Elementary Physical Education Curriculum Guide
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Physical Education Philosophy…

It is the goal of the Omaha Public Schools physical education program to provide students with developmentally appropriate learning opportunities with meaningful content and instruction. All students will develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity that promotes a healthy and physically active lifestyle.

Vision…

Inspire every student to maintain a healthy lifestyle.

Mission…

Physical Education instructors believe that physical education is essential to the education of the whole child. The physical education program provides opportunities for students to attain the skills, knowledge and attitudes essential for a healthy lifestyle.

Elementary Physical Education Purpose Statement…

To introduce students to a variety of activities and skills in an environment that fosters success.
# Standards and Outcomes

## Standard 01

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

<table>
<thead>
<tr>
<th>Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-2</strong></td>
</tr>
</tbody>
</table>
| A. Demonstrate fundamental motor skills using mature patterns at different speeds, levels, and directions.  
  - Demonstrate walk, run, skip, gallop, slide, hop, jump, and leap  
  - Demonstrate fleeing, chasing, dodging, turning, etc.  
| B. Demonstrate mature movement patterns in manipulative skills  
  - Shows mature form in rolling/bowling a ball at object(s), underhand throwing/catching, kicking a stationary ball, and dribbling with hand while stationary  
| C. Demonstrate progress in more complex manipulative skills.  
  - Shows progress towards achieving mature form in overhand throwing, catching, kicking, jumping rope and dribbling in motion  
| D. Demonstrate body control in traveling, weight bearing, balancing, and rhythmic activities.  
  - Travels using various fundamental motor skills without making unnecessary contact with objects/others and/or falling to the ground  
  - Performs simple tumbling skills and inverted balances  
  - Performs creative rhythms and movement songs |
| **3-4**                  |
| A. Demonstrate motor skills in combination.  
  - Playing tag while using various locomotor skills, etc.  
| B. Demonstrate mature form of manipulative skills.  
  - Shows mature form in overhand throwing, catching, kicking, trapping, jumping rope and dribbling in motion  
  - Shows progress towards mature form of passing, striking, dribbling with feet, and volleying  
| C. Demonstrate progress using manipulative skills in combination.  
  - Dribbling and passing to a stationary target/partner  
  - Moving to catch an object in motion  
  - Moving to kick a ball in motion  
  - Performing a simple jump rope routine  
| D. Demonstrate body control in traveling, weight bearing, balancing, and rhythmic activities.  
  - Performs inverted balances, balance stunts, and individual stunts  
  - Performs simple dances and rhythm patterns |
### Standard 01

#### Outcomes and Indicators

<table>
<thead>
<tr>
<th>5-6</th>
<th>A. Demonstrate mature form of manipulative skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Demonstrate mature form of manipulative skills in combination.</td>
</tr>
<tr>
<td></td>
<td>▪ Dribbling and passing to a stationary target/partner</td>
</tr>
<tr>
<td></td>
<td>▪ Moving to catch an object in motion</td>
</tr>
<tr>
<td></td>
<td>▪ Moving to kick a ball in motion</td>
</tr>
<tr>
<td></td>
<td>▪ Performing a simple jump rope routine</td>
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<tr>
<td></td>
<td>C. Demonstrate manipulative skills in complex environments.</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate ball control by changing directions, stopping and starting while dribbling in a lead-up game or small group activity</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate mature form of throwing/passing to a moving target in a lead-up game or small group activity</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate mature form of striking in a lead-up game or small group activity</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrate mature form of volleying in a led-up game or small group activity</td>
</tr>
<tr>
<td></td>
<td>D. Demonstrate body control in traveling, weight bearing, balancing, and rhythmic activities.</td>
</tr>
<tr>
<td></td>
<td>▪ Performs individual stunts, partner and group stunts, and partner support activities</td>
</tr>
<tr>
<td></td>
<td>▪ Performs complex rhythmic patterns or dances</td>
</tr>
</tbody>
</table>
**Standard 02**

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

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>K-2</strong></td>
</tr>
</tbody>
</table>
| A. Applies movement concepts to a variety of basic skills.  
  - Responds appropriately to cues for skill development  
B. Correctly identifies various body parts (e.g. arm, hand, foot).  
C. Understands and responds appropriately to movement concepts.  
  - Stop and go  
  - Self/personal space, general space.  
  - Slowly, quickly, light, heavy, fast, slow, etc.  
  - Right, left, forwards, backwards, high, low, etc.  
  - Over, under, beside, between, in, out, above, below, etc. |

| **3-4**                 |
| A. Begin to use feedback to improve performance and increase understanding of a skill.  
B. Begin to apply movement vocabulary to appropriate situations.  
C. Begin to use strategies in games and activities. |

