oxygen carbon dioxide  
rest endurance  
warm up cool down  
cardiorespiratory system cardiovascular system  
bone muscle  
artery vein  
beat rhythm  
tempo/speed phrase  
patterns

### **HEALTH-RELATED FITNESS**

muscular strength muscular endurance  
flexibility cardiorespiratory endurance

body parts body composition  
interval training circuit training

### **SKILL-RELATED FITNESS**

power agility  
balance coordination  
speed reaction time  
coordination

## **APPENDIX E**

### **INTERNET WEBSITES AND RESOURCES**

Title: Ways to Get Your Class into Groups

URL: <http://pe.central.vt.edu/lessonideas/general/forminggroups.html>

20 different ways to get your class into small and large groups, including ways from George Graham.

Title: Getting to Know You

URL: <http://pe.central.vt.edu/lessonideas/elementary/gettingtoknow.html>

A throwing activity that would be a good activity for the first day of class, because it would help the teacher to learn the names of the students fast

Title: P.E. Central's Top Sites for Kids

URL: <http://pe.central.vt.edu/websites/kidsites.html>

A list a web sites that are tops for kids to use when incorporating the computer into the PE classroom.

Title: Sport Web Sites

URL: <http://pe.central.vt.edu/websites/sportsites.html>

A general list of sport web sites that would be good to look at to get ideas

Title: Top Web Sites

URL: <http://pe.central.vt.edu/lessonideas/elementary/generalspace.html>

PE Central's list of top web sites in a variety of areas: dance, youth sports, adaptive, etc.

Title: Cooperative Geographical General Space

URL: <http://pe.central.vt.edu/lessonideas/elementary/generalspace.html>

A quick way to get the students started right away as they come into the gym. They get ropes and they have to make different states with the rope...

Title: Pac-man

URL: <http://schools.eastnet.ecu.edu/pitt/ayden/PE-LP2.HTM>

An activity to do in the classroom when you cannot go outside or use the gym.

Title: British Columbia's Integrated Resource Package

URL: <http://www.est.gov.bc.ca/curriculum/irps/pek7/petoc.htm>

British Columbia's Integrated Resource Package for its K-7 Physical Education Program includes:

Rationale for Physical Education, Characteristics of a Quality Physical Education Program,

Organization of the Curriculum, Planning a Physical Education Program, Considerations for

Instruction in Physical Education, Assessment and Evaluation, Learning Resources.

Title: ERIC Clearing House

URL: <http://www.ericsp.org/pe.html>

A listing of publications dealing with Physical Education that can be ordered through ERIC.

Title: Physical Education Digest

URL: <http://domains.cyberbeach.net/pedigest/>

PHYSICAL EDUCATION DIGEST is a 36-page quarterly magazine that provides the latest ideas, tips, coaching cues and research on sports, fitness and physical education topics from around the world - condensed into brief, easy-to-understand articles that you can really use. Each issue represents the best information selected from almost 5000 pages of original material. It's quick and easy to read, and very practical. Teach your students/athletes - or become more skilled yourself!

Title: Physical Education and Health Activities

URL: <http://magic.usi.edu/magic/subjectareas/pehealthacts.html>

Internet activities related to Physical Education and Health.

Title: P.E. Central – Lesson Ideas

URL: <http://pe.central.vt.edu/lessonideas/elementary/>

The ultimate Web site specifically designed for physical education teachers. Contains lesson plans for both Physical Education and Health, plus assessment ideas, weekly activities, and links to Web sites for sports.

Title: P.E. Talk Registration Form

URL: <http://www2.expo.net/sportime/pe-talk/>

A form for you to subscribe to the PE-Talkmailing list. I have had no experience with this list & can't tell you anything about it other than it was recommended.

Title: U.S. Department of Education

URL: <http://www.ed.gov/>

A tremendous resource for anyone with an interest in our Nation's education!

Title: Sports Media

URL: <http://www.sports-media.org/>

Broad collection of physical education and sports links--coaching, lesson plans, pe associations.

