

TEACHER: TRACI SEWELL	AREA: Practical Living: PE/ HEALTH	Date: 1/5/2016		
<b>STANDARDS</b>	<b>Learning Target</b>		<b>Procedures/Activities</b>	
<b>KCAS:</b>	<b>KINDERGARTEN</b>			
<p><b>Academic Expectations:</b></p> <p><b>2.29</b> – Students demonstrate skills that promote Individual well- being and healthy family relationships.</p> <p><b>2.30</b> – Students evaluate consumer products and services and make effective consumer decisions.</p> <p><b>2.31</b> – Students will demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own personal well-being.</p> <p><b>2.32</b> – Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p><b>2.33</b> – Students demonstrate the skills to evaluate and use services and resources in their community.</p> <p><b>2.34</b> - Perform movements effectively and in variety of settings</p> <p><b>2.35</b> – Students demonstrate knowledge and skills that provide physical activity and involvement in physical activity throughout their lives</p> <p><b>3.1</b> – Students demonstrate positive growth in self-concept through appropriate tasks and projects.</p> <p><b>3.2</b> – Students demonstrate the ability to maintain a healthy life style.</p> <p><b>3.5</b> – Students will demonstrate self-control and self-discipline.</p> <p><b>3.7</b> – Students demonstrate the ability to learn on one’s own.</p> <p><b>4.1</b> - Students effectively use interpersonal skills.</p> <p><b>4.2</b> – Students use productive team membership skills.</p> <p><b>4.3</b> – Students individually demonstrate consistent, responsible, and caring behavior.</p> <p><b>4.4</b> – Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p><b>5.1</b> – Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.</p> <p><b>5.4</b> – Students use a decision-making process to make informed decisions among options.</p>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• <b>Participate in fitness games</b></li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Students will participate in age appropriate fitness games from the SPARK curriculum</li> </ul> <p>Vocabulary-Muscle, Heart, Lungs, sportsmanship, rules</p>		
<b>NASPE:</b>	<b>PRIMARY</b>			
<p><b>National Standards</b></p> <p><b>Standard 1</b> - Demonstrates competence in motor skills/movement patters in a variety of settings.</p> <p><b>Standard 2</b> – Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p><b>Standard 3</b> - Participates in regular physical activity.</p> <p><b>Standard 4</b> – Achieves and maintains a health-enhancing level of physical fitness.</p> <p><b>Standard 5</b> – Exhibits responsible personal and social behavior that respects self and others in a physical setting.</p>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• <b>Participate in fitness games</b></li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Students will participate in age appropriate fitness games from the SPARK curriculum</li> </ul> <p>Vocabulary-Muscle, Heart, Lungs, sportsmanship, rules</p>		

**INSTRUCTIONAL METHOD**

Hands On Small Group Large Group Direct Instruction

Guided Instruction Technology

**ASSESSMENT\*\*\*\*\***

12/1 MC/Short Answer Oral Assessment Observation Exit Slip  
Self-Assessment Performance

Vocabulary-Muscle, Heart, Lungs, sportsmanship, rules.

**MODIFICATIONS / ACCOMODATIONS:**

Sensory Reg. Strat. Use of Technology Paraphrase Prompting/Cueing

Beh. Mod. Strat.

Scribe Manipulatives Modeling Reader Extended Time

**GRADES 3-5**

**Learning Target:**

- Participate in fitness games

**Activity**

- Students will participate in age appropriate fitness games from the SPARK curriculum

Vocabulary-Muscle, Heart, Lungs, sportsmanship, rules