| **5-6**                 |
| A. Use performance feedback to improve performance and increase understanding of a skill.  
  - Detects and corrects errors in personal performance.  
  - Use their knowledge to provide feedback to others.  
B. Apply movement vocabulary to appropriate situations.  
C. Begin to use complex strategies in games and activities.  
  - Offensive and defensive strategies. |
**Standard 03**
Participates regularly in physical activity.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>K-2</td>
</tr>
<tr>
<td>A. Identify the benefits of being physically active.</td>
</tr>
<tr>
<td>B. Use the skills and knowledge learned in class during personal leisure time.</td>
</tr>
<tr>
<td>• Identify healthy activities in which they participate</td>
</tr>
<tr>
<td>C. Regularly participates at appropriate level.</td>
</tr>
<tr>
<td>• Participates at 80% or more of physical activity time</td>
</tr>
<tr>
<td>3-4</td>
</tr>
<tr>
<td>A. Identify the importance of regular physical activity.</td>
</tr>
<tr>
<td>• Identify examples of light, moderate, and vigorous activity</td>
</tr>
<tr>
<td>B. Identify and make use of opportunities at school and within the community for regular participation in physical activity.</td>
</tr>
<tr>
<td>C. Regularly participates at appropriate level.</td>
</tr>
<tr>
<td>• Participates 80% or more of physical activity time.</td>
</tr>
<tr>
<td>5-6</td>
</tr>
<tr>
<td>A. Identify the importance of regular physical activity.</td>
</tr>
<tr>
<td>B. Demonstrate an awareness of physical activity opportunities within the school or community.</td>
</tr>
<tr>
<td>• Identify examples of physical activity opportunities</td>
</tr>
<tr>
<td>C. Regularly participates at appropriate level.</td>
</tr>
<tr>
<td>• Participates 80% or more of physical activity time.</td>
</tr>
</tbody>
</table>
### Standard 04
Achieves and maintains a health-enhancing level of physical fitness.

<table>
<thead>
<tr>
<th>Outcomes and Indicators</th>
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<tbody>
<tr>
<td><strong>K-2</strong></td>
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</tbody>
</table>
| A. Identify and participate in physical activities that increase heart rate.  
  ▪ Participates in a variety of activities that increase breathing and HR  |
| B. Recognize physiological signs associated with participation in moderate to vigorous physical activity  
  ▪ Increase heart rate, breathing heavier, sweating. |
| **3-4**                  |
| A. Begin to monitor heart rate before, during, and after physical activity.  
  ▪ Finding heart rate on neck and wrist.  |
| B. Identify the physiological indicators that accompany low, moderate, and vigorous physical activity and begin to adjust their own activity accordingly.  
  ▪ Identify an activity for each aerobic level |
| C. Begin to identify the five health-related fitness components.  
  ▪ Cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition |
| D. 4th will complete fitness testing and formulate meaningful personal fitness goals based on results. |
| **5-6**                  |
| A. Monitor heart rate before, during, and after physical activity.  
  ▪ Calculate personal target heart rate |
| B. Maintain appropriate aerobic level throughout activity. |
| C. Identify the five health-related fitness components. |
| D. Complete fitness testing and formulate meaningful personal fitness goals based on results. |
**Standard 05**

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

<table>
<thead>
<tr>
<th>Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-2</strong></td>
</tr>
<tr>
<td>A. Understand class expectations and procedures and consistently applies them with very little reinforcement.</td>
</tr>
<tr>
<td>- Play within rules of the game or activity</td>
</tr>
<tr>
<td>- Cooperate with all peers by taking turns and sharing equipment</td>
</tr>
<tr>
<td>- Use equipment and space safely and properly</td>
</tr>
<tr>
<td>B. Assesses and takes responsibility for own actions and behavior</td>
</tr>
<tr>
<td>- Demonstrate self-control.</td>
</tr>
<tr>
<td>- Accepts teacher decisions</td>
</tr>
<tr>
<td>- Admits mistakes</td>
</tr>
<tr>
<td>- Refrains from derogatory statements</td>
</tr>
<tr>
<td>C. Recognizes and appreciates similarities and differences of peers.</td>
</tr>
<tr>
<td>- Provides verbal and nonverbal encouragement and assistance</td>
</tr>
<tr>
<td>D. Stay on task independent of teacher supervision for short periods of time progressing towards longer periods of time.</td>
</tr>
<tr>
<td>E. Begins to demonstrate peaceful conflict resolution with modest teacher interaction.</td>
</tr>
<tr>
<td>F. Begins to consistently show cooperation and teamwork.</td>
</tr>
<tr>
<td><strong>3-4</strong></td>
</tr>
<tr>
<td>A. Understand class expectations and procedures and consistently applies them.</td>
</tr>
<tr>
<td>- Play within rules of the game or activity</td>
</tr>
<tr>
<td>- Cooperate with all peers by taking turns and sharing equipment</td>
</tr>
<tr>
<td>- Use equipment and space safely and properly</td>
</tr>
<tr>
<td>B. Assesses and takes responsibility for own actions and behavior.</td>
</tr>
<tr>
<td>- Demonstrate self-control.</td>
</tr>
<tr>
<td>- Accepts teacher decisions.</td>
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<td>- Admits mistakes</td>
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<tr>
<td>- Refrains from derogatory statements</td>
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<tr>
<td>C. Recognizes and appreciates similarities and differences of peers.</td>
</tr>
<tr>
<td>- Provides verbal and nonverbal encouragement and assistance</td>
</tr>
<tr>
<td>D. Stay on task independent of teacher supervision for short periods of time progressing towards longer periods of time.</td>
</tr>
<tr>
<td>E. Demonstrates peaceful conflict resolution skills.</td>
</tr>
<tr>
<td>F. Demonstrates cooperation and teamwork skills.</td>
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</tbody>
</table>
## Standard 05