Title: Library Resource

URL: <http://www.lib.flinders.edu.au/resources/sub/education/physed.html>

## ***Instructional Resources***

### ***On The Web for PE Teachers***

**<http://www.pecentral.org/professional/instructionalresources/>**

The following are sites on the Web that provide important and valuable insights about teaching physical education. Many also contain information about a product or resource that could be beneficial to a teacher or a health and physical education program.

#### **Get Active Stay Active Log Web Site**

PE Central and PepsiCo, in collaboration with the President's Council on Physical Fitness and Sports have partnered to bring you an exciting Web site designed to encourage middle and high school students to increase their physical activity participation. The site

features cool graphics and cutting edge tools that allow students to record their physical activity minutes and/or pedometer steps.

### **PE Central's LOG IT Program**

Log It invites students, teachers, schools, classes, and parents to record their physical activity steps, miles, or kilometers online!

Features include a virtual hike across the United States; feedback about daily goals; compare your progress to others; and you can view your weekly and monthly progress. Teachers must register their school and class first and then they can offer it to their students.

### **PE Central's Kids Quiz**

The Kids Quiz is a daily online quiz which challenges kids under the age of 18 and tests their knowledge about nutrition, fitness, health, physical education, sports, and a host of other topics and trivia. Features include answering a question each day with the chance for both the students and the teacher at the school to win weekly prizes in a drawing. Come register now teachers so your kids can enjoy this fun and educational program.

### **Healthy Steps Walking Competition**

The **New York Statewide Center for Healthy Schools** brings you their **Healthy Steps Walking Program** which is just for teachers in New York. You can win prizes and walk around the United States online!

### **The Cooper Institute for Aerobics Research**

At this site, visitors can learn what the Cooper Institute is, order various books (many by Dr. Kenneth Cooper, M.D.) and other health related fitness materials, ask questions via e-mail, and more importantly physical educators can get information about the **FitnessGram** health related fitness test. The test is explained and you can order the materials directly from the site. The Fitnessgram Technical Reference Manual is now available at their web site. This online version is now called the Fitnessgram Reference Guide because it includes a variety of information in addition to the technical issues on the validity and reliability of the assessments and development of the standards.

### **The President's Challenge**

The President's Challenge Physical Activity and Fitness Awards Program (The President's Challenge), a program of the President's Council on Physical Fitness and Sports, is designed to motivate all Americans to become and stay physically active on a regular basis.

Well known for the physical fitness test, the President's Challenge recently expanded its Presidential Active Lifestyle Award (PALA) and initiated a new Presidential Champions program. The PALA recognizes children (ages 6-18) for being active at least 60 minutes per day five days/week and adults/seniors for being active at least 30 minutes per day five days/week for a period of six weeks. The Presidential

Champions program is for those individuals who are already active and looking for more of a challenge as they work towards earning presidential recognition. Aside from providing an on-line activity log and other information for the general public, educators and youth leaders can download information on how to implement and use these programs directly from the website.

### **The United States Tennis Associations (USTA) Schools Program**

Sponsored by the United States Tennis Association (USTA), the national governing body for tennis, USA School Tennis reaches out to schools like yours and provides the necessary tools and assistance to get your students playing a sport they can enjoy for a lifetime.

By participating in the USA School Tennis program, your school may receive the following free:

- \_ Teacher training workshops
- \_ User-friendly tennis curriculum guide
- \_ Assistance in obtaining tennis equipment, racquet and balls
- \_ Opportunity to host school tennis assemblies
- \_ Help in transforming gyms and playgrounds into tennis facilities
- \_ Access to the USTA's network of tennis professionals and resources

USA School Tennis has already brought the joy of tennis to millions of students in more than 25,000 elementary, middle, junior high and high schools across America since 1985. It is a great way to bring exciting, healthy recreation and fun to your school and students at no

cost. And it's so easy to make it a part of your school's physical education curriculum.

To learn more about the USA School Tennis program or to get one started, please contact your section representative.

(Insert section,

phone numbers) or call the national office at 914-696-7234 or visit our website [www.usta.com](http://www.usta.com), community tennis, USA School Tennis.

