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| TEACHER: TRACI SEWELL | AREA: Practical Living: PE/ HEALTH | Date: 12 (1-4), 2015 | |
| STANDARDS | Learning Target | | Procedures/Activities |
| KCAS: | | | |
| <p>Academic Expectations:</p> <p>2.29 – Students demonstrate skills that promote Individual well- being and healthy family relationships.</p> <p>2.30 – Students evaluate consumer products and services and make effective consumer decisions.</p> <p>2.31 – 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>2.32 – Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p>2.33 – Students demonstrate the skills to evaluate and use services and resources in their community.</p> <p>2.34 - Perform movements effectively and in variety of settings</p> <p>2.35 – Students demonstrate knowledge and skills that provide physical activity and involvement in physical activity throughout their lives</p> <p>3.1 – Students demonstrate positive growth in self-concept through appropriate tasks and projects.</p> <p>3.2 – Students demonstrate the ability to maintain a healthy life style.</p> <p>3.5 – Students will demonstrate self-control and self-discipline.</p> <p>3.7 – Students demonstrate the ability to learn on one’s own.</p> <p>4.1 - Students effectively use interpersonal skills.</p> <p>4.2 – Students use productive team membership skills.</p> <p>4.3 – Students individually demonstrate consistent, responsible, and caring behavior.</p> <p>4.4 – Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>5.1 – 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>5.4 – Students use a decision-making process to make informed decisions among options.</p> | <p>KINDERGARTEN</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Participate in fitness stations. • Practice small goal setting for each station | | <p><u>Activity</u></p> <ul style="list-style-type: none"> • Fitness stations for endurance. • Small goal setting for each station. <p>Vocabulary-Muscle, Heart, Lungs, goal setting</p> |
| <p>NASPE:</p> <p>National Standards</p> <p>Standard 1 - Demonstrates competence in motor skills/movement patters in a variety of settings.</p> <p>Standard 2 – Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3 - Participates in regular physical activity.</p> <p>Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5 – Exhibits responsible personal and social behavior that respects self and others in a physical setting.</p> | <p>PRIMARY</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> • Participate in fitness stations. • Practice small goal setting for each station | | <p><u>Activity</u></p> <ul style="list-style-type: none"> • Fitness stations for endurance. • Small goal setting for each station. <p>Vocabulary-Muscle, Heart, Lungs, goal setting</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 Performanc

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:

- Students will self assess physical level of fitness.

Activity

Students will take a quick self assessment on fitness skills involving running.

Students will set goals according to where they think they are for fitness running.

Students will run 30 minutes and chart laps after allotted time. Will set goals for future dates.