<table>
<thead>
<tr>
<th>Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Understand class expectations and procedures and consistently applies them.</td>
</tr>
<tr>
<td>- Play within rules of the game or activity</td>
</tr>
<tr>
<td>- Cooperate with all peers by taking turns and sharing equipment</td>
</tr>
<tr>
<td>- Use equipment and space safely and properly</td>
</tr>
<tr>
<td><strong>B.</strong> Assesses and takes responsibility for own actions and behavior.</td>
</tr>
<tr>
<td>- Demonstrate self-control.</td>
</tr>
<tr>
<td>- Accepts teacher decisions.</td>
</tr>
<tr>
<td>- Admits mistakes</td>
</tr>
<tr>
<td>- Refrains from derogatory statements</td>
</tr>
<tr>
<td>- Stay on task in an individual and group activity without close teacher supervision</td>
</tr>
<tr>
<td>- Honestly reports results of work</td>
</tr>
<tr>
<td><strong>C.</strong> Recognizes and appreciates similarities and differences of peers.</td>
</tr>
<tr>
<td>- Provides verbal and nonverbal encouragement and assistance</td>
</tr>
<tr>
<td><strong>D.</strong> Demonstrates peaceful conflict resolution skills.</td>
</tr>
<tr>
<td><strong>E.</strong> Demonstrates cooperation and teamwork skills.</td>
</tr>
<tr>
<td>- Shows concern for the progress of others</td>
</tr>
<tr>
<td><strong>F.</strong> Participate in activities with goals for personal success</td>
</tr>
</tbody>
</table>
### Standard 06

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>K-2</strong></td>
</tr>
</tbody>
</table>
| A. Exhibit both verbal and nonverbal indicators of enjoyment during physical activity.  
  ▪ Identify several physical activities they enjoy |
| B. Begin to function as members of a group and to work cooperatively for brief periods of time. |
| C. Demonstrate a willingness to try new movement skills. |
| **3-4**                 |
| A. Begin to identify positive feelings associated with participation in physical activities. |
| B. Begin to engage in activities with students of different and similar skill. |
| C. Begin to choose an appropriate level of challenge in an activity to experience success. |
| D. Begin to recognize that success and improvement are attributed to effort and practice. |
| **5-6**                 |
| A. Identify positive feelings associated with participation in physical activities. |
| B. Engage in activities with students of different and similar skill. |
| C. Choose an appropriate level of challenge in an activity to experience success. |
| D. Recognize that success and improvement are attributed to effort and practice. |
Scope and Sequence

Resource Material

♦ Dynamic Physical Education for Elementary School Children (Pangrazi, 2007)
♦ Dynamic Physical Education for Elementary School Children Instructor’s Resource Manual (Casten, 2007)
♦ Dynamic Physical Education: Lesson Plans (Pangrazi, 2007)
♦ PE Activities for Grades K-2 (Landy, 1992)
♦ PE Activities for Grades 5-6 (Landy, 1993)
♦ Pre Sport Skills for Grades 4-6 (Landy, 2002)
♦ FITNESSGRAM® Test Administration Manual (Meredith, Welk, 2007)
♦ Pedometer Power (Pangrazi, Beighle, Sidman, 2007)
The following page references are found in *Dynamic Physical Education for Elementary School Children* (Pangrazi, 2007)

♦ **ADAPTATIONS FOR STUDENTS WITH DISABILITIES** (pp. 125-140)

A. **Modifying Instruction for Student Success** (pp. 133-135)
   1. Lacking Strength and Endurance
   2. Lacking Coordination
   3. Lacking Balance and Agility

B. **Teaching Tolerance** (p. 136)
♦ ESTABLISHING A CLASSROOM ENVIRONMENT
(pp. 99-123. See also Dynamic Physical Education for Elementary School Children Instructor’s Resource Manual, pp. 48-63)

A. Establish Classroom Expectations

1. Classroom Procedures, Rules, and Consequences (pp. 103-105)
   a) Determine Routines for Students
   b) Determine Rules and Procedures
   c) Determine Consequences
   d) Share Rules with Parents, Teachers, and Administrators
   e) Have Class Practice Rules

B. Establish Routines

1. Beginning and Ending class
2. Starting and Stopping activity

C. Emergency Procedures

1. Fire
2. Tornado
3. Evacuation
4. Internal Lockdown
5. External Lockdown
♦ MOTOR SKILLS

A. Movement Concepts and Themes (pp. 310-323)

1. Body Awareness (p. 312)
   a) Shapes the Body Makes (pp. 312, 316)
   b) Long or Short
   c) Wide or Narrow
      (1) Straight or Twisted
      (2) Stretched or Curled
      (3) Symmetrical or Asymmetrical
   d) Balance or Weight Bearing (pp. 316-317)
   e) Transfer of Body Weight (p. 318)
   f) Flight (pp. 312, 317-318)

2. Space Awareness
   a) Personal Space (pp. 312, 320)
   b) General Space (pp. 312, 319-320)
   c) Directions (pp. 230, 312)
      (1) Right and Left
      (2) Forwards, Backwards, Sideways
      (3) Straight, Zigzag, Circular, Curved
      (4) Clockwise, Counterclockwise
      (5) North, South, East, West
   d) Levels (pp. 312, 321)
      (1) High, Low, Medium
3. Qualities of Movement (p. 312)
   a) Time or Speed (pp. 312, 321-322)
   b) Stop and Go
   c) Slowly, Quickly
   d) Acceleration, Deceleration
   e) Fast, Medium, Slow
   f) Power/Force (pp. 54, 258, 312, 322)
   g) Light, Heavy
   h) Strong, Weak
   i) Rough, Gentle
   j) Flow (p. 312)
   k) Interrupted, Sustained

4. Relationships (pp. 313, 322-323)
   a) Contrasting Terms (p. 314)
   b) Above - Below, Before - After, Big - Little, etc.
   c) Location of Body Parts

B. Fundamental Motor Skills

1. Locomotor Skills (pp. 326-332)
   a) Walking
   b) Running
   c) Jumping
   d) Hopping
e) Sliding
f) Galloping
g) Leaping
h) Skipping

2. Nonlocomotor Skills (pp. 332-339)
   a) Bending
   b) Rocking and Swaying
c) Swinging
d) Turning
e) Twisting
f) Stretching
g) Pushing
h) Pulling
i) Fleeing, Chasing, Tagging (Dodging)
MANIPULATIVE SKILLS
(See also Dynamic Physical Education for Elementary School Children Instructor’s Resource Manual, pp. 164-170)