### **GoGirlGo Project**

The GoGirlGo Project is a unique education program that utilizes four GoGirl characters and champion athletes to educate girls about health risk behaviors and life lessons such as body image, bullying, diversity, smoking, drugs and stress. This FREE program also features true-life stories from champion athletes like Brandi Chastain, Lisa Fernandez, Mary Riddell, Jennifer Rodriguez and Teresa Weatherspoon. All materials are FREE and come in GoGirlGo kits (quantities of 12 or 25), containing a GoGirls™ Guide to Life, a GoGirl Journal, instruction guides for group and peer leaders all in a GoGirl carrying case. To get a GoGirlGo kit please call (800) 227-3988 or visit [www.gogirlgo.com](http://www.gogirlgo.com).

### **Project Adventure**

Project Adventure is a nonprofit organization that has been a leader in the dynamic field of Adventure education since 1971. It offers custom training and consulting, challenge course design and installation, equipment, and publications, including the new Adventure Curriculum for Physical Education for both Middle and High School. Their new free Membership Web site offers a number of benefits, including new and classic activities, a forum to discuss ideas and issues in the Adventure field, and periodic discounts on products and training. It is **FREE** to join!

### **Light Bridge**

Light Bridge is a federally funded project that has developed a web site of high-quality video lessons for teachers of all subject areas. Each video lesson contains five or more QuickTime movies, as well as assessment and instructional materials. These video lessons are peer-reviewed and come from a growing national group of authors. By Fall 2004, there will be 10 video lessons in Physical Education, containing a combined 120 video clips. In addition, Light Bridge has also developed an online video-oriented instructional lesson authoring system (VOILA) that allows others to publish instructional videos and resources to the Light Bridge site - and get paid.

### **Exploratorium: Sport Science**

Learn how different sports really work from the scientific point of view. Included are baseball, surfing, skateboarding, etc. Lots of really cool stuff located at the Exploratorium Site. Have fun!

### **International Mountain Bicycling Association\_s (IMBA) Youth Development Program: Sprockids.**

The IMBA Sprockids program includes an award winning curriculum and a variety of resources to help schools, clubs, community groups, parents and dedicated individuals start successful youth mountain biking clubs. Sprockids clubs lead all types of kid\_s mountain biking events, including fun rides, skills clinics and races.

### **HeartPower! Online**

HeartPower! Online is the American Heart Association's curriculum-based program for teaching about the heart and how to keep it healthy for a lifetime. Nutrition, physical activity, living tobacco-free, and knowing how the heart works all are vital in maintaining a healthy heart.

### **Be Active North Carolina**

At this attractive site you can learn how this organization is encouraging North Carolinians to create the policies, opportunities, facilities, and motivation to promote physical activity -- and good health. In addition, you can participate in the Be Active Steps Program which allows you to log the amount of steps you take (with a pedometer) on a daily basis and you can have kids take some fun quizzes.

### **The School Health Index (SHI)**

The School Health Index (SHI) is a recent publication of the U.S. Department of Health and Human Services. It consists of eight modules inviting your school to conduct a self-assessment of eight aspects of the comprehensive school health program. Module 3 is physical education. One of the suggestions it makes, among others, is that to "meet the standard" there be at least 150 minutes of physical education per week in elementary schools and at least 225 minutes of physical education per week in middle and high schools.

The SHI includes a scorecard and rubrics that allows you to self-assess your program to determine where it needs improvement. The

SHI is available for free by doing any of the following:

- From their Web site: <http://www.cdc.gov/nccdphp/dash/shi/>
- Request by e-mail: [ccdinfo@cdc.gov](mailto:ccdinfo@cdc.gov)
- Call the Division of Adolescent and School Health Resource Room: 770-488-3168
- Request by toll free fax: 888-282-7681

### **Statewide Center for Healthy Schools**

The New York Statewide Center for Healthy Schools is a nationally recognized center dedicated to improving the health and educational achievement of students. The Center recognizes the critical link between students' health and their ability to learn. Check out the

Healthy Steps Walking Program while you are there along with the other neat tips and information they have available!