A. Throwing (pp. 349-350)
   1. Rolling/Bowling (pp. 367-369)
   2. Underhand Throw
      a) To self
      b) To stationary target or partner (pp. 367-369)
      c) To moving target or partner
   3. Overhand Throw
      a) To stationary target or partner
      b) To moving target or partner

B. Catching (pp. 351-352)
   1. While Stationary
   2. While Moving

C. Kicking (pp. 352-353, 658, 675)
   1. A stationary ball
   2. Approaching a stationary ball
   3. Moving to a ball in motion

D. Dribbling
   1. Hands (pp. 612, 617-619)
   2. Feet (pp. 658, 674)
E. **Striking** (pp. 353-354)
   1. With Hand (p. 354)
   2. With Short Implement (pp. 590-603)
      a) *Rackets, Paddles*
   3. With Long Implement (pp. 645-655, 681-684)
      a) *Bats, Hockey Sticks*

F. **Passing**
   1. With Hands (pp. 619-620)
   2. With Feet (pp. 658-659)

G. **Trapping** (p. 659)
   1. Feet
   2. Body

H. **Volleying** (pp. 707-717)
   1. Underhand
   2. Overhead

I. **Jumping Rope** (pp. 375-388)
   1. Short Rope
   2. Long Rope

J. **Specialized Manipulatives**
   *(The items listed below are examples of Specialized Manipulatives)*
   1. Beanbags
   2. Scoops and Balls
3. Scooters (p. 411)
4. Hoops (pp. 373-375)
5. Wands/Ribbon Sticks
6. Scarves (pp. 363-366)
7. Frisbees (pp. 603-606)
8. Spin Jammers®
9. Bocce Ball
10. Ladder Ball
11. Reaction Balls
12. Skip-Its
13. Twirl-n-Jumps
14. Jumping Sticks
15. Cup Stacking (Speed Stacks®)
♦ SPECIALIZED MOTOR SKILLS

A. Body Management Skills
   1. Balance Beam (pp. 399-401)
   2. Individual Mats (pp. 406-407)
   3. Magic Ropes/Jump Bands (pp. 407-409)

B. Rhythms (pp. 414-464)
   1. Creative Movement (pp. 416-417)
   2. Dance (pp. 414-464)

C. Gymnastic Skills (see table 20.1 pp. 472-473)
   1. Animal Movements (pp. 474-476, 487-489)
   2. Tumbling and Inverted Balances (pp. 477-479, 489-493)
   3. Balance Stunts (pp. 479-481, 493-495, 508-510)
   4. Individual Stunts (pp.482-485, 495-500, 510-512)
   5. Partner and Group Stunts (pp. 485-487, 500-503, 512-515)
   6. Partner Support Activities (pp. 503-504, 516-518)

D. Cooperative Skills
   1. Group Challenges (pp. 522-530)
   2. Parachute Activities (pp. 269-270, 530-536)
♦ LIFETIME ACTIVITIES AND SPORT SKILLS

A. Tennis (pp. 591-595)
   1. Grip
   2. Ready Position
   3. Forehand
   4. Backhand
   5. Serve
   6. Volley

B. Badminton (pp. 599-603)
   1. Serve
   2. Forehand Underhand Clear
   3. Forehand Overhead Clear
   4. Backhand Underhand Clear
   5. Backhand Overhead Clear

C. Frisbee (pp. 603-608)
   1. Backhand Throw
   2. Underhand Throw
   3. Thumb-Down Catch
   4. Thumb-Up Catch
   5. Sandwich Catch
   6. Trick Catches
D. **Basketball** (pp. 609-630)

1. Passing
   
   a) *Chest (Two-Hand) Pass*
   
   b) *One-Hand Pass*
   
   c) *Bounce Pass*
   
   d) *Two-Hand Overhead*

2. Catching

3. Dribbling

4. Shooting
   
   a) *One-Hand*
   
   b) *Lay-Up*
   
   c) *Free-Throw*
   
   d) *Jump Shot*

5. Defending

6. Stopping

7. Pivoting

E. **Football** (pp. 631-644)

1. Forward Pass

2. Lateral Pass

3. Catching

4. Handing Off

5. Centering
6. Blocking
7. Punting

F. **Hockey** (pp. 645-655)
   
   1. Gripping and Carrying the Stick
   2. Passing
   3. Forehand Pass
   4. Receiving
      
      a) *From the Front*
      b) *From the Side*
   5. Stick Handling
      
      a) *Loose*
      b) *Controlled*
   6. Shooting
   7. Defense
      
      a) *Stick Check*
      b) *Poke Check*
   8. Face-Off
   9. Goalkeeping

G. **Soccer** (pp. 656-675)
   
   1. Dribbling
   2. Passing
      
      a) *Inside of the Foot (Push Pass)*
b) Outside of the Foot (Flick Pass)

c) Long Pass (Shoelace Kick)

3. Ball Control (Trapping)
   a) Inside of the Foot
   b) Chest and Thigh
   c) Sole of the Foot

4. Heading

5. Defense

6. Jockeying

7. Throw-Ins

8. Shooting

9. Goalkeeping

10. Punting

H. Softball (pp. 676-694)

1. Gripping the Ball

2. Throwing
   a) Overhand
   b) Underhand

3. Pitching

4. Fielding
   a) Fly Balls
   b) Grounders
5. Batting
   a) Choke Grip
   b) Long Grip
   c) Middle Grip

6. Base Running

I. Track, Field, and Cross-Country Running (pp. 695-706)

1. Running
   a) Sprinting
   b) Distance Running
   c) Hurdling
   d) Relays

2. Jumping
   a) Standing
   b) Long Jump
   c) Triple Jump
   d) High Jump
J. **Volleyball** (pp. 705-717)

1. **Serving**
   a) *Underhand*
   b) *Overhand*

2. **Passing**
   a) *Overhead (Setting)*
   b) *Forearm Pass (Underhand)*

3. **Spike**

4. **Block**
♦ INTEGRATING ACADEMIC CONCEPTS (pp. 213-233)

A. Math
   1. Number Sense
   2. Counting
   3. Terminology
   4. Degrees and Fractions
   5. Estimating
   6. Measurement

B. Language Arts
   1. Alphabet
   2. Reading
   3. Spelling
   4. Parts of speech
   5. Antonyms and synonyms
   6. Foreign languages

C. Science
   1. Heart, lungs, and blood (circulatory system)
   2. Body part identification
   3. Bones, muscles
   4. Influence of physical activity on the body
D. Social Studies

1. Directions

2. Games from other countries
♦ PERSONAL HEALTH SKILLS

A. Physical Activity (pp. 239-253)
   1. Activity Guidelines
   2. Moderate to Vigorous
   3. F.I.T (Frequency, Intensity, Time)
   4. Activity Pyramid (pp. 241-244)
   5. Using Pedometers to Monitor Physical Activity (pp. 244-250)
      (See also Pedometer Power pp. 51-69)

B. Physical Fitness (pp. 255-293)
   1. Health-Related (pp.256-257)
      a) Cardiovascular (pp. 256-257)
      b) Body Composition (p. 257)
      c) Flexibility (pp. 243-244, 256, 271-273)
      d) Muscular Strength and Endurance (p. 257)
   2. Skill-Related (pp. 257-258)
      a) Agility
      b) Balance
      c) Coordination
      d) Power
      e) Speed

C. Nutrition (pp. 303-305)
   1. Food Pyramid (pp. 303-306)
D. **Avoiding Harmful Practices and Exercises** (pp. 263-264)
   1. Abdominal Exercise
   2. Stretching

E. **Consumer Issues**
   1. Advertisements
   2. Apparel
   3. Gender
**FITNESSGRAM® (Grades 4-6)**

All page references are found in *FITNESSGRAM/ACTIVITYGRAM® Test Administration Manual*

A. **Aerobic Capacity (choose one)**
   1. Pacer: 15 or 20 meter (pp. 28-29)
   2. Mile Run (pp. 32-33)

B. **Abdominal Strength and Endurance**
   1. Curl - Ups (pp. 42-45)

C. **Upper Body Strength and Endurance (choose one)**
   1. Push ups (pp. 47-49)
   2. Modified Pull Ups (pp. 49-50)
   3. Flexed Arm Hang (pp. 52-53)

D. **Flexibility**
   1. Back-Saver Sit and Reach (pp. 53-55)
# Pacing Guide

<table>
<thead>
<tr>
<th>Establishing Classroom Environment</th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
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**Locomotor Skills**

All locomotor skills should be introduced during Kdg, with the focus on running, hopping and jumping. In 1<sup>st</sup> and 2<sup>nd</sup> grades, those skills should continue to be emphasized, but the focus will expand to the other assessed locomotor skills.

In 3<sup>rd</sup> thru 6<sup>th</sup> grade, these skills should be incorporated into activities such as warm-ups and rhythms.

<table>
<thead>
<tr>
<th>Manipulative Skills</th>
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<td>Lifetime Activities Sport Skills</td>
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<td>Specialized Motor Skills</td>
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<td>Academic Concepts</td>
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</tbody>
</table>

♦ These areas will be integrated into daily lessons.

Δ Although **FITNESSGRAM®** is not utilized in K-3, components of physical fitness should be taught as a piece of **Personal Health Skills**.
## Quarterly Assessments

<table>
<thead>
<tr>
<th></th>
<th>Standard 01</th>
<th>Standard 02</th>
<th>Standard 03</th>
<th>Standard 04</th>
<th>Standard 05</th>
<th>Standard 06</th>
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<tbody>
<tr>
<td>Kdg</td>
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</table>

X This standard is to be assessed and recorded for this grading quarter.

♦ 4-6: Must be assessed and recorded **ONE** time. Teacher may select the quarter to record
In addition to the **required** assessment schedule, you may assess a standard more frequently.
Rubrics and Assessments

**Standard 01:**

*Demonstrates competency in motor skills and movement patterns.*

K: Locomotor skills assessed: run, hop, and jump

1<sup>st</sup>: Locomotor skills assessed: run, hop, jump, gallop, and slide.

2<sup>nd</sup>: Locomotor skills assessed: run, hop, jump, gallop, slide, leap, and skip

3<sup>rd</sup>: Skill assessed: Throwing

4<sup>th</sup>: Skill assessed: Kicking

5<sup>th</sup>: Skill assessed: Catching Overhead

6<sup>th</sup>: Skill assessed: Dribbling (Foot/Hand/Hockey Stick)