### **Concerned Adults and Students for Physical Education Reform (CASPER)**

CASPER (Concerned Adults and Students for Physical Education Reform) is a non profit advocacy organization for students, parents, teachers and others interested in eliminating **inappropriate** practices from physical education. CASPER demands that

teachers stop using the kinds of practices that can seriously harm students' self-esteem, such as: using "captains" to pick teams, exercise as

punishment, fitness testing in the "spotlight", and elimination games. These practices should be eliminated because they work against

what CASPER considers to be the main purpose of physical education: guiding students in the process of becoming physically active

for the rest of their lives.

### **Take 10!**

This program offers classroom teachers quick 10-minute lessons that integrate academics with movement. The site gives examples of

activity cards for grades K through 5.

### **Spring 4 Health**

This Web site is designed and maintained by a school nurse/health educator from Sacramento, CA. Visitors to the site can get

Integrated Health lesson ideas (with math, social studies, etc.) and students and teachers can enjoy the book she has published online

about the Food Pyramid. It is a cool story that will allow students to learn about good eating habits and the Pyramid.

### **Sport For All**

SPORT FOR ALL is an exciting new program that provides developmentally appropriate uses of sport-related skills for children ages 3

to 10 years, to help them enjoy participating in sport- and health-related physical activities. These positive experiences start children on

a path to regular, lifelong, physical activity -- to help them live longer, healthier lives. The Sport For All Program includes everything you

need for implementation, from program leader training and instructional tips to activities and child-friendly equipment.

### **National Association for Health and Fitness**

The National Association for Health and Fitness, the Network of State and Governor's Councils, is proud to introduce

#### **"GET AMERICA**

**ON ITS FEET!"** - a national initiative that will provide support to states and local communities in the areas of obesity prevention, worksite

wellness, and independent living for active, older adults. In addition, you can learn about programs like Everybody Matters and Lets get

Physical 2001. There is a Physical Activity Calculator that is cool too!

### **Alberta Learning: PE Online**

The aim of the Alberta Learning Kindergarten to Grade 12 Physical Education Program is to enable individuals to develop the

knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

### **Project Fit America**

Project Fit America (PFA) is a national non-profit public charity dedicated to getting kids fit. PFA donates to schools, grades K-12, fully

funded cardiovascular health and lifetime fitness education programs. Formed in 1990 as a (501) (c) (3) corporation, PFA donates 75

cents of each dollar received to schools for the sole purpose of developing exemplary model schools for cardiovascular health and

fitness. You can learn about this program and its successes at this site.

### **National School Fitness Foundation**

The National School Fitness Foundation is a 501(c)(3) nonprofit organization that provides qualifying schools with its celebrated L.I.F.T.

(Leadership in Fitness Training) America Program, which includes the following: state-of-the-art equipment, high-tech assessment tools,



a scientifically proven Curriculum, an inclusive medical supply bag, complete faculty training and ongoing support. The Program is provided free of cost, but not free from obligation-courtesy of generous donors and proactive legislators who support the Foundation's fight against childhood inactivity and obesity. The National School Fitness Foundation's L.I.F.T. America Program has been proven to reduce body fat, increase strength and improve flexibility. The Program is benefiting more than 500 schools 20 states-translating into an estimated 500,000 students who have access to the revolutionary Program and a cutting-edge Health and Wellness Physical Education Center. For information about qualifying, to receive the Program or to lend your support of the fight against childhood obesity, please call (801) 492-3440.

### **The Nesquik Fit Kids Challenge**

Elementary-school children across the country are hopping into an exciting new fitness program...**The Nesquik Fit Kids Challenge.**

This unique program encourages kids to get moving and have fun by setting fitness goals for one month and then reporting on their successes. Developed by Len Saunders, national youth fitness advisor and recipient of the President's Council on Physical Fitness and Sports Award, the program is customized to children's likes and dislikes, their ages and their abilities. The Nesquik Bunny is the perfect motivator for children, and Nesquik's new vitamin and mineral fortified powder is a great fitness partner that can help build strong bones and healthy bodies.