<table>
<thead>
<tr>
<th>Standard 01</th>
<th>Beginning</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kdg</td>
<td>Can perform instructional cues for 1 locomotor skill.</td>
<td>Can perform instructional cues for 2 locomotor skills.</td>
<td>Can perform instructional cues for the 3 locomotor skills.</td>
<td>Can perform instructional cues with fluid motion for the 3 locomotor skills listed.</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Can perform instructional cues for no more than 3 of the 5 locomotor skills listed.</td>
<td>Can perform instructional cues for 4 of the 5 locomotor skills listed.</td>
<td>Can perform instructional cues for all 5 of the locomotor skills listed.</td>
<td>Can perform instructional cues with fluid motion for the 5 locomotor skills listed.</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Can perform instructional cues for no more than 4 of the 7 locomotor skills.</td>
<td>Can perform instructional cues for 5 of the 7 locomotor skills.</td>
<td>Can perform instructional cues with fluid motion for 6 of the 7 locomotor skills listed.</td>
<td>Can perform instructional cues with fluid motion for the 7 locomotor skills listed.</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; – 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Can perform less than 3 instructional cues for the skill.</td>
<td>Can perform less than 4 instructional cues for the skill.</td>
<td>Can perform all 5 instructional cues for the skill.</td>
<td>Can perform all instructional cues with fluid motion for the skill.</td>
</tr>
</tbody>
</table>
Standard 02:

Demonstrates movement concepts, principles, strategies, and tactics.

Kdg: Responds appropriately to the terms stop and go.

1st: Correctly identifies body parts arm, leg, head, shoulder, knee, elbow, foot, and hand.

2nd: Understands and responds appropriately to the concept “self/personal and general space” in a game or activity.

3rd: Correctly identifies the instructional cues of the overhand throw.

4th: Applies appropriate strategies of kicking or throwing to a moving target in a game or activity.

5th: Applies appropriate offensive strategies (e.g. moving to an open space, eluding the defender, placing ball/object away from defender) in a game or activity.

6th: Detects and corrects errors in personal performance.

<table>
<thead>
<tr>
<th>Standard 02</th>
<th>Beginning</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kdg</td>
<td>Rarely responds appropriately to the terms stop and go.</td>
<td>Occasionally responds appropriately to the terms stop and go.</td>
<td>Mostly responds appropriately to the terms stop and go.</td>
<td>Always responds appropriately to the terms stop and go.</td>
</tr>
<tr>
<td>1st</td>
<td>Correctly identifies less than 5 body parts listed.</td>
<td>Correctly identifies less than 8 body parts listed.</td>
<td>Correctly identifies all 8 body parts listed.</td>
<td>Can correctly identify more than the 8 body parts listed.</td>
</tr>
<tr>
<td>2nd</td>
<td>Does not respond appropriately to the concept “self/personal and general space.”</td>
<td>Inconsistently responds appropriately to the concept “self/personal and general space.”</td>
<td>Consistently responds appropriately to the concept “self/personal and general space.”</td>
<td>Consistently responds appropriately to the concept “self/personal and general space.”</td>
</tr>
</tbody>
</table>
### Standard 02:

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<thead>
<tr>
<th>Standard 02</th>
<th>Beginning</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>Correctly identifies less than 3 instructional cues of the overhand throw.</td>
<td>Correctly identifies less than 5 instructional cues of the overhand throw.</td>
<td>Correctly identifies all 5 instructional cues of the overhand throw.</td>
<td>Can correctly identify an incorrect or missing instructional cue of the overhand throw.</td>
</tr>
<tr>
<td>4th</td>
<td>Rarely applies kicking or throwing strategies to a moving target in a game or activity.</td>
<td>Occasionally applies appropriate strategies of kicking or throwing to a moving target in a game or activity.</td>
<td>Consistently applies appropriate strategies of kicking or throwing to a moving target with accuracy in a game or activity.</td>
<td>Consistently applies appropriate strategies of kicking or throwing to a moving target with accuracy in a game or activity.</td>
</tr>
<tr>
<td>5th</td>
<td>Rarely applies appropriate offensive strategies in a game or activity.</td>
<td>Occasionally applies appropriate offensive strategies in a game or activity.</td>
<td>Consistently applies appropriate offensive strategies in a game or activity.</td>
<td>Consistently applies appropriate offensive strategies in a game or activity.</td>
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### Standard 03:

*Participates regularly in physical activity.*

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<tr>
<th>Standard 03</th>
<th>Beginning</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>K-6</td>
<td>Regularly needs prompting to remain physically active or at appropriate level.</td>
<td>Occasionally needs prompting to remain physically active or at appropriate level.</td>
<td>Rarely needs prompting to remain physically active at the appropriate level in all activities.</td>
<td>Always participates at appropriate level in all activities.</td>
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</tbody>
</table>
Standard 04:
Awareness and knowledge of fitness components and health-enhancing activities.

4th - 6th Assessed and recorded one time during the school year. Teacher may select which quarter to record assessment.
(No quarterly assessment for K-3)

FITNESSGRAM® Activity
4th: Match FITTESTGRAM® test with fitness component.
5th: Select 3 activities that will improve each of the 4 fitness components.
   (3 activities for each component)
6th: List 4 activities that will improve each of the 4 fitness components.

<table>
<thead>
<tr>
<th>Standard 04 4th</th>
<th>Beginning</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Can match fitness test with fitness component with 25% accuracy or less.</td>
<td>Can match fitness test with fitness component with 50% accuracy.</td>
<td>Can match fitness test with fitness component with 75% accuracy.</td>
<td>Can match fitness test with fitness component with 100% accuracy.</td>
</tr>
<tr>
<td>Standard 04 5th</td>
<td>Can select activities that will improve each of the 4 fitness components with 25% accuracy or less.</td>
<td>Can select activities that will improve each of the 4 fitness components with 50 - 74% accuracy.</td>
<td>Can select activities that will improve each of the 4 fitness components with 75 - 89% accuracy.</td>
<td>Can select activities that will improve each of the 4 fitness components with 90 - 100% accuracy.</td>
</tr>
<tr>
<td>Standard 04 6th</td>
<td>Can list 5 activities that will improve each of the 4 fitness components with 25% accuracy or less.</td>
<td>Can list 5 activities that will improve each of the 4 fitness components with 50 - 74% accuracy.</td>
<td>Can list 5 activities that will improve each of the 4 fitness components with 75 - 89% accuracy.</td>
<td>Can list 5 activities that will improve each of the 4 fitness components with 90 - 100% accuracy.</td>
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**Standard 05:**