### **Premier's Sport Awards Program (p.s.a.p.)**

p.s.a.p. has been providing sport skill development resources to help teachers, coaches, moms and dads, and recreation leaders teach children their basic sport skills. p.s.a.p.'s "Teaching the Basics" resources include 14 sport specific instructor manuals with a focus on basic skill progression, fun drills and activities, and assessment in a lesson plan format. Complementary tools include sport skill posters and motivational skill crests. The p.s.a.p. materials are listed as recommended curriculum resources in several Canadian provinces.

### **Assessing Learning in Physical Education: Motor Skills Video**

This professional video, filmed in the Washington state public schools, demonstrates the importance of assessment in physical education and illustrates different types of skill assessment. This award winning video (first place in AAHPERD's 1996 National Video Contest) is available from Central Washington University. The cost is \$20.00 (payable to CWU) including postage. For more information call 509-963-2241 or e-mail jefferis@cwu.edu

### **University of Alberta Health Information Web site**

In addition to a number of health related articles this site features **FREE** downloadable interactive health education software. According to the authors of the site this software is suitable for high school and post secondary school aged students, and some of it can also be used with junior high youngsters. There are programs on nutrition, stress, alcohol, birth control, HIV/AIDS, and STDs. Two more programs are in development: one on body image and eating disorders and one on sexual decision making.

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#### **International Walk Our Children to School Day**

Walk Our Children to School Day is a day when school children from across the world walk to school together rather than taking the bus or getting a ride in the car to school (last year over 300,000 kids walked!) It promotes physical fitness, as well as pedestrian safety.

#### **SPARK Physical Education**

SPARK (Sports, Play, and Active Recreation for Kids) is an elementary physical education program that began as a National Institute of Health research grant. The research had many goals and objectives, however, a primary one was to create, implement, and evaluate a curricula and staff development program that could be implemented in "real world" settings by both classroom teachers and physical education specialist. SPARK is now a non-profit organization of San Diego State University dedicated to improving physical education for children and teachers everywhere.

#### **No More Dodgeball: A New Beginning (Film from Michigan AHPERD)**

This film promotes the new way of doing PE--the way that doesn't include Dodgeball and other inappropriate games and

activities.

Interviews are conducted with former members of many schools (now leaders in the community) and tells their perception of their real

life horrors in "gym" class. Some parts of the film will bring back memories of when you were taking gym class: dodgeball with only one ball; Leg lifts; duck walking; shower checks; and rows of calcs that lasted 20-30 minutes. This film highlights these events and shows

how the PE is now different in the way it is approached and taught.

To order the video contact Mary Lou Kersjes at **616-234-3830**. She will be able to let you know how to purchase the video.

### **Fitness for Youth Program**

This site was created to help promote and further inform others of the vital role that physical activity plays in the lives of our children.

The University of Michigan and Blue Cross Blue Shield of Michigan team is dedicated to helping schools nourish young people

physically, mentally and socially. Physical activity, fitness, recreation and sport play vital roles in youth development and helping children

at risk. Fitness for Youth builds on these strengths and contributes to a young person's socialization process and physical stamina. You

will find information about activities for parents to partake in with their youngsters, a newsletter, and recent research about physical activity.

### **Heart "E" Group**

A health and lifestyle curriculum for elementary school children, grades 1-3. 10 cartoon-like characters convey complex physiological

functions to teach children about exercise, nutrition and safety. The curriculum is cross disciplined and includes lessons for extension

into the home.

### **ElectriKids**

This site provides some neat information and ideas for kids, parents, and teachers. Explore "try this at home", the E-kids challenge, fun

fitness facts, Body Talk, ElectriGirl, the Muscle Mania Tour and more!

### **Navy Run Jump n` Throw**

The Navy Run Jump n` Throw program is a sports activity designed for students grades 1-12. Developed to be a fun team activity based

upon track and field team scores, the Navy Run Jump n` Throw program fits well into any physical education, or recreation program. The

Navy Run Jump n` Throw Sports Guide is sent free of charge to all teachers, coaches, or administrators who log onto the web site to

register online. The Navy RJT Sports Guide contains outstanding teaching tips for all teachers, and has sections for complete inclusion

of special needs students in this exciting new national physical education activity. Great color guide for teaching, coaching, and

administration of the Navy Run Jump n` Throw program.

### **Michigan's Exemplary Physical Education Curriculum Project (EPEC)**

The mission of EPEC is to enable those responsible for physical education in Michigan to create exemplary programs.

This requires

developing and disseminating materials and procedures that result in the youth of Michigan obtaining the necessary fitness levels, motor

skills, knowledge and attitudes to be fit for life.

### **Footbag Peace Initiative**

Daniel Botkin, (professional footbagger, social worker, and coach) has put together an informative Web site that focuses on teaching

and mentoring marginalized youth using sports, craft, and peer education -- specifically using the popular, cooperative, and largely

undiscovered sport of "**hacky sack**" or footbag. Visitors will find useful information about how to make and purchase footbags,

information about an afterschool program for troubled youth, a video (available for purchase) chronicling some footbag athlete's peace

expedition to Central America. And there is an exhaustive selection of other links to other sites. Visitors interested in sports, footbagging,

youth activism and advocacy, violence prevention curriculum, craftwork, peacework, Central America or global education will find this

site very useful. Daniel can be reached via e-mail at "dbotkin@valinet.com".

### **Dan O'Brien Education Program**

This introductory program encourages kids of all ages, but especially middle school students, to work hard in school. A central feature

of the program is to encourage at-risk students to improve their academic performance. Dan's own educational and social

battles make  
him a positive role model for these students.

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## **Instructional Materials in Physical Education**

[http://www.cln.org/subjects/pe\\_inst.html](http://www.cln.org/subjects/pe_inst.html)

The WWW sites linked to from this page provide practical assistance for Physical Education teachers

wanting to use the Internet as part of their classroom planning/instruction. Please read our disclaimer.

### **AskERIC Lesson Plans - Physical Education**

Numerous lesson plans in Games, Gymnastics, Motor/movement skills, Outdoor education, Skill-related

fitness and Team sports covering various grade ranges in K-12.

### **Athletic Animations**

A series of animations that will help Track and Field coaches instruct students in proper techniques for

sprints, hurdles, relays, race walk, steeplechase, long jump, high jump, triple jump, pole vault, shotput,

discus, javelin, and hammer events. In some events, both introductory and advanced techniques are

provided.

### **Best Practices in Physical Education**

This document from the Physical Education Provincial Specialist Association of the B.C. Teachers'

Federation offers guidelines for planning safe physical education activities. Five movement categories are

covered - games, dance, gymnastics, individual and dual activities, and alternative environment activities.

### **Coaching Tips: Badminton**

Within the following sites, you'll find tips and techniques for playing, coaching and training in badminton.

- 101 Percent
- Badminton Tips and Drills
- Information on the Sport of Badminton

### **Coaching Tips: Basketball**

• The Coach's Manual Use the menu on the left side of the page to navigate through this site. Included are

Fundamental Skills, Choosing the Team Offense, Fast Break Offenses, and Half-Court Offenses. There's

also a "Manual for Gym Rats" for students at this site.

- Download Drills Hundreds of drills organized under 12 sections.
- Pre-Game Drills Drills in ballhandling, passing, shooting, defense, offense, big man, and conditioning.

### **Elementary Physical Education**

This site from the Omaha Public Schools serves as a meta-list of links to specific PE lesson plans. Links are

organized by more than a dozen types of PE activities, for example: Chase, flee and dodge; balancing;

rolling-basic tumbling; jumping over a rope; jumping and landing; kicking a ball;

throwing/catching....

### **Encarta Lesson Collection: Physical Education**

Select "Physical Education" on their Lesson Collection Page to find about a dozen diverse lesson plans in

this subject.

### **Fitness Theme Page**

This CLN Theme Page has links to information about Fitness. Students and teachers will find curricular resources (information, content...) to help them learn about this topic. In addition, there are also links to instructional materials (game directions, lists of exercises, lessons) which will help teachers provide instruction in this theme.