*Exhibits responsible personal and social behavior that respects self and others.*

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<th>Standard 05</th>
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<th>Progressing</th>
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</table>
| **K - 6**   | - Rarely follows classroom guidelines  
              - Rarely acts safely, respectfully, or responsibly towards self, others, and equipment. | - Usually follows classroom guidelines  
              - Usually acts safely, respectfully, or responsibly towards self, others, and equipment. | - Mostly follows classroom guidelines.  
              - Mostly acts safely, respectfully, or responsibly towards self, others, and equipment. | - Always follows classroom guidelines and expectations.  
              - Always acts safely, respectfully, or responsibly towards self, others, and equipment. |

| Indictor Behaviors | Tattles  
|                   | Needs supervision to stay on task  
|                   | Complains about activity or others  
|                   | Needs teacher intervention when working with a partner or a group | Rarely needs supervision to stay on task  
|                   | Works effectively with all students in small and large groups  
|                   | Rarely needs teacher assistance to solve problems or conflicts with others | Positive attitude  
|                   | Willingly helps others  
|                   | Honest and fair  
|                   | Admits mistakes and apologizes  
|                   | Stays on task without supervision  
|                   | Provides verbal and nonverbal encouragement  
|                   | Demonstrates peaceful conflict resolution |

| Indictor Behaviors | Blames others  
|                   | Name calling  
|                   | Disruptive  
|                   | Aggressive behavior  
|                   | Bullies  
|                   | Does not play by the rules  
|                   | Refuses to participate in an activity  
|                   | Refuses to work with a particular person or group  
|                   | Uses inappropriate language  
|                   | Does not share equipment.  
|                   | Does not wait for turn  
|                   | Misuse of equipment | |
**Standard 06:**

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

4th-6th Assessed and recorded one time during the school year. Teacher may select which quarter to record assessment.

4th: Student will be able to identify positive feelings associated with participation in physical activities.

5th: Student will be able to name/explain a physical activity he/she enjoys and list positive feelings associated with the activity.

6th: Student will be able to list the social, emotional, and health benefits of an activity that he/she enjoys.

<table>
<thead>
<tr>
<th>Standard 06</th>
<th>Beginning</th>
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<th>Proficient</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>4th</td>
<td>• Does not complete assignment or • Cannot list more than 2 positive feelings associated with participation in physical activities</td>
<td>Can list only 3 positive feelings associated with participation in physical activities.</td>
<td>Can list 4 positive feelings associated with participation in physical activities.</td>
<td>Can list more than 4 positive feelings associated with participation in physical activities.</td>
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<tr>
<td>5th</td>
<td>• Does not complete assignment Or • Cannot name/explain a physical activity she/he enjoys Or • Cannot list more than 2 positive feelings associated with the activity</td>
<td>Can name/explain a physical activity she/he enjoys and list only 3 positive feelings associated with the activity.</td>
<td>Can name/explain a physical activity she/he enjoys and list at least 4 positive feelings associated with the activity.</td>
<td>Can name/explain several physical activities she/he enjoys and list more than 4 positive feelings associated with each activity.</td>
</tr>
<tr>
<td>6th</td>
<td>• Does not complete assignment Or • Cannot list an activity he/she enjoys Or • Cannot list any benefits</td>
<td>Can list a benefit from 1 or 2 of the areas (social, emotional, and health)</td>
<td>Can list a social, an emotional, and a health benefit of an activity that he/she enjoys.</td>
<td>Can list several social, emotional, and health benefits of an activity that he/she enjoys.</td>
</tr>
</tbody>
</table>
# Instructional Cues for Locomotor Assessment

## Walking
1. Head up, eyes forward
2. Point toes straight ahead
3. Nice, easy, relaxed arm swing from the shoulders
4. Weight transferred from heel, to ball of foot, to pushing off the floor with the toe

## Running/Jogging
1. Arm/leg opposition
2. Bend knees
3. Toes point forward
4. Arms swing forward/backward and do not cross midline
5. Feet land heel to toe

## Jumping
1. Arms back and knees bent in preparation
2. Feet simultaneously take off
3. Swing arms forward to at least shoulder height
4. 2 foot simultaneous landing

## Hopping
1. Hop with good forward motion
2. Stay on toes
3. Use arms for balance
4. Land lightly

## Leaping
1. Foot push off and reach
2. Up and over
3. Land lightly on opposite foot with knee bent

## Galloping
1. Same foot leading
2. Forward orientation
3. Moment of non-support
4. Back foot does not move in front of lead foot
## Sliding
1. Uses a Step-Close action
2. Maintains a side orientation without twisting hips (lead foot may turn out slightly in the direction of the slide)
3. Same foot leading
4. Brief period of non-support
5. Slides without losing continuity in action

## Skipping
1. Step-hop
2. Arm swings in opposition to leg
3. Skip smoothly
4. On your toes
Instructional Cues for Skill Assessment

Throwing – 3rd grade
1. Throwing elbow shoulder high, hand back, and side orientation in preparation for throw
2. Trunk rotation with elbow lagging behind hip
3. Weight transfer to non-throwing forward foot
4. Follow through
5. Hits target area on wall

Kicking (Approach and kick a ball) – 4th grade
1. Support foot to the side of the ball
2. Continuous motion into kick
3. Contact with the top of the foot (shoelaces)
4. Follow through
5. Ball travels at least 30 ft.

Overhand Catch – 5th Grade
1. Hands reach to meet the ball
2. Only hands contact the ball
3. Correct overhand catching pattern (thumbs “in”)
4. Gives with the ball
5. Successfully catches the ball
Dribbling – 6th (choose one of the following)

Dribbling – Foot

1. Keep the head up and eyes forward
2. Move on the balls of the feet
3. Contact the ball with the inside, outside, or instep of the foot
4. Keep the ball near the body so it can be controlled
5. Dribble the ball with a controlled tap

Dribbling – Hand

1. Keep the head up and eyes forward
2. Pushing action of finger pads
3. Ball at approximately waist height
4. Ball in front of the body and to the “dribble hand” side of midline
5. Keep the hand on top of the ball

Dribbling – Hockey Stick

1. Keep the head up and eyes forward
2. Grip hockey stick with dominant hand lower, thumbs point to ground, hands apart
3. Uses both sides of the stick
4. Continuous dribble (ball/puck within 4 feet of stick)
5. Maintains slow jog
Elementary PE Equipment Checkout

A variety of PE equipment was purchased to alleviate a portion of our equipment needs. The following schools are the storage sites for the equipment. Please contact the PE teacher at the school from which the equipment will be checked out.

1. Call/Email the PE teacher to schedule your request.
2. Pick up your equipment the morning of Cycle Day 1.
3. Make sure all of the equipment is accounted for before returning. If any equipment is missing or damaged, please inform the PE teacher from which the equipment was checked out.
4. Return your equipment after school on Cycle Day 10.

Equipment for Checkout is stored at the following schools:

Bowling Balls (set of 6)

<table>
<thead>
<tr>
<th>School</th>
<th>Zone</th>
<th>School Address</th>
<th>Phone#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fullerton</td>
<td>Gold</td>
<td>4711 N 138th Street</td>
<td>498-2787</td>
</tr>
<tr>
<td>Saratoga</td>
<td>Yellow</td>
<td>2504 Meredith Ave</td>
<td>457-6427</td>
</tr>
<tr>
<td>Fontenelle</td>
<td>Violet</td>
<td>3905 N 52nd Street</td>
<td>457-5905</td>
</tr>
<tr>
<td>King</td>
<td>Blue</td>
<td>3706 Maple Street</td>
<td>457-5723</td>
</tr>
<tr>
<td>Dundee</td>
<td>Pink</td>
<td>310 N 51st Street</td>
<td>554-8424</td>
</tr>
<tr>
<td>Kennedy</td>
<td>Red</td>
<td>2906 N 30th Street</td>
<td>457-5520</td>
</tr>
<tr>
<td>Gilder</td>
<td>Orange</td>
<td>3705 Chandler Rd</td>
<td>734-7334</td>
</tr>
<tr>
<td>Castelar</td>
<td>Tan</td>
<td>2316 S 18th Street</td>
<td>344-7794</td>
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</table>
Fun Foam Rods (set of 24)

<table>
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<tr>
<th>School</th>
<th>Zone</th>
<th>School Address</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minne Lusa</td>
<td>Gold</td>
<td>2728 Ida Street</td>
<td>457-5611</td>
</tr>
<tr>
<td>Lothrop</td>
<td>Yellow</td>
<td>3300 N 22\textsuperscript{nd} Street</td>
<td>457-4704</td>
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<tr>
<td>Benson West</td>
<td>Violet</td>
<td>6652 Maple Street</td>
<td>554-8633</td>
</tr>
<tr>
<td>Central Park</td>
<td>Blue</td>
<td>4904 N 42\textsuperscript{nd} Street</td>
<td>457-5905</td>
</tr>
<tr>
<td>Columbian</td>
<td>Pink</td>
<td>330 S 127\textsuperscript{th} Street</td>
<td>697-1433</td>
</tr>
<tr>
<td>Conestoga</td>
<td>Red</td>
<td>2115 Burdette St</td>
<td>344-7147</td>
</tr>
<tr>
<td>Ashland Park</td>
<td>Orange</td>
<td>5050 S 51\textsuperscript{st} Street</td>
<td>734-6001</td>
</tr>
<tr>
<td>Bancroft</td>
<td>Tan</td>
<td>2724 Riverview Blvd</td>
<td>344-7505</td>
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</table>

Hockey Sticks (set of 24 with pucks/hockey balls)

<table>
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<th>Zone</th>
<th>School Address</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Springville</td>
<td>Gold</td>
<td>7400 N 60\textsuperscript{th} Street</td>
<td>572-0130</td>
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<td>Miller Park</td>
<td>Yellow</td>
<td>5625 N 28\textsuperscript{th} Ave</td>
<td>457-6520</td>
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<tr>
<td>Dodge</td>
<td>Violet</td>
<td>3520 Maplewood Blvd</td>
<td>572-9005</td>
</tr>
<tr>
<td>Druid Hill</td>
<td>Blue</td>
<td>4020 N 30\textsuperscript{th} Street</td>
<td>451-8225</td>
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<tr>
<td>Harrison</td>
<td>Pink</td>
<td>5304 Hamilton Street</td>
<td>554-8535</td>
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<tr>
<td>Walnut Hill</td>
<td>Red</td>
<td>4355 Charles Street</td>
<td>554-8644</td>
</tr>
<tr>
<td>Catlin</td>
<td>Orange</td>
<td>12736 Marinda Street</td>
<td>697-0414</td>
</tr>
<tr>
<td>Highland</td>
<td>Tan</td>
<td>2625 Jefferson Street</td>
<td>734-5711</td>
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