#### **G.A.M.E. T.I.M.E.**

Descriptions of skill games that can be used in the classroom under the headings: Manipulative, Locomotor, Basketball, Volleyball, Soccer, Football and Other. Caution: You need to know how to navigate backwards in this frames-based web site.

#### **Game Central Station**

Over 200 games for K-12 students are described in this searchable database. Search criteria include: game name, grade level, related sport, skills (e.g., eye-hand, agility, endurance) and location (indoor/outdoor). You can also find warm up activities, holiday games, and cross-curriculum games.

#### **Games and Lessons Submitted by Clover Park P.E. Specialists**

Over a dozen ideas from practicing PE teachers.

#### **Games Kids Play**

A library of playing instructions for more than 50 of the most popular kids (activity) games plus a set of links to over 250 other activity games.

#### **Health and Sports Units**

LETNet (Learning Exchange for Teachers and Students through the Internet) is designed to help teachers understand the web and find ways to make effective use of web resources in the classroom.

#### **Integrated Resource Packages (IRPs)**

These Integrated Resource Packages (IRPs) provide some of the basic information that teachers will require

to implement the BC Ministry of Education Physical Education curricula in K-12.

- Applied Skills 11
- Physical Education K-7
- Physical Education 8-10
- Physical Education 11-12

#### **Internet Lesson Plans**

Each month, IBM provides a new set of Internet activities focused around a specific theme for a targeted

range of grade levels. PE topics that have been developed include: Health and Fitness (Grades 5-7);

Olympic Games; (Grades 3-6 and 7-10); Take a Hike (Grades 7-9); and, Baseball (Grades 3-6 and 5-8). A

teacher's guide is included for each topic.

#### **Non-Traditional Gymnastics: Lesson Plans, Activities and Assessments**

This site has unit plans, lesson plans, activities, and assessments to support non-traditional gymnastics

instruction where the teacher sets tasks that allow children to work at their own level (as opposed to

traditional gymnastics where the children are asked to perform specific skills such as forward rolls or

cartwheels according to actions specified by the teacher). Warning: This is a Geocities site and, as such,

you'll have to put up with intrusive and annoying advertising.

#### **PE Central**

This site, specifically designed for PE teachers and students, contains PE lesson ideas and assessment ideas.

### **PE Lesson Plans**

This link is to the Sports Media Web site which has suggested drills for various sports (e.g., basketball, baseball, volleyball, swimming, and more), games, standards and benchmarks, and links to other repositories of PE lesson plans.

### **Physical Education Lesson Plans**

Five teaching units are offered at this College of Education, University of Saskatchewan page - Ice Skating,

Gymnastics, Football, Aerobics, and "Sending and Receiving".

### **Sudan ISD – Elem. PE Guide, 2005 Page 81 of 81**

### **Physical Education Lesson Plans**

Over 30 lesson plans organized into 7 categories (integrated curriculum, fitness, tag games, classroom games, health/nutrition, miscellaneous, and throwing/catching). There are also resources on assessment.

### **Physical Education Lesson Plans**

This site is part of the "Classroom Connection" and contains well over 125 PE lessons plans contributed by different teachers.

- Physical Education Lesson Plans 1
- Physical Education Lesson Plans 2

### **Responsible Healthy Lifestyles Teacher Resource Guide Movement-Fitness 1990**

If you can get by the title, you'll find a fairly large collection of activities organized by grade from K to 6. Each

grade level has 5 or 6 categories of movement/fitness activities. Within each category, there may be a half

dozen briefly described activities.

### **Snowshoes for Kids: Teachers Corner**

This site has ten winter fitness PE activities/games for K-8 students. These have been targeted for schools

with class sets of snowshoes (Spring Brook Company, the site host, can sell those sets to you) or they can

be adapted for normal winter footwear. Included as well are various associated articles, for example about

history of snowshoes, winter activities, hypothermia, etc.

### **Teaching Ideas for Primary Teachers**

There's a variety of PE ideas, activities and worksheets for elementary students at this site. You'll also find a

feature titled "Time-Fillers". This is a collection of short activities which can be used within a number of

subject areas to fill a few spare moments during